How to Implement a Performance Improvement Project in your NICU and Support Successful Change

Tracy Morrison BSN

I have nothing to disclose.

Miami Valley Hospital
67 bed level IIIb NICU

• ECMO Coordinator
• Vermont Oxford Network Coordinator
• Staff Nurse
• Co-Chair of Premier Health System New Knowledge, Innovations, and Improvements Shared Governance Council
What is Performance Improvement?

- Any enhancement in health care operations (e.g., communications, laboratory operations, patient safety, profitability, resource utilization)


Institute for Healthcare Improvement Model

- What do you want to accomplish?
- How will you know that any change is an improvement?
- What changes will you make to create the improvement?


What do you Want to Accomplish?

Clearly define what you want to improve
- Create an aim:
  - Who, what, where, when, why and how
- Form a team
  - Interdisciplinary, include families
- We aim to improve the rate of CLD in infants in the NICU <1500 gms by 10% by 12/31/16 by implementing an evidence-based pulmonary care bundle
How Will you Know that any Change is an Improvement?

Decide How You Will Measure Improvement
- How are you doing now?
- Premature is essential
- Flowchart current process, utilize cause and effect analysis, review charts for guideline compliance, involve bedside staff and families
- Always have an outcome measure but you can add other measures such as a process measure
- CLD is your outcome measure and O2 saturation targeting compliance can be a process measure
- Continue to measure the same data over time
  - Make it easy to collect
  - Make it simple

What Changes will you Make to Create the Improvement?

Develop New Way of Doing Things
- Talk to other high performing units to see how they do things
- Research the available evidence
- Use simulation to try out new processes
- Try small tests of change
  - Plan-Do-Study-Act
  - Use folks at the bedside
  - Period of intense learning
- Develop protocols, guidelines, procedures, policies, instructions

Create a Comprehensive Implementation Plan

- Use a change management strategy to improve adoption of changes
  - Must create
    - Communication plan
    - Education plan
    - Measurement plan
- Order all new applicable equipment and supplies
- Create a celebration plan
Monitor Results

- Learn from variation
- Use of time-ordered data to detect special cause and improvement
- Annotate chart

Plan-Do-Study-Act

- Testing change in the real work setting
  - Plan it, try it, see how it works, act on what you have learned
  - Use staff to test the changes
  - People who do the work should be the ones to improve the work

What’s Next: Everyone Loves Change – Right?

- “Why change if it was working just fine before?”
- “If it ain’t broke, don’t fix it.”
- “They never tell us what’s going on!”
- “Did you hear what they want us to do now?”
- “This is a waste of time.”
- “I’ll never get my work done!”
Why do Some Changes Fail While Others Succeed?

People

- Loss of control
- Excess uncertainty
- Surprises
- We are creatures of habit
- Loss of face if involved in old way
- Concerns about competence
- More work
- Ripple effects
- Past resentments

Why do People Resist Change?

- Reason for the change is unclear
- Staff have not been consulted about the change, and it is offered to them as an accomplished fact
- Change threatens to modify established patterns of working relationships between people
- Communication about the change has not been sufficient
- Benefits and rewards for making the change are not seen
- Change threatens jobs, power or status
People may Resist Change Less if:

- There is a demonstrated need for the change
- Change coincides with staff values, beliefs, and attitudes
- Staff perceive that the change will benefit them more than it will cost them
- Innovation requires marginal rather than major changes in their views or lives
- Change is introduced gradually so that people can adjust
- Change is easy to understand

How we Perceive Change

- Our natural reaction to change, even in the best circumstances, is to resist
- Awareness of the business need to change is a critical ingredient of any change and must come first
  - “How soon will this happen?”
  - “How will this impact me?”
  - “Will I receive new training?”
  - “What’s in it for me?”
- Change happens on two dimensions: the business dimension and the people dimension

Business Dimension of Change

- Business need or opportunity for change is identified
- Scope and objectives are defined
- Business solution is designed
- New processes, systems and organizational structure
- Solution is implemented into the organization

Works perfect every time, right?
People Dimension of Change

- Research shows that problems with the people dimension of change are the most commonly cited reason for project failures.
- Five key goals to manage the people side of change:
  - Awareness of the need to change
  - Desire to participate and support the change
  - Knowledge of how to change (and what the change looks like)
  - Ability to implement the change on a day-to-day basis
  - Reinforcement available to keep the change in place

