

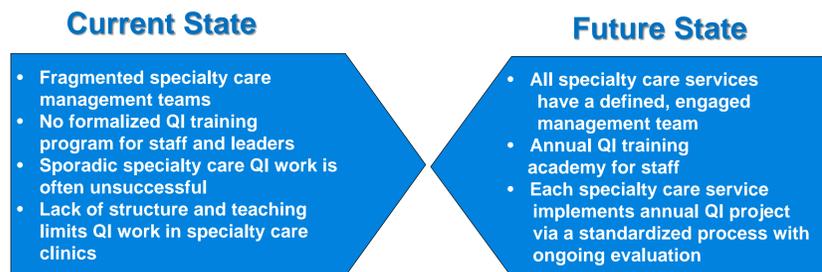
California Health Improvement Project (CHIP)

Building Specialty Care Leadership Teams in a Safety-Net Hospital System

Lukejohn W. Day, M.D.
Zuckerberg San Francisco General Hospital, San Francisco, CA

Problem Statement and Underlying Causes

Presently, there are 26 specialty care services at the Zuckerberg San Francisco General Hospital (ZSFG) that provide a wide array of services to over one eighth of the residents of the city and county of San Francisco. However, the management teams of these specialty care services are ill-defined and have limited opportunities to formally enhance their leadership abilities, understand change management, build teamwork skills and develop and implement quality improvement (QI) projects in their clinical areas.



Project Description

Implement an integrated, standardized practice-based QI learning academy focused on quality improvement, leadership, change management and teamwork skills within the ZSFG specialty care clinical areas.

Goal and Objectives

Goal:

Develop a standardized QI curriculum and implement a structured QI learning academy that:

- Identifies and improves specialty care management teamwork skills;
- Refines leadership abilities of the management team;
- Provides support to specialty care teams to develop/implement a QI project; and
- Develops a structured coaching program for the QI learning academy.

Output-oriented Objectives:

- Develop a standardized curriculum for a QI learning academy by January 2016;
- Four specialty care management teams participate in a 10 month long learning academy by November 2016; and
- Develop a coaching curriculum for the learning academy by November 2016.

Outcome-oriented Objectives:

Each specialty care management team that participates in the QI learning academy will:

- Develop and implement one QI project (patient access, patient or staff satisfaction) in their clinical area with a 5% improvement in the targeted outcome by November 2016;
- Improve team and individual perception of quality by 15% as measured using a Culture of Quality tool by November 2016; and
- Increase perception and application of teamwork by 15% in specialty care management teams by November 2016.

Outputs & Outcomes

Outputs Achieved

Development of Quality Improvement Learning Academy

Academy Goals

- Develop QI and continuous problem solving skills for staff to **coach and support QI initiatives**
- Develop leadership skills to lead network/system wide QI initiatives
- Build internal capacity** to do ongoing QI work and support network strategic priorities and initiatives, without reliance on external faculty or funding
- QI champions, analysts are expected to learn and assist with trainings/coaching in the following year



Participating Specialty Care Teams in QI Learning Academy

Specialty Care Team	QI Project	QI Improvement Work To Date
Endocrine/Diabetes	Improving patient experience	In-clinic patient satisfaction survey developed
Otolaryngology	Reducing cycle times for patient visits	Call center implemented Standard work developed for clinic staff scheduling surgical procedures
Obstetrics/Gynecology	Reducing clinic no-show rates	Restructuring of clinic phone tree Initiation of confirmation calls
Orthopedic Surgery	Optimization of billing and compliance for clinic encounters	Onboarding process and materials developed for providers Standard work developed for clinic staff for ensuring billing requirements satisfied

