

Listen-Sort-Empower-Improve



Megan Call, PhD
Resiliency Center

“I SHOULD DO A SURVEY!”

many AVAILABLE DATA SOURCES

- Better U Survey: 10/16 – 10/27
- U of U Health Affiliate Surveys
- Patient Experience
- Patient Safety
- EHR & Digital Tracking
- Other Resources
- Previous Surveys



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Outcomes

Engagement

Experience vs
Expectations

Intent to Stay

Inclusion

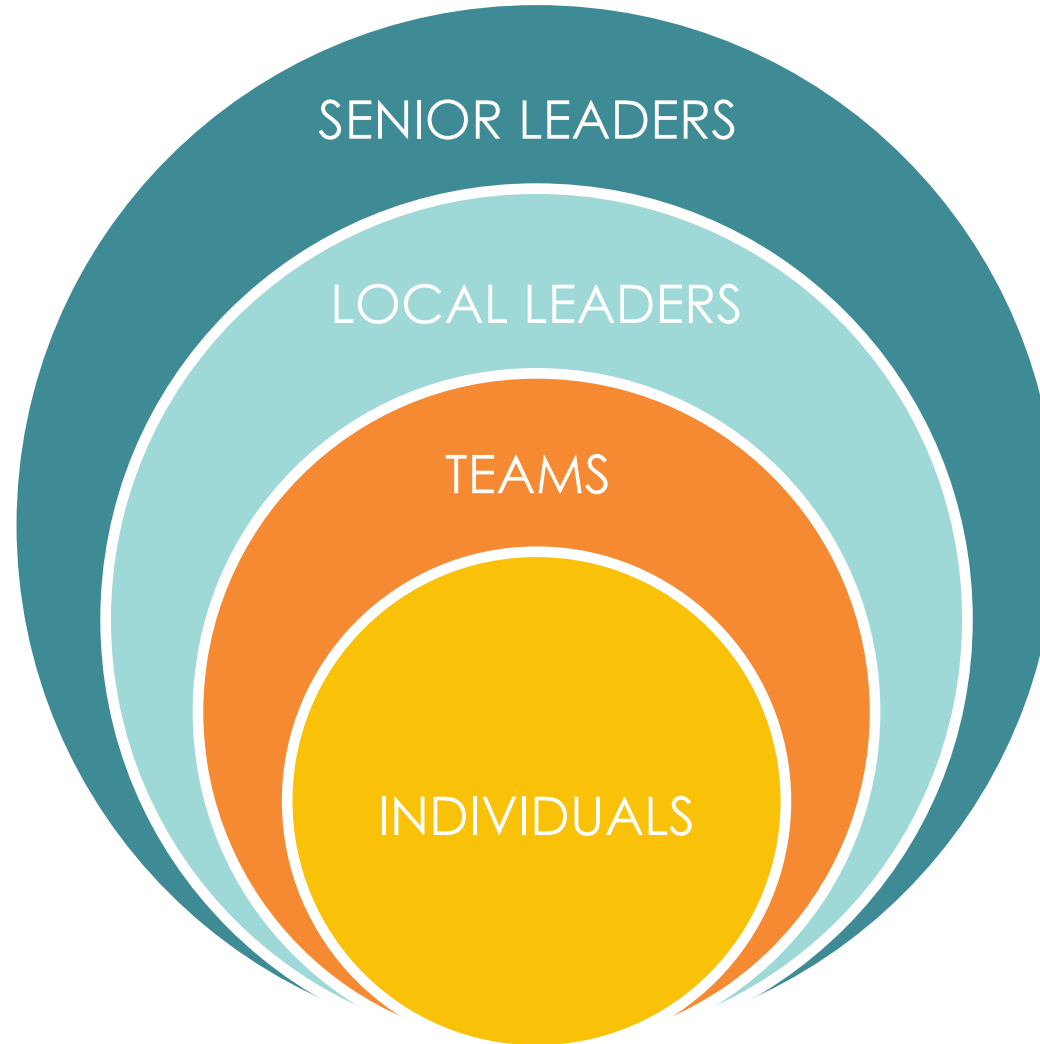