Change Management Models

- Kurt Lewin’s Unfreeze-Change-Refreeze
- John Kotter’s 8-step process for change
- Stephen Covey’s Seven Habits
- The Kubler-Ross
- ADKAR

Change Management Theory

- Helps employees transition through the change process
- Creates a successful action plan
- Breaks down change into parts
- Identifies gaps in the change management process
- Provides effective employee coaching
- Diagnoses employee resistance

http://www.strategies-for-managing-change.com/adkar.html
The ADKAR Model

- The Prosci ADKAR Model outlines the individual’s successful journey through change
- Ordered sequence for change to be implemented
- Each step fits with typical activities associated with change management
- The goals or outcomes defined by ADKAR are sequential and cumulative

http://www.prosci.com/adkar/adkar-model

The Power of ADKAR for Managing Change

- Focuses on the first element, awareness, which is often the root cause of a change’s failure
- Helps to identify where the process is breaking down and which elements have been overlooked
- ADKAR can help you plan effectively for a new change or diagnose why a current change is failing
- The ADKAR change model is founded on 2 basic ideas:
  - It is people who change, not organizations
  - Successful change occurs when individual change matches the stages of organizational change

First Step: Awareness

Goal: Create awareness of the need for change

- Human need to know “why”
  - Why is it necessary
  - Why change now
  - What is wrong with what we are currently doing
  - What will happen if I don’t change

✓ Number one reason for resistance to change is the lack of awareness of the need to change
Awareness

- Provide compelling reasons why change is needed
- Will save lives
- Will prevent errors
- Promotes the development of the baby’s brain
- How does the change align with the organization?
- What are the risks of NOT changing?
- How will the change impact workplace, flow, or how I do my job?
- What’s in it for me?

How Do You Create Awareness?

Display the Current State

- Provide data to staff
- How are you performing right now
- Create discomfort
  - The more comfortable a person is the more resistance they have to change
- Tell a story

✓ What you are fighting
  - “We’ve always done it this way”
  - “What wrong with the way we do it now”
Increase the Credibility of the Sender

- Impacts how individuals internalize message
- The organization's track record with change will impact the individuals' perception of the change
- Levels of trust and respect
- People at the top are expected to send messages about why change is being made if it aligns with business strategy
- Messages about how the change is going to occur at the work level are more likely to come from immediate supervisors
- Change in work processes may be more accepted if they come from peers

Distinguish Between Internal Versus External Reasons for Change

- If change is driven by external drivers, are there observable reasons for change?
- Driven by an outside organization (TJC)
- New healthcare laws
- When change is driven by internal drivers (the new way we do things) may face additional challenges if the reason for change isn't compelling enough
- Lack of observable reasons can create a barrier for change
- May need more time to build awareness of need for change

How to Build Awareness

- Communicate! What is the best mode of communication for the audience you need to reach?
  - What has worked well in the past?
  - Face to face or group meetings
  - Emails, create a newsletter for bigger change initiatives
  - Lunch and learns, training sessions, workshops
  - Videos, peer to peer education
  - Communicate often and through various channels
  - Create a formal communications plan and stick to it
Building Awareness
• Share how the change aligns with the overall vision of the organization
• See if a senior leader can sponsor the project
• Share why the change is needed and what the risks are of not changing
  • Tell a story
  • Create a burning platform
  • How are you doing? Where do you want to be and by when

✔ Share your NICU statistics with staff

Second Step: Create Desire
• The motivation and choice to support change
  • Creating desire in other people can be difficult
  • Desire does not necessarily follow awareness
• Factors that Influence Desire
  • Nature of the change
  • The organizational context for the change
  • Individuals personal situation
  • What motivates each individual

The Nature of the Change
• Is the change an opportunity or a threat
  • Will it take me longer to get my work done?
  • Will I still be an expert?
  • Do I have to learn new equipment?
  • Will it interrupt the flow of my work?
  • What’s in it for me
  • Any inequity perceived?
  • Days vs. nights
What is your Organizational Context for Change?

- How successful were past changes? Is a lot of change already going on?
- How do the individuals perceive the environment that is subject to change?
  - Varies from person to person
- What is the unit’s history in building desire and supporting change?

