

# NNPHI Roundtable Discussion

## QA vs. QI

May 20, 2014

By Dan Ward, MPA

Performance Improvement Manager  
Idaho Department of Health and Welfare,  
Division of Public Health

# Michigan PH Institute: Embracing Quality In Public Health

## A Practitioners Quality Improvement Guidebook

<b>Quality Assurance vs. Quality Improvement</b>	
<b>Quality Assurance</b>	<b>Quality Improvement</b>
<b>Guarantees quality</b>	<b>Raises quality</b>
<b>Relies on inspection</b>	<b>Emphasizes prevention</b>
<b>Uses a reactive approach</b>	<b>Uses a proactive approach</b>
<b>Looks at compliance with standards</b>	<b>Improves the processes to meet standards</b>
<b>Requires a specific fix</b>	<b>Requires continuous efforts</b>
<b>Relies on individuals</b>	<b>Relies on teamwork</b>
<b>Examines criteria or requirements</b>	<b>Examines processes or outcomes</b>
<b>Asks "Do we provide good services"</b>	<b>Asks, "How can we provide better services?"</b>

# 3 KEY QUESTIONS TO QI

- 1. WHAT ARE WE TRYING TO ACCOMPLISH?**
- 2. WHAT CHANGE CAN WE MAKE THAT WILL RESULT IN IMPROVMENT?**
- 3. HOW WILL WE KNOW THAT A CHANGE IS AN IMPROVEMENT?**

\*Source: Langley GL, Nolan KM, Nolan TW, Norman CL, Provost LP. [\*The Improvement Guide: A Practical Approach to Enhancing Organizational Performance\*](#) (2nd edition). San Francisco: Jossey-Bass Publishers; 2009.

# Steps for Quality Improvement Process, “Plan-Do-Check/Study-Act”

## **PLAN (Baseline measure)**

1. Describe the problem
2. Describe the current process
3. Identify the root causes of the problem
4. Develop a solution & action plan

## **DO**

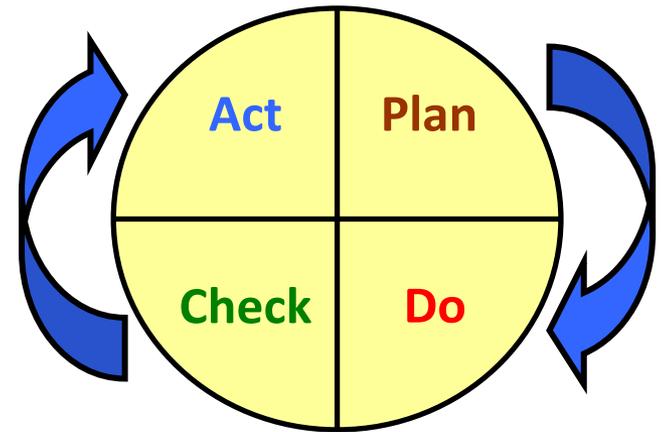
5. Implement the solution or process change

## **CHECK /STUDY (Second measure)**

6. Review & evaluate the result of the change

## **ACT**

7. Reflect & Act on the learnings



# Within the PDCA you use QA and QI Tools

Examples:

- QA checklists
- Flowcharts
- Fishbone Diagrams
- Spaghetti Diagram
- Counting Chairs
- 5 Whys (PowerPoint)
- Ganttts



# Sample QA Checklist

**Figure 16. Sterile Scrub Procedure Monitoring Tool**

Directions: Use one form for each observation. Observe the staff member perform the sterile scrub procedure. For each activity of the procedure, make a check mark in the right hand column indicating whether the activity was completed as described (yes) or not (no). Numbers 20-22 are marked according to the availability of the products needed for the sterile scrub.