Well-Being

Burnout

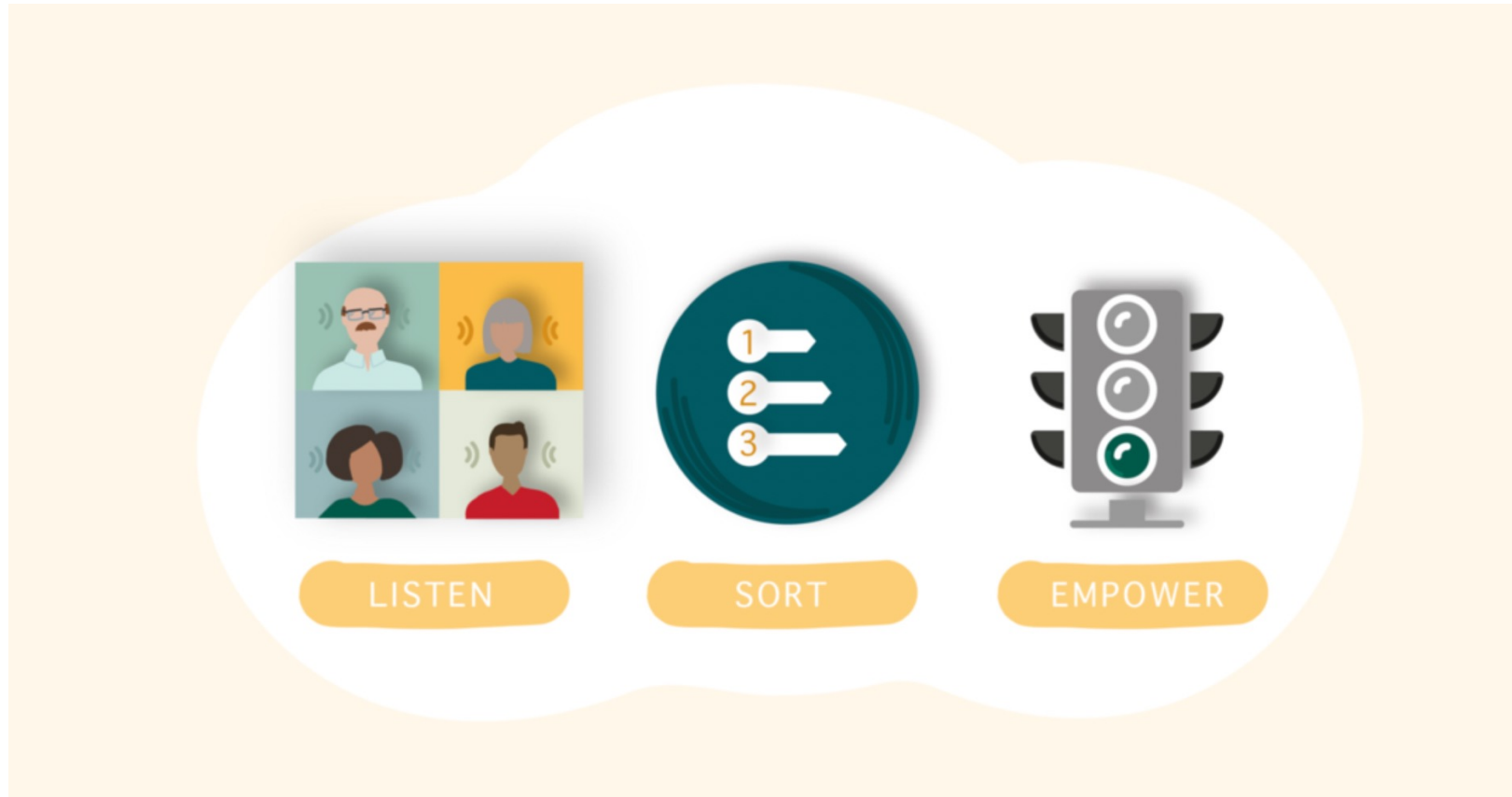
Drivers

Collaboration	Communication	Managing Change	Mission Focus	Performance & Accountability
Psychological Safety	Recognition	Resources	Respect	Role Fit
Safety	Survey Follow-Up	Trust In Leadership	Trust In Manager	Work-Life Balance
Authority & Empowerment	Corporate Social Responsibility	Ethics	Growth & Development	Innovation
Living The Values	Pay & Benefits	Strategic Alignment	Training	Work Process