Each Person has a Unique Capacity to Change

- Personal context includes all of a person’s life situation
  - What’s going on at home?
  - Do they feel secure in their job?
  - Do they have friendships?
  - What is their educational background?
  - What are their work successes?
- What else is going on at work?

Intrinsic Motivation to Change

- What do staff value?
- Inherent attributes such as desire to help others or avoid negative consequences
- Internal beliefs about being successful and moving forward
How Do You Create Desire?

Build a Vision of your Future State

- Create a vision of where you want to be
  - Zero infections
  - No babies blind from ROP
  - Every baby held by 24 hours of age
- Manage resistance by understanding it and having conversations with staff
  - Remove any obstacles to change
- Make a personal appeal
  - Relate your appeal back to your story in the awareness phase
  - Please help our babies leave the hospital without an infection
  - Please help support our new skin to skin process, mommy's and babies belong together

Engage employees

- Involve staff in the change process
  - Let staff decide the best way to initiate the new process
  - Will build ownership and support
  - Participation creates passion
- Staff should be included on the design team or the change management team
  - Simulation is great during the problem solving phase
- Staff should always be included when testing new solutions or piloting a project
The Third Step: Knowledge

- The details staff need to be successful with the change initiative
- Essential outcome for change to occur
- Knowledge gap may create barrier to change
- Required knowledge to implement change may not be clear
  - May be a simple process or a very complex system

Assess Current Knowledge Base

- Understand the knowledge gap between what staff currently know and what they need to know
- Some staff may already have required knowledge – engage them to help
- What is the probability of success for gaining new knowledge?

Assess Capacity to Gain Knowledge

- All staff have different capacity to learn
- Are technical skills more difficult than concepts?
- Is memorization a challenge for some?
- What can you do to appeal to all types of learners
  - Visual aids
  - Pictures
  - Smart phones
  - Computers
  - Paper and pencil
Access or Existence of Required Knowledge

- Does the knowledge exist?
- Do you have access to this knowledge?
- Will knowledge transfer to ability?
  - How can you facilitate this transfer
- Is there required technical knowledge needed for the change to be successful?

Are Resources Available for Education and Training

- Is there funding available for training?
- Are there staff that have the new skills that can train others
- Are there subject matter experts, instructors, classrooms, books, training equipment

How to Create Knowledge
How to Create Knowledge

• It's important to remember that this step provides staff with the knowledge needed to be successful with the proposed change
• Relevance is important to adult learners so connect the reasons for change to the education provided for them
  • Why is something important to know or do
  • Want to learn in their own way
  • Learning is better hands-on
  • Timing is right for them to learn
  • The process is positive and encouraging
✓ Adult learners retain more knowledge when they are allowed hands-on practice, so consider using simulation and return demonstrations

Create an Education Plan

• Train for both new skills and behaviors
• Provide details on new processes, procedures, and tools
  • Provide opportunity to practice
• Teach staff the evidence supporting the change
• Make the education easy to get to
  • Lots of different times, on shift, video
• Help staff understand new roles and/or responsibilities
• Offer CE
✓ Do a pilot study with a small diverse group of staff and measure the effectiveness of the education

The Fourth Step: Ability

• Knowledge only may not be enough
• If you play golf with a pro are you suddenly a better golfer?
• Ability is the demonstrated achievement of change
• Several factors can limit a persons ability to implement change
  • Psychological blocks
  • Physical abilities
  • Intellectual capability
  • Not enough time for skill development to take place
  • Lack of resources to support the development of new abilities
Physical Abilities and Intellectual Capability

- Some people may have physical limitations that prevent them from implementing change
- Limitations include strength, agility, manual dexterity, physical size, and hand-eye coordination
- An example would be arthritis and keyboarding
- Absence of ability may prevent people from performing well, i.e., staff with poor IV skills may not adapt well to new IV catheters
- Everyone has unique intelligence that is on a spectrum

Make Resources Available

- Ability is achieved when the desired performance level of staff enables the change to occur
- Financial support
- Proper tools and materials
- Personal coaching
- Access to mentors and subject matter coaches
- Support structure for employees is essential to promote new skills

How to Create Ability
Designing Training for Change

• Assess the current knowledge gaps
  • Does the current knowledge meet the needs of the current process?
  • What policies and/or procedures need to be updated?
  • Are there any skill gaps?
• Content should include hands-on training and demonstrations
  • What is the knowledge required to perform the new process?
  • How will the new process become the new way we do things around here?