Activity	Performed procedure	
	Yes	No
1. Remove jewelry.		
2. Wet hands and arms to elbows.		
3. Apply antiseptic soap to the hands and work up lather.		
4. Clean under nails with scrub brush and discard.		
5. Rinse hands and arms thoroughly.		
6. Obtain new scrub brush and apply antiseptic soap to the brush.		
7. Start at fingernails and scrub the nail area, one hand for 30 seconds.		
8. Scrub fingers, all 4 sides, including webbed spaces between fingers for 30 seconds.		
9. Scrub the palm and dorsal surface of the hand for 1 minute.		
10. Scrub arm to 2 inches above the elbow, 4 sides for 30 seconds each side.		
11. Repeat steps for the other hand and forearm.		
12. Discard scrub brush in waste receptacle.		
13. Rinse fingers, hands, and arms beginning at the fingertip and advancing to the forearm, hold hands higher than elbows to force water to run down away from hands.		
14. Remove hands and arms from the running water holding arms bent, upright away from hands.		
15. Grasp a sterile folded towel near the corner and step away from all equipment.		
16. Extend arms and open towel to full length and width.		
17. Use half of the towel to blot dry one hand, a circular motion to dry forearm to elbow.		
18. Repeat with other arm using the other half of the towel.		
19. Discard towel by dropping into linen receptacle.		
20. Was disinfectant soap readily available?		
21. Were sufficient hand brushes available?		
22. Were there sufficient sterile or paper towels available?		

**Figure 17. Sterile Scrub Procedure Monitoring Results**

Activity	Performed procedure		Percent Compliance
	Yes	No	
1. Remove jewelry.	100	25	80%
2. Wet hands and arms to elbows.	125	125	100%
3. Apply antiseptic soap to the hands and work up lather.	125	125	100%
4. Clean under nails with scrub brush and discard.	75	50	60%
5. Rinse hands and arms thoroughly.	125	125	100%
6. Obtain new scrub brush and apply antiseptic soap to the brush.	125	125	100%
7. Start at fingernails and scrub the nail area, one hand for 30 seconds.	85	40	68%
8. Scrub fingers, all 4 sides, including webbed spaces between fingers for 30 seconds.	85	40	68%
9. Scrub the palm and dorsal surface of the hand for 1 minute.	125	125	100%
10. Scrub arm to 2 inches above the elbow, 4 sides for 30 seconds each side.	125	125	100%
11. Repeat steps for the other hand and forearm.	125	125	100%
12. Discard scrub brush in waste receptacle.	125	125	100%
13. Rinse fingers, hands, and arms beginning at the fingertip and advancing to the forearm, hold hands higher than elbows to force water to run down away from hands.	100	25	80%
14. Remove hands and arms from the running water holding arms bent, upright away from hands.	80	45	64%
15. Grasp a sterile folded towel near the corner and step away from all equipment.	25	100	20%
16. Extend arms and open towel to full length and width.	25	100	20%
17. Use half of the towel to blot dry one hand, a circular motion to dry forearm to elbow.	25	100	20%
18. Repeat with other arm using the other half of the towel.	25	100	20%
19. Discard towel by dropping into linen receptacle.	100	25	80%
20. Was disinfectant soap readily available?	125	125	100%
21. Were sufficient hand brushes available?	125	125	100%
22. Were there sufficient sterile or paper towels available?	25	100	20%

Data were collected from July 3-14, 2000 (daily from Monday through Friday from 6 a.m. to 7 a.m.). A total of 125 observations were made. The highlighted boxes point out steps of the process that do not meet threshold and thus require problem solving by the team.

# Sample Gantt Chart

{Title of project/activity}	Due date	Staff:	Summary information:	Date completed:
1.				
•				
•				
2.				
•				
•				
{Title of project/activity}	Due date	Staff:	Summary information	Date completed:
1.				
•				
•				
•				
•				
2.				
•				
{Title of project/activity}	Due date	Staff:	Summary information	Date completed:
1.				
•				
•				
•				

# Elisabeth Kubler-Ross

## Five Stages of Grief

Her model is also transferable to personal change and emotional upset resulting from factors other than death and dying.

1. Denial
2. Anger
3. Bargaining
4. Depression
5. Acceptance

The bottom line is the person is struggling with a loss or the perception of losing something.

Remember . . . Most problems are processes, not people.

