

Project Title

Enhancing the Quality of Improvement Projects initiated by the Speech Therapy

Project Lead and Members

Project lead: Pamela Oh

Project members: Gladys Tan

Organisation(s) Involved

Ng Teng Fong General Hospital

Healthcare Family Group Involved in this Project

Allied Health

Applicable Specialty or Discipline

Speech Therapy

Project Period

Start date: March 2020

Completed date: July 2020

Aims

In line with department's goals, the team intends to increase the percentage of projects adopting a QI methodology to 100% and increase the percentage of STs with QI experience to 80% by December 2020.

Background

See poster appended/ below

Methods

See poster appended/ below

Results

See poster appended/ below

Lessons Learnt

While it is time consuming and not feasible for all staff to attend QI workshops conducted by the organization, education on QI methodology through a simple 1 hour in-service was beneficial and efficient in improving staff's knowledge of QI projects. This finding is also supported by a study done by Health Foundation in UK (2012), where interactive small-group seminars with practical components are effective in imparting QI knowledge. When given the opportunity to practice and apply to relevant clinical scenarios, teams are more likely to make a real change in their clinical environment (Land et al., 2002).

Conclusion

See poster appended/ below

Project Category

Training & Education, Learning Theories & Framework

Keywords

QI Methodology, In-service Training, Quality Improvement

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ENHANCING THE QUALITY OF IMPROVEMENT PROJECTS INITIATED BY THE SPEECH THERAPY DEPARTMENT

MEMBERS: GLADYS TAN LI YUE, PAMELA OH YEN SHI

- SAFETY
- QUALITY
- PATIENT EXPERIENCE
- PRODUCTIVITY
- COST
- TEAMWORK
- COMMUNICATION

Define Problem, Set Aim

Problem/Opportunity for Improvement

Between 2016 and 2019, the Speech Therapy department has completed a total of 12 quality improvement (QI) projects. However, only 42% of the projects adopted a QI methodology.

In 2019, the department's direction is for at least 80% of staff to have experience in completing at least one QI project by December 2020. At that time, 46% of the Speech Therapists (STs) had experience in QI.

Based on a survey of the department, 53% of STs felt that they lacked the necessary fundamental knowledge to initiate a QI project. Without sufficient knowledge on QI methodology, staff may embark on projects without a clear structure to guide their study design and intervention. This can compromise on the quality of the projects, resulting in unnecessary use of resources such as manpower and time.

Aim

In line with department's goals, the team intends to increase the percentage of projects adopting a QI methodology to 100% and increase the percentage of STs with QI experience to 80% by December 2020.

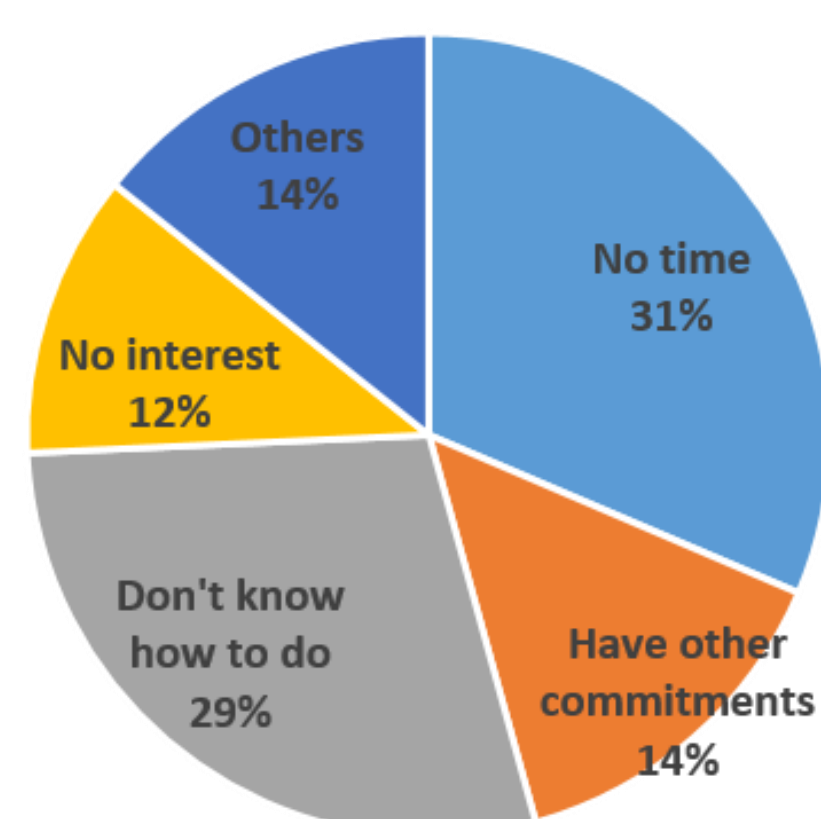
Establish Measures

- STs' self rating of QI knowledge pre and post intervention
- Percentage of QI projects initiated which adopted a QI methodology after intervention by December 2020
- Percentage of STs with QI experience by December 2020