Act within Locus of control



LISTEN-SORT-EMPOWER



LISTEN: APPRECIATIVE INQUIRY

Sample Questions

1. What works well in your workday?
2. What is most meaningful to you at work?
3. How could we make more days work well and be filled with meaning?
4. What frustrates you at work?
5. What are the inefficiencies in your day-to-day work?
6. What else could be improved?
7. If you could work on one thing under your control to make your life better in three months, what would it be?
8. What saps meaning from your work?
9. What should we stop doing?



This will generate Local Opportunities for Improvement (LOFI).

SORT: PART 1 – WHO HAS CONTROL

Yours: Local control to remedy

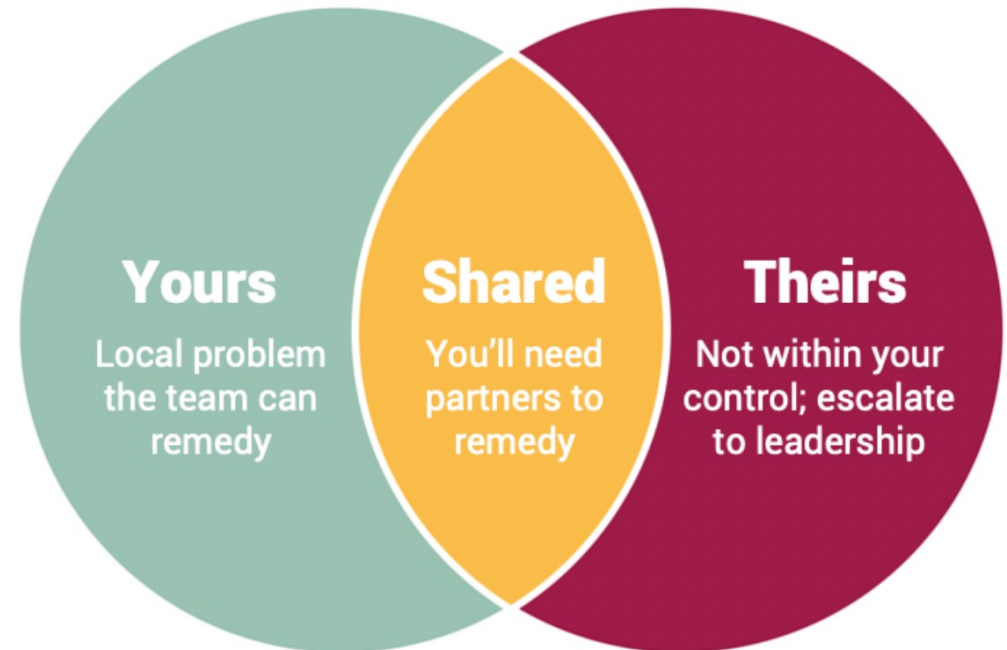
- These are LOFI that your team has authority to address.
- Advance these to Part 2.

Shared: Shared control to remedy

- These are LOFI that require partnerships with other leaders or work units to remedy.
- Actions should be temporarily postponed.

Theirs: No local control to remedy

- Escalate these LOFI to the next level of leadership that you do not have control over.
- Leadership must commit to feedback regarding their plans for these LOFI in a timely manner.



Adapted from Swensen, AMA 2020 (Figure 3).

SORT: PART 2 - ASSESS FEASIBILITY & IMPACT



Adapted from Swensen, AMA 2020 (Figure 4).

