

Building Quality Improvement Skills Virtually: The Learn. Engage. Act. Process. (LEAP) Program



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Opportunity for Improvement

Learning and applying quality improvement skills is challenging for clinicians in a busy, resource-constrained clinical environment. Yet, quality improvement is a building block skill for organizations to transform into true learning health systems.



Quality Improvement Coaching

- LEAP Coaches were trained in the Institute for Healthcare Improvement quality improvement model and tools
- Coaches met with each team for nine online, one-hour long meetings



Virtual Collaboratives

- Online community (VA Pulse)
- Learning materials
- Coaches facilitated nine online collaborative meetings per cohort in which multiple teams interacted

Aim Statement

We aim to empower and inspire frontline staff and clinicians to implement and enhance evidence-based programs by building quality improvement skills within the context of significant constraints on everyday time and resources.



Patient-centered Data

- Program metrics reported based on user-centered design principles
- Participants encouraged to use these data reports to set a program improvement goal



Evaluation

- Stepped-wedge trial design
- Implementation outcomes
 - QI skills self-assessment
 - Organizational readiness for change

Curriculum Timeline

Week

1 5 10 18 26

Form a team

Develop an Aim

Test Change & Collect Data

Sustain, Scale Up, & Spread

Findings



Participants significantly improved their quality improvement skills



Lack of time is the biggest challenge



Participants plan to continue making improvements

Lessons Learned

- LEAP is a scalable program with potential to empower frontline staff to engage in quality improvement within their sphere of influence, an important foundation for learning health systems.
- LEAP was successful in helping frontline teams gain skills even with significant time constraints.
- LEAP demonstrated the “learning while doing” concept: teams conducted local improvement projects aimed at making an immediate impact on the delivery of care.

Change in QI Skill Self-assessment

n=36 individuals from 20 teams who responded before and after LEAP