Before intervention,

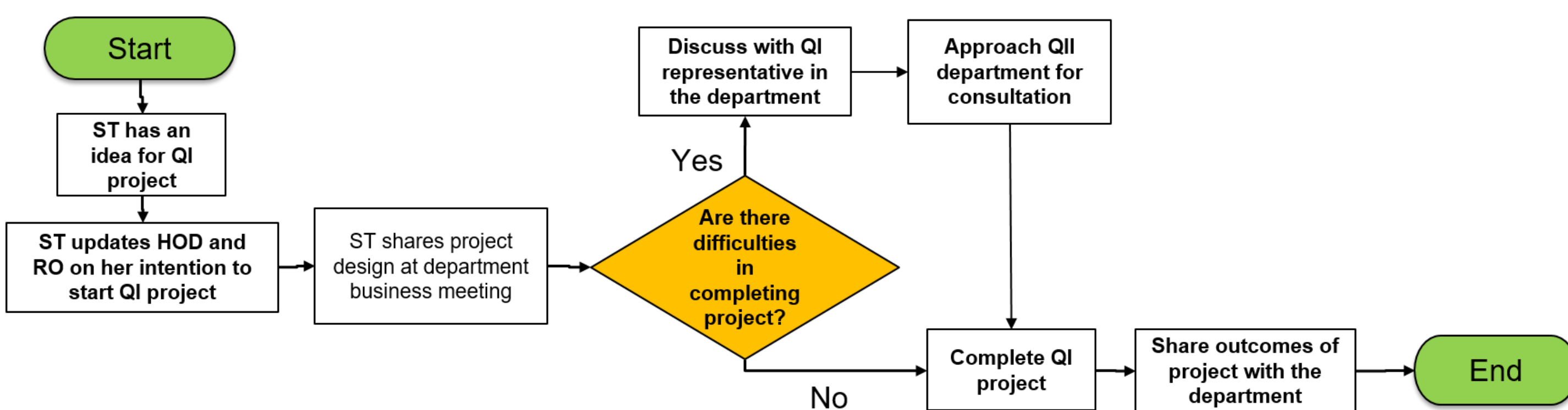
- STs' perceptions of QI were gathered through a survey (n = 19)
- Main barriers to completing QI projects were perceived lack of time and lack of knowledge
- 53% of STs felt that they were not equipped with the fundamental skills to initiate a QI project using a QI methodology
- Only 21% of STs stated that they were confident of initiating a QI project