SORT: PART 3 – CREATE A RANK ORDER LIST

Rank order list of priority 1 & 2 LOFIs

Take into consideration:

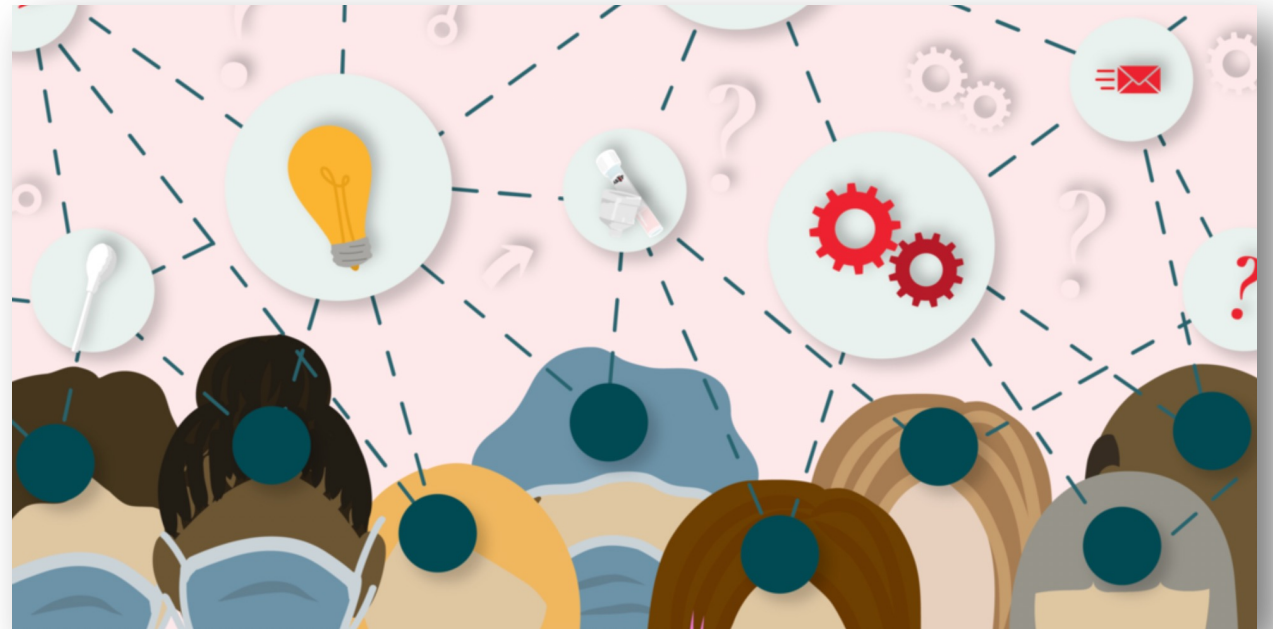
- Preferences
- Cultural readiness
- Difficulty
- Estimated time to complete



Adapted from Swensen, AMA 2020 (Figure 4).

EMPOWER: THE TEAM


- Done together
- Collaboration for improvement
- Team finds the solution
 - Just do it
 - Plan Do Study Act (PDSA)
 - Complex problem solving
- Conduct a pilot
- Evaluate
- Refine as needed
- Communicate results
- Recognize & celebrate



Toolkits Abound on Accelerate

ACCELERATE
LEARNING COMMUNITY

EQUITY IMPROVEMENT LEADERSHIP RESILIENCE



Credit: Marcie Hopkins, U of U Health

IMPROVEMENT

[f](#) [t](#) [in](#) [m](#)

GME Value – Quality Improvement & Patient Safety Toolkit

From the simple to the complex, problems plague our daily work. Quality Improvement experts Luca Boi and Ryan Murphy provide brief lessons and resources covering important problem solving techniques so you can develop solutions and make improvements.

By Luca Boi and Ryan Murphy

Jan. 24, 2022 | 5 lessons

About this content

What this content is: a collection of articles and PowerPoint presentations that provide new improvers (people interested in problem solving and process improvement) with an introduction to the problem solving framework for addressing simple and complex problems.


What this content is not: a comprehensive compendium for quality improvement. There are other resources available to understand the history and application of quality improvement principles and tools.

The objective for these lessons is to walk you step-by-step through a simple (PDSA) or complex problem as defined in the lessons.