Outcomes Achieved

Development of QI Learning Academy and Coaching Curriculum

Month	QI Training and Curriculum	Coaching Curriculum	Number of Participants (specialty care/total)	Overall Quality of the Session	Practical Value of Session (relevance to your work)
September	San Francisco Health Network QI Training Workshops (2015)	Building a Culture of Quality	18 / 80	3.93	4.34
October	Building a Data Driven Culture of Quality	Not applicable	20 / 75	4.14	4.16
January	San Francisco Health Network QI Curriculum (2016)	Not applicable	20 / 73	4.46	4.58
February	MBTI/Teams	Not applicable	20 / 70	4.46	4.33
March	Problem Solving Thinking	Practice coach self-assessment tool	22 / 65	4.00	4.34
April	Countermeasures	A3 & process mapping	22 / 68	3.59	3.75
May (webinar)	Reflections on PDSA Cycle & Challenges	Step up/step back in coaching role	Not applicable	3.32	3.30
June	PDSA, Part 2	Framing project goals & metrics in meaningful ways	22 / 68	4.05	3.96
July	Sustainability/Implementation Plan	Reviewing team self-assessments with the team	22 / 68	4.16	4.24
August (webinar)	Change Management	Meeting facilitation	22 / 68	4.16	4.24
September	Standard Work	Humble inquiry/generous listening	22 / 68	4.16	4.24
October	Spread - Communicating Your Message	Engaging executive sponsor	22 / 68	4.16	4.24
November	Poster Celebration	Review: PDSA cycles & countermeasures	22 / 68	4.16	4.24

Note: Score of 5 = Agree strongly, 1 = Disagree strongly

Measuring Specialty Care Teams Perception of QI and Teamwork (Pre-Implementation of QI Learning Academy)

Perception and application of QI/teamwork questions	Endocrine/Diabetes	Otolaryngology	Obstetrics/ Gynecology	Orthopedic Surgery	Mean Team Score
Team members participate in making decisions about the work of the team	3.00	3.00	3.20	3.25	3.09
Team members feel free to share their ideas with the team	3.00	3.00	3.40	3.25	3.26
Regardless of the topic communication between the people on this team is direct, truthful, respectful and positive	3.40	3.67	3.60	3.25	3.41
Roles and responsibilities of individual team members are clearly understood by all members of the team	2.80	2.67	2.60	3.25	2.86
Goals of the team are clearly understood by all team members	3.40	2.67	3.20	3.25	2.84
Team is a personally meaningful experience for me	3.60	4.00	3.60	3.50	3.33
I have a clear understanding of what other team members expect of me as a team member	3.20	3.33	3.20	3.25	3.00
The work I do on this team is valued by the other team members	3.20	3.67	3.40	3.25	3.25
All individuals on this team feel free to suggest ways to improve how the team functions	3.20	3.33	3.20	3.25	3.19

Note: Score of 4 = Agree strongly, 1 = Disagree strongly; Survey will be administered at the end of the QI learning academy in November 2016

Lessons Learned

- Early buy-in and support from physician and nursing stakeholders as well as hospital administration was key to a successful implementation of the curriculum and training program.
- Important to cultivate and establish a consensus process for the development of the QI and coaching curriculum.
 - Develop a training program and curriculum that can accommodate variation
- Understanding that each specialty care clinic was at a different stage of QI development
 - Successful clinics were those that could accurately assess what they needed and learned from the experiences of other clinics
- Ongoing, intensive coaching of specialty care participants required:
 - Weekly communication with team leaders
 - Ensuring objectives of each training session were clearly defined for the team participants
 - Demanding accountability and establishing roles and responsibilities for each team member
 - Assigning homework after each training session and providing continuous and active feedback based on the team's progress
- Face to face learning sessions for leaders, clinicians, and clinic staff were not only an opportunity to put principles of adult learning into action, but provided valuable networking opportunities.
- Need to build internal capacity and secure resources for sustainability of such QI training programs in the future.

About My Organization

The Zuckerberg San Francisco General Hospital (ZSFG) is an essential part of San Francisco's health care system serving nearly 100,000 patients each year and provides 20 percent of the city's inpatient care. Recognized as one of the nation's top hospitals, ZSFG serves the community with a full complement of inpatient, outpatient, emergency, diagnostic and psychiatric services for adults and children 24-hours a day. The mission of ZSFG is to provide quality health care and trauma services with compassion and respect with a vision to advance community wellness by aligning care, discovery, and education.

Contact Me

For more information, contact me:
Lukejohn W. Day, MD
Associate chief medical officer for specialty care & diagnostics
Email: lukejohn.day@ucsf.edu