Barriers to completing QI projects

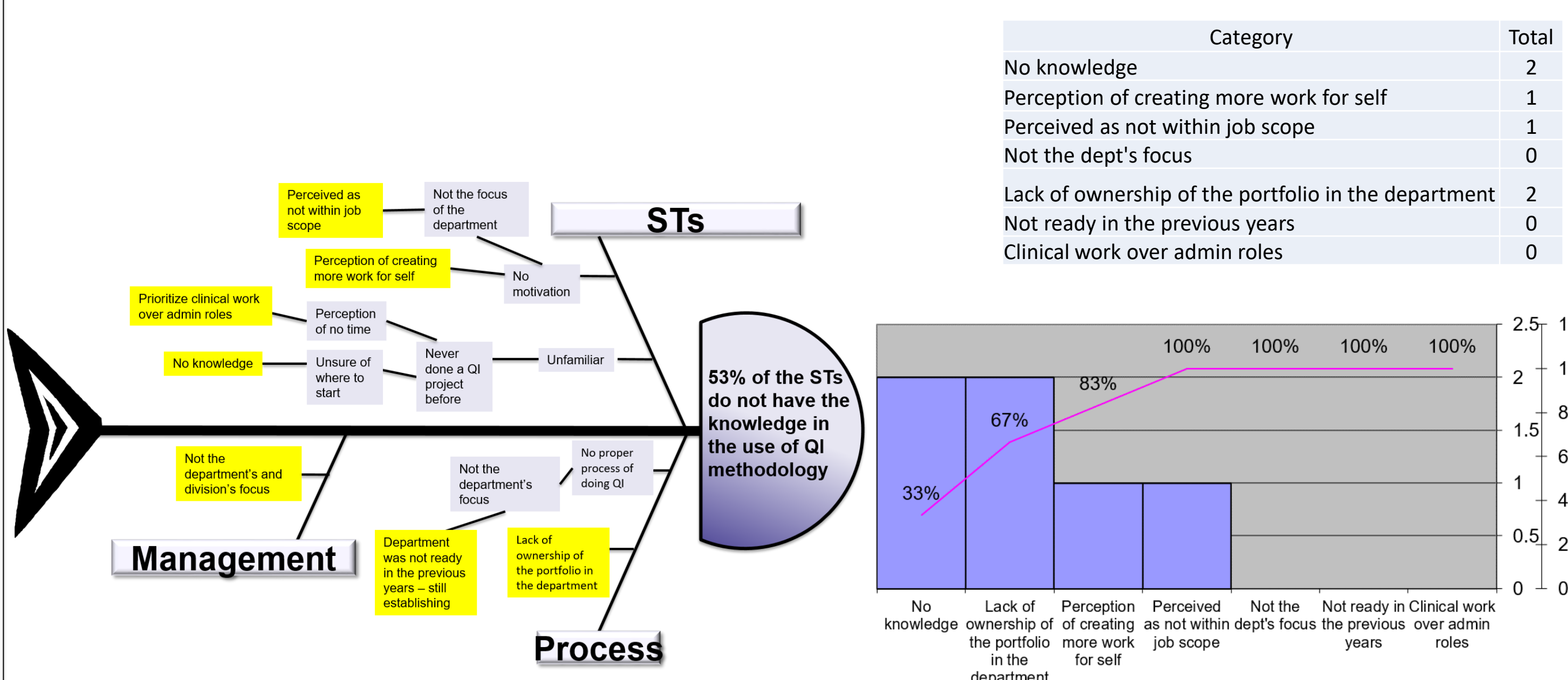


Analyse Problem

Process map

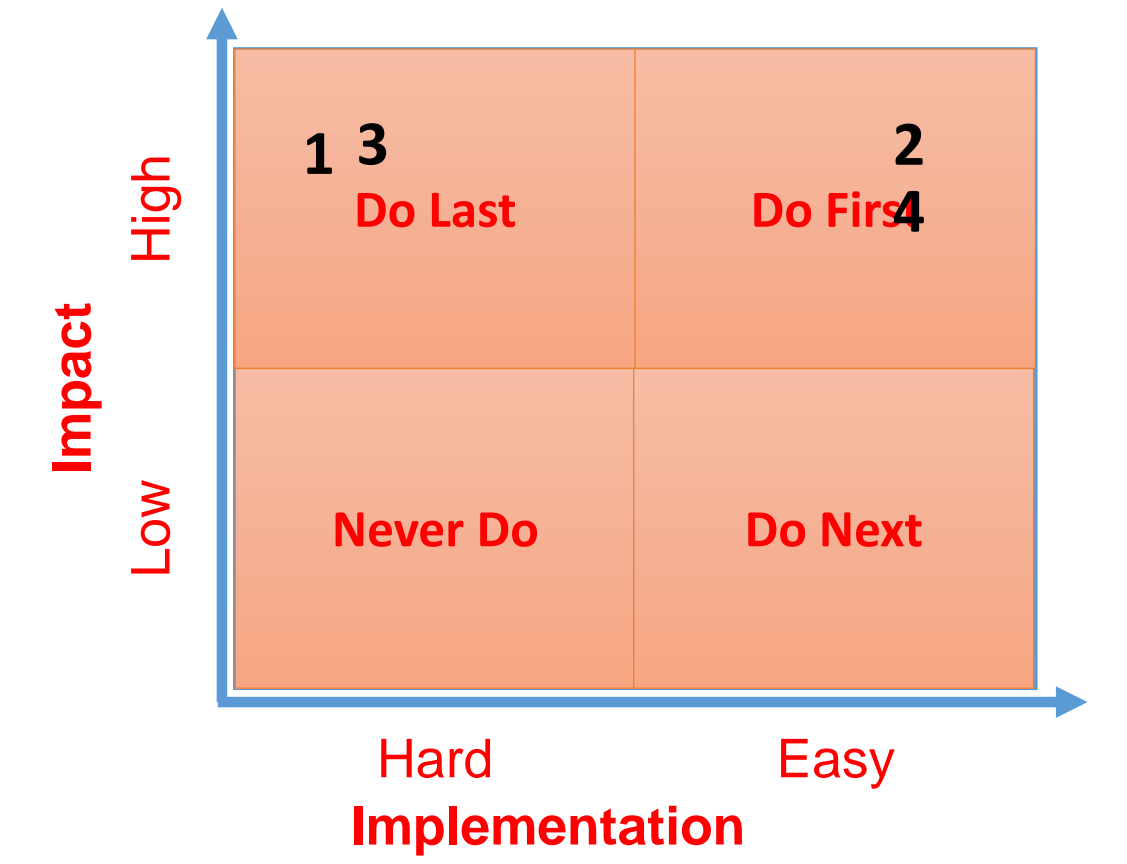


Root causes



Select Changes

Root Cause	Potential Solutions
No knowledge	1 All to attend QI fundamental workshop
	2 Conduct a department in-service on QI fundamentals
	3 Staff to self-study
	4 Create a step-by-step guide on the use of QI methodology



Test & Implement Changes

CYCLE 1

PLAN

- Compiled a QI package with step-by-step guide on QI methodology.
- The QI representatives of the department completed a one-hour in-service to the department in March 2020 via Zoom. It included:
 - Teaching of essential steps
 - QI examples relevant to the department
 - Group work and presentation of real-life problems which STs face in their daily work.

DO

- The QI package was made available and easily accessible to the department on CloudDrive.
- In-service was completed in March 2020.