<https://accelerate.uofuhealth.utah.edu/improvement/gme-value-quality-improvement-patient-safety-toolkit>

ACCELERATE
LEARNING COMMUNITY

EQUITY IMPROVEMENT LEADERSHIP RESILIENCE



Credit: Marcie Hopkins, U of U Health

RESILIENCE

[f](#) [t](#) [in](#) [m](#)

Resilience Toolkit

The U of U Health Resiliency Center shares a growing list of resources you and your team can use to continue building resilience together.

By Resiliency Center

Jan. 14, 2022 | 12 Resources

The Resilience Toolkit is one way teams can build resilience together. This growing list of resources includes step-by-step instructions for leading well-being activities, as well as visual reminders to help decompress at the end of a long shift.

How to use the Toolkit

The Resilience Toolkit includes links to step-by-step instructions for leading well-being activities with your team.

1. **Click:** on a topic below and try it out with your team
2. **Customize:** If it helps, think of the tools like a recipe; we've provided the ingredients, you can pick the activity that best suits your team needs.
3. **Contact us:** We know this is harder than it looks. Many of these exercises may lead to vulnerable sharing and thus require time and sensitive, supportive facilitation. We are here to help answer questions, facilitate a practice with your team, or shadow and give feedback as you lead (resiliencycenter@hsc.utah.edu).

<https://accelerate.uofuhealth.utah.edu/resilience/resilience-toolkit>

Resilience TOOLKIT

Resources you and your team can use to continue building resilience together.

- How to set boundaries
- Assess your stress
- Team check-in
- Emotion coaching
- STOP practice
- Going home checklist
- Team assessment tool for thriving
- Practice self-compassion
- Sleep tips for night shift workers

Team Assessment Tool for Thriving

This tool is designed for self-assessment of your group over time. It may help in setting priorities and monitoring progress over time. Feel free to add items to the list that are important to your group.

Group _____ Date _____

Person/people scoring (optional) _____

Rate your group on a 1-5 scale (1 strongly disagree to 5 strongly agree). Consider all types of people that work in the group in answering each question. You may want to assign separate scores based on the group (i.e. if providers, nurses, MA's, patient relations specialists, etc. have a different experience than another group). You may not be able to achieve a high score in each category. Choose areas to address based on highest needs and ability to make change.

	1	2	3	4	5	Comments
Overall Our people thrive in their profession.						
Advancement Support Our faculty understand the FARA process and are confident in their ability to achieve promotion. Our people have adequate career mentorship. Our group actively coaches individuals towards leadership roles.						
Culture Our people feel valued and heard. Our people feel part of a team with strong collegiality.						

RESILIENCY CENTER | U HEALTH UNIVERSITY OF UTAH

The Going Home Checklist

Acknowledge one thing that was difficult: 1
Name it to work through it and let it go.

3 List three things
Take time to savor the

QUICK GUIDE

TEAM HUDDLE

Using Check-in Questions to Promote Well-being

Using prompts to check-in during meetings, team huddles, hand-offs, etc. is a simple way to help each other reconnect to purpose, be more present and focused, connect to each other, and be more engaged at work. Checking-in also creates time and space to process events and experiences in a helpful, adaptive way.

HOW TO LEAD A CHECK-IN

1. Have every person check-in one by one. This works best if the group is smaller than 14 people or if you have ample time to check-in.
2. Have the group break-up into pairs or groups of 3-4 people and converse for 5-10 minutes. The works well for groups consisting of 15+ individuals. When the whole group comes back together, you can request for a few people to share their highlights from each group and ask what it was like to connect this way for a few minutes.

SCRIPT FOR INTRODUCING A CHECK-IN

Let's do a check-in.
The prompt for today is _____ (choose from the list below).
Everyone pause for a moment to think of your response and what you would want to share with each other. Please remember that you do not have to check-in and can simply say "pass" when it's your turn.

SAMPLE CHECK-IN QUESTIONS

- What is a high and a low from the day?
- Share one thing that is going on in your life (personal or professional).
- What is one thing that went well (yesterday, during your shift, etc.)?
- What is one thing that you are grateful for right now?
- What is one thing you are grateful for yourself (during your shift, etc.)?
- Give a shout out to yourself and a shout out to someone on the team.
- What is something that you are going to do for tomorrow or remind yourself during your shift/workday today?
- What is one thing that you hope to accelerate?

