Centre for Healthcare Redesign (CHR) Diploma Program

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Agency for Clinical Innovation
Demand / Resources Gap

Health Cost and Volume Growth (7% - 8%) vs Funding Growth (5.3%)

2012/13 Funding Gap
$250M to $300M

2015/16 Funding Gap
$1,500 million
The CHR ‘School’ key aim is to build local, internal capability for innovation and improvement

2007
- All Face to Face
- External + Internal Consultants
- 1/yr ~ 16 participants
- 20 weeks duration

2013
- Mixed Mode
- Internal Facilitators
- 3/yr ~ 12 projects / 25-30 participants
- ‘Themed Courses’
NSW Health Redesign Methodology draws on several methodologies

- Frontline staff use the methodology to
  - Identify issues across the patient journey
  - Design solutions
  - Implement the best solutions

- Ensure we analyse problems before developing solutions by utilising data analysis, project & change management

- Deliver long-term sustainable changes
### Centre for Healthcare Redesign - Methodology

<table>
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<tr>
<th>Stage</th>
<th>Purpose</th>
<th>Key Activities</th>
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| **Project Initiation & Start-up**          | To develop the project scope and set up project, change, communication and stakeholder management plans | - Project Management  
- Project Objectives & Measuring Benefits  
- Project Scoping  
- Governance & Reporting  
- Roles & Responsibilities  
- Project Deliverables & Scheduling  
- Project Costs  
- Risk Management  
- Change Management  
- Stakeholder Management  
- Communications Management |
| **Diagnostics**                            | To collect and assess critical data about processes, patients and staff. Identify key issues to be resolved and build the case for change | - Process Mapping  
- Diagnostic Tools & Techniques  
- Staff Interviews  
- Patient Interviews  
- Patient Tag Alongs  
- Data Collection & Analysis  
- Baseline KPI’s  
- Issues Identification  
- Issues Prioritisation  
- Root Cause Analysis  
- Building the Case For Change |
| **Solution Design**                        | To design and prioritise solutions to issues and build stakeholder support | - Literature Search for Best Practice Solutions  
- Facilitated Problem Solving & Brainstorming  
- Solutions Identification  
- Cost/Benefit Analysis of Solutions  
- Prioritisation of Solutions  
- Detailed Solution Statements  
- Develop Quick Wins |
| **Implementation Planning**                | To develop a comprehensive plan for implementing solutions and measuring benefits | - Implementation Plans for Quick Wins  
- Business Cases  
- Implementation Teams  
- Change Readiness Assessment  
- Sponsorship Roles & Responsibilities  
- Project, Stakeholder, Communication & Change Management Plans  
- Performance Management  
- KPI Definition & Measurement Plan  
- Piloting Initiatives |
| **Implementation Checkpoints**             | To implement solutions and confirm that benefits are being delivered | - Implement Quick Wins  
- Implement all Solutions  
- Trouble Shooting  
- Coaching & Support  
- Monitoring and Reporting  |
| **Evaluation Sustainability Knowledge Sharing** | To identify ways to improve the process, share lessons and drive sustainability | - Post Implementation Evaluation  
- Review & Redesign of Unsuccessful Initiatives  
- Continuous Cycle of Redesign – Sustainability  
- Sharing of Knowledge  
- Writing For Publication |

**Project + Change + Stakeholder + Communication Management**
CHR Timeline

Week 1
Project Initiation

Week 4
Diagnostics Phase

Week 10
Solutions Phase

Week 15
Implementation Planning Phase

Week 20
Evaluation and Sustainability

Week 52 (approx)
Evaluation & Graduation

3 Face to face days

3 Face to face days

2 Face to face days

3 Face to face days

2 Face to face days

Implementation continues
What `makes’ the School

...Recipe for Success
Recipe for Success

- Take a pinch of participants and project sponsors
- Select high priorities and opportunities for success
- Blend facilitators and content experts
- Add e-learning
- Mix with workplace coaching
- Sprinkle with LEAN at Baxter’s Healthcare 2013
- Add workplace Project and Resources

https://gem.workstar.com.au
And you Get...
Interview:
Sue Winders
Manager Oral Health Clinical Network
Southern NSW and Murrumbidgee Local Health District
Dur: 0:22
720p25
Ungraded, stereo
Current State

...Evaluation to improve the school
“My school rules!”

Figure 1: Participant perceptions about acquisition of knowledge and skills

- I found the course content valuable for equipping me with the knowledge and skills to implement change in our organisation:
  - Strongly disagree: 1.1%
  - Disagree: 3.2%
  - Neither agree nor disagree: 52.7%
  - Agree: 43.0%
  - Strongly agree: 0.0%

- I developed important new skills from the course:
  - Strongly disagree: 0.0%
  - Disagree: 0.0%
  - Neither agree nor disagree: 33.3%
  - Agree: 62.4%
  - Strongly agree: 0.0%

- The course has equipped me to implement projects to improve healthcare:
  - Strongly disagree: 2.2%
  - Disagree: 3.2%
  - Neither agree nor disagree: 45.2%
  - Agree: 49.5%
  - Strongly agree: 0.0%

- Through the course, I gained valuable skills in change management:
  - Strongly disagree: 0.0%
  - Disagree: 1.1%
  - Neither agree nor disagree: 47.3%
  - Agree: 43.0%
  - Strongly agree: 0.0%

- I learnt a lot from the course about stakeholder management:
  - Strongly disagree: 1.1%
  - Disagree: 6.5%
  - Neither agree nor disagree: 45.7%
  - Agree: 46.7%
  - Strongly agree: 0.0%

- I feel confident to lead another change process:
  - Strongly disagree: 8.7%
  - Disagree: 10.9%
  - Neither agree nor disagree: 39.1%
  - Agree: 38.0%
  - Strongly agree: 0.0%

Source: Participant Survey, Number of respondents: n = 93
They didn’t invent anything new… they are things we’ve wanted to get progress on for ages but they managed to do it in a more effective, coordinated and structured way that gives the best chance for success. (Senior Medical Sponsor)

It was one of the hardest things I have ever completed in my professional career, there were many late nights and challenging moments, but I’d do it again in a heartbeat. (Participant)

The course was perfect for my needs, I’ve now moved on to state wide projects. (Participant)
Participants skills in Redesign increased

Figure 2 Participant (2012) pre and post self-assessments: Percent participants who know and could implement without assistance / are expert and able to teach the skill to others

Source: CHR database. **Difference between pre and post course assessments, p < 0.001 (paired comparison t-tests)
Most Participants have been able to apply these new skills, transfer them and lead other projects


Figure 3 Subsequent use and transfer of knowledge and skills acquired during training by year of course
CHR and LHDs/LHNs need to reinforce their partnership to strengthen project implementation

‘Delays have occurred due to staff availability to implement change’
‘None of the money options were implemented’
‘Workload overtook the project’

![Achievement of project goals: Percent total respondents](image)


Figure 4 Achievement of project goals: Percent total respondents
Recommendations

• Strengthen **Partnerships**

• Improve Project and Participants **Selection**

• Improve **Sponsor** Preparation

• Increase involvement in **Implementation**

• Tweak **Course Delivery**
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