- New ideas for QI which were specific to the department were formed during group work. Ideas were presented and shared on CloudDrive.

STUDY

- After the in-service and sharing of the QI package, a post intervention survey (n = 14) was given to the department.
- Ongoing monitoring of upcoming QI projects which adopts QI methodology until December 2020. Between March and July 2020, percentage of new QI projects using QI methodology was 100% (2 out of 2 projects). This suggests our intervention is effective in improving the quality of QI projects through the use of proper methodology.
- Ongoing monitoring of percentage of STs with QI experience until December 2020. Between March and July 2020, 2 additional STs gained QI experience through the initiation of new projects.

ACT

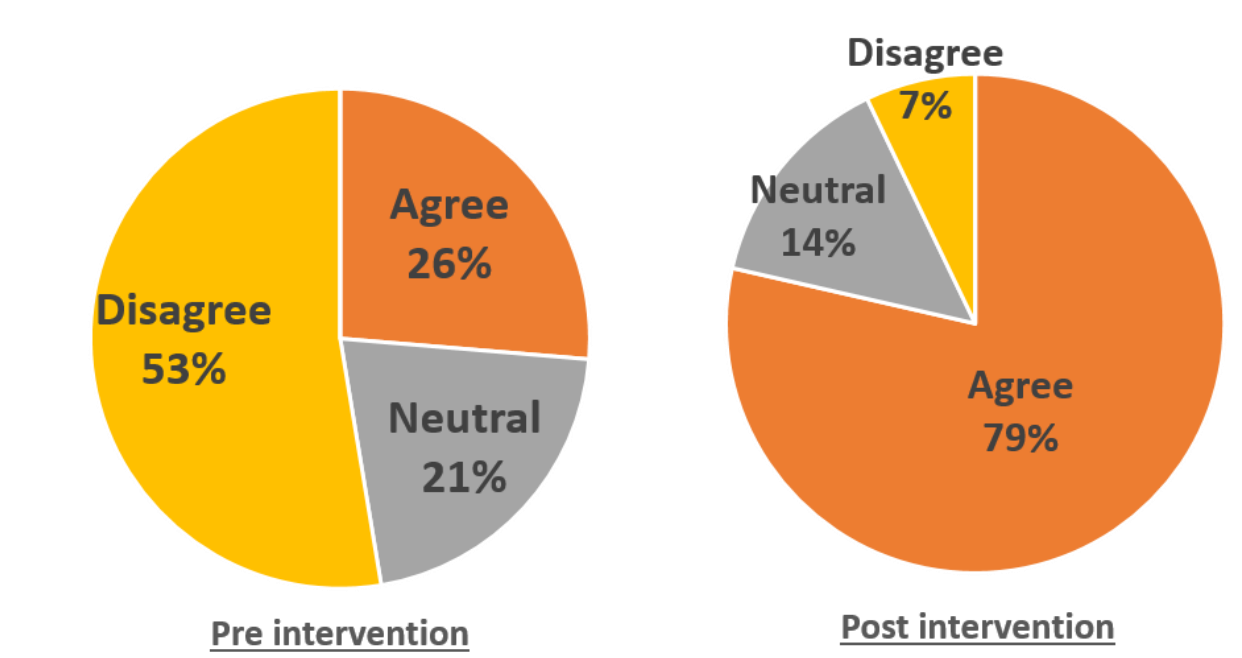
- Completing an in-service and providing a QI package tailored to the department were beneficial and time-efficient.
- There are plans to adopt intervention in other departments.