Find the complete step-by-step guide online at: accelerate.uofuhealth.utah.edu/espresso/wellness

U HEALTH UNIVERSITY OF UTAH

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RESILIENCY CENTER | 801-213-3403

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- What is one thing that you are grateful for right now?
- What is one thing you are going to do for yourself during your shift, after you leave, etc.?
- Give a shout out to yourself and a shout out to someone on the team.
- What is something that you want to do for tomorrow or remind yourself during your shift/workday today?
- What is one thing that is currently giving you hope?

Find the complete step-by-step guide online at: accelerate.uofuhealth.utah.edu/espresso/wellness

U HEALTH UNIVERSITY OF UTAH

Support & Resources Available

- Faculty Development & Academic Affairs
- Human Resources
- Organizational Development
- Patient Experience
- Resiliency Center & Osher Center for Integrative Health
- University Health Equity, Diversity & Inclusion
- University of Utah Medical Group
- Value Engineers

Next Steps Guide

Project Title:

Problem Statement: What is the problem you are trying to solve?

State "what", not "why". Do not include goal or implied solution.

Target State: SMART Goals

Specific, Measurable, Achievable, Relevant, Time-bound

Current State: Describe using metrics, if possible

Analysis: What are the root causes between current state and target state?

May include visuals such as cause/ effect diagram, process map, charts

Sponsor(s):
Leader(s):

Team Members:
Coach:

Key Drivers

Interventions

Sustain/ Maintenance Plan

Activity to sustain	Owner	Sustain method & frequency	Report to

What structures are embedded in the management system to ensure that these changes will be continued in perpetuity? Whose job will it be to ensure the change is sustained? How will they carry that out? Who is that person's supervisor?

Reliability Level:

1. Individuals: Feedback, checklists, training, basic standards
2. Procedures: Embedded standard work, reminder, constraint
3. System/ culture: Process redesign, built-in quality, automate systems, fail safes, physical structure, social norms

Maturity Bars:

1. Untested data
2. Early tests/ PDSA
3. Multiple PDSAs if safes
4. Early implementation
5. Working well in operation



Adapted from Stanford Medicine

Wellness Champions Foundations Course
Digging Deeper: Getting to Action Guide Sheet

• What problem am I trying to solve?

• Why is it a problem?

• What is causing the problem?

• Which problem-solving method would best apply to my project?
Just Do It
PDSA

• What is my proposed solution or is that something I need to figure out?
Complex Problem Solving

• What is my locus of control in this effort? Is that enough to impact?

• How will I know if the solution worked? What data do I need support this project?
What resources and support do I have? What resources and support do I need?

• Who do I need to talk with to get support or ensure this project is a success?

• What are my next 1-3 steps after the Wellness Champions Foundations Course?

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What Matter to You Conversations



Teams addressing well-being

- Look at the data
- Do a [self-assessment](#)
- Have a courageous conversation
- Assess strengths
- Consider the [basics](#)
- Prioritize
 - What would have the biggest impact?
 - What is your bandwidth?
 - Who is already working in this space?
- Get help



<https://accelerate.uofuhealth.utah.edu/connect/team-burnout-is-real-3-questions-to-help-course-correct>