Design Training to Transform Knowledge into Ability

• Super users can role model the change and lead hands-on demonstration during shifts
  • Super user could offer to change someone’s IV fluids using a new process
  • Keeping a “spare set” of process parts (IV tubing) to allow staff to practice while on shift
  • Super user should have time to mentor staff during implementation
✓ Create a forum for staff feedback during the implementation phase so any new challenges discovered can be dealt with
  • Change team will need to check in frequently with each other

Training Design

• Create visual aids such as pictures, videos, or checklists for more complex new processes
  • Many can be posted on desk top computers for reference
  • Pictures of a new IV tubing design can be laminated and attached to the IV cart
• Provide on shift coaching using a core group of employees as super users of the new process
  • For complex changes have super users available for just-in-time teaching at during the first week or so of implementation
✓ Training should be provided just prior to implementation for better retention

These Handouts are not intended to be used outside of NTMC Recertification II

Creative Therapy Consultants©
Not for Duplication
Ensure Time is Available for Training

- If there is not enough time for all staff to develop skills, change could fail even if there is awareness, desire, and knowledge
- External factors may control the time available for implementing change and to train
  - Have just-in-time training on shift when possible

The Fifth Step: Reinforcement

- Any action that strengthens or reinforces the change with an individual or organization
- Recognitions, rewards, celebrations, personal acknowledgement
- Employees want to know they matter and are valued
- Factors that contribute to the effectiveness of reinforcements are:
  - The degree in which reinforcement is meaningful to employee
  - Association with the reinforcement with actual progress and change
  - Absence of negative consequences
  - Accountability systems to reinforce the change
- Personal thank you is the number 1 recognition desired by customer service personnel from their supervisor

How to Make Reinforcement Meaningful

- The recognition or award applies to the person being recognized
- The person providing the recognition is someone the person respects
- The reward is relevant or valuable to the person being recognized

Super Star!
How to Create Reinforcement

How to Associate the Reinforcement with the Accomplishment

- Absence of reinforcement is a barrier to change
- Should not reward if accomplishments not achieved
- Celebrating small successes has great potential
  - Multiple opportunities to reward and reinforce change
  - Giving raffle tickets to physicians to celebrate handwashing when entering and exiting a room
  - A round of applause during staff meetings for having no adverse safety events that month

Avoid Negative Consequences

- If there is a negative consequence for exhibiting the behavior of change, the process is impeded
  - This can be social pressure from staff not to comply
  - It takes longer to get work done
  - Involve slow or late adopters in the project
  - Use the herd mentality to your advantage
    - "Nobody’s doing it" versus “Almost all of you are following the new policy”
  - Inform staff of results of system audits so they know others are changing too

THANKS
EVERYONE
FOR
QUICKLY
ADOPTING
THE
NEW
POLICY!
Build in Accountability

• Accountability is a strong form of reinforcement
• Working out with a personal trainer rather than by yourself
• Having a health issue that makes you want to lose weight
• Tie an accountability system to performance measurements
• Build momentum for change by reinforcing success
• Greatest risk at this point is people reverting to old habits
• Successful change increases the odds that the next change will be successful

Sustaining the Change

• Reinforcement is critical
• Key components include:
  • Celebrations
  • Rewards
  • Feedback from employees
  • Audits and performance measures
  • Accountability systems

Create Performance Measures to Track Success of Project Implementation

• Have every staff nurse put together IV tubing as per new process and could number of errors
• Repeat this to get a measure over time
• Audit IV fluids once per week to see if put together correctly
  • This becomes a run chart and measure progress over time
Summary

- Decide what you want to improve
- Measure how you are doing right now
- Choose a measure to follow over time and be consistent with audits
- Institute changes that create improvement
- Benchmark, review the literature, standardize care, talk to families
- Involve frontline staff in PDSA cycles and learn what works best in your culture
- Measure and celebrate successes
- Create a detailed change management plan to help staff be successful in implementing and accepting change

Thank You!