Quality Improvement For Beginners

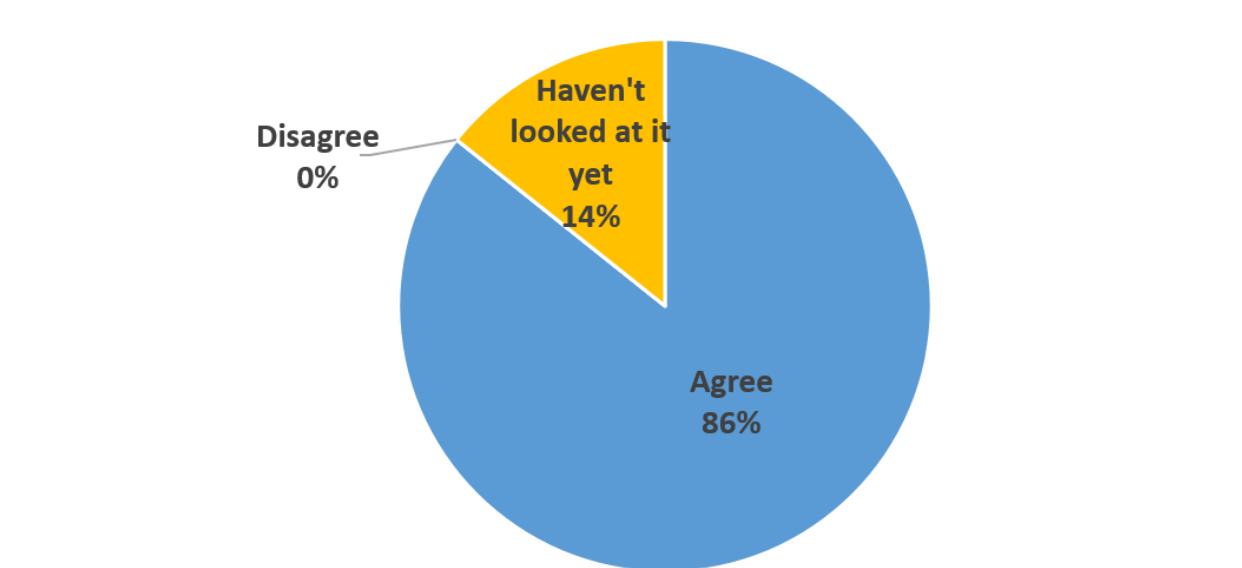
A Simplified Guide for Speech Therapists
Author: Gladys Tan, Editor: Pamela Oh

Post intervention survey results

1. I am equipped with the fundamental skills to initiate a QI project using a QI methodology.



2. The QI package is a useful reference for future QI projects



Spread Changes, Learning Points

- A low rate of QI projects which adopt QI methodology in a department could be attributed to a lack of knowledge.
- While it is time consuming and not feasible for all staff to attend QI workshops conducted by the organization, education on QI methodology through a simple 1 hour in-service was beneficial and efficient in improving staff's knowledge of QI projects. This finding is also supported by a study done by *Health Foundation* in UK (2012), where interactive small-group seminars with practical components are effective in imparting QI knowledge. When given the opportunity to practice and apply to relevant clinical scenarios, teams are more likely to make a real change in their clinical environment (Land *et al.*, 2002).
- Moving forward, the nominated ST QI representative will:
 - offer targeted discussions to project leads on a regular basis.
 - provide opportunities for more STs to initiate QI projects, in keeping with the aim of at least 80% of STs to have experience in QI by December 2020.
 - collaborate with other disciplines in the Rehabilitation department to implement an intervention which is similar yet tailored to the discipline.

References

Land, L.M., Ward, S., and Taylor, S. (2002). Developing critical appraisal skills among staff in a hospital trust. *Nurse education in practice*, 2(3): 176-80.
Evidence scan: *Quality Improvement training for healthcare professionals*. Health Foundation, United Kingdom (2012).