measurement

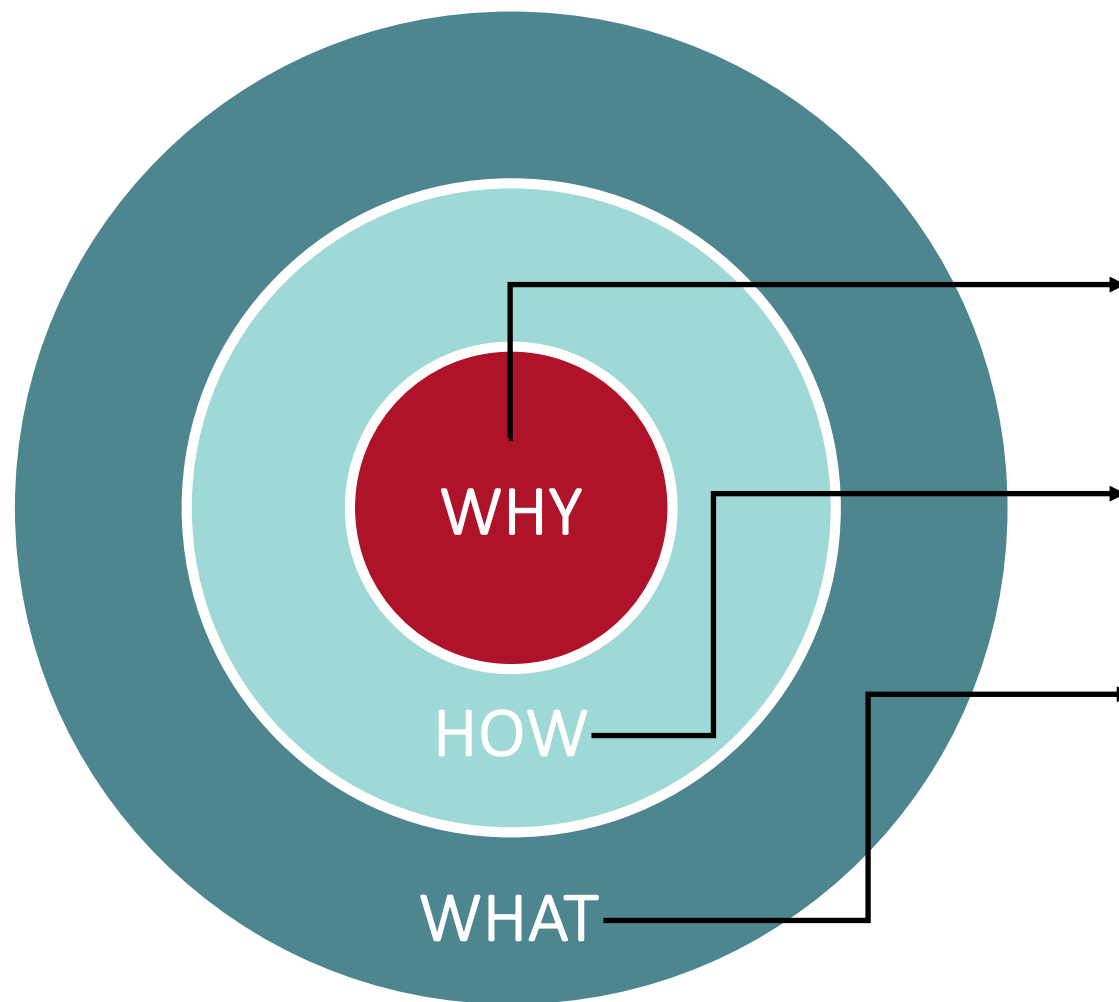
- Better U Data
- Team Self Assessment
- What Matters to You Conversations



Image by Marcie Hopkins

Better 

Our new, unified survey process



Why survey?

Drive our success as an organization: U of U Health is better at meeting our goals of excellent patient care, research and educational programs through collaboration

Workplace well-being through actionable data

U of U Health as an exceptional place to work:

- People feel seen, heard, and valued
- People find meaning in work
- People are empowered to improve

Examples of past projects

Childcare Resources and Family Leave

Workflow Efficiency

Increased Paid Parental Leave

Shared Values

Boundary Setting

Community Events

Grant Writing Support



Targeted Tuition Support

Team Communication

Mychart Messaging

Hours/Overtime

Peer Support

Vacation Coverage

Promotion Pipelines

Data Dissemination and Action Planning

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY & BEYOND

Share data and have
“What Matters to You
Conversations” with teams

Identify targets for
improvement work at system
leader and team levels

Engage in improvement work
Incorporate into existing committee
and administrative structures

Bravely learning together

“The courageous conversation, almost by definition,
is the conversation you do not want to have”

– David Whyte