

Texas Healthcare Transformation Waiver and Quality Improvement Program 1115 Waiver

Learning Collaborative Plan Guidelines

Background

The Program Funding and Mechanics protocol includes the requirement for RHPs to submit a Learning Collaborative Plan and provides a broad overview for the intent and goals of learning collaboratives.

“Recognizing the importance of learning collaboratives in supporting continuous quality improvement, RHPs will submit learning collaborative plans by October 1, 2013, to reflect opportunities and requirements for shared learning among the approved DSRIP projects in the region. Specifically, there should be a coherent discussion of providers’ participation in a learning collaborative that is strongly associated with their projects and demonstrates a commitment to collaborative learning that is designed to accelerate progress and mid-course correction to achieve the goals of the projects and to make significant improvement in the Category 3 outcome measures and the Category 4 population health reporting measures.

Tier 4 RHPs may submit, for HHSC and CMS review, a request not to conduct their own regional learning collaborative if they have a compelling justification, such as if they do not have the administrative capacity to do so. They also must submit their plan to actively participate in the statewide learning collaborative referenced in paragraph 8.b and any plans to participate in other RHPs’ learning collaboratives, which is strongly encouraged.”

Key Elements – CMS conducted a webinar on Learning Collaboratives that is posted on the HHSC waiver website that provided “key elements” that RHPs can use to develop the required Plan. Slides from the CMS webinar are also attached.

The Appendix to the Regional Healthcare Partnership (RHP) Planning Protocol CMS provides recommendations for Learning Collaboratives and Continuous Quality Improvement (CQI) that may also assist with the Plan. The Appendix is attached.

Purpose

The guidelines found in this document are provided to assist you with completing your plan for conducting a regional learning collaborative. The elements of the guidelines are ideas for consideration but will not necessarily crosswalk directly with the questions in the template. Each element of the guidelines does not have to be addressed in your plan. What is required from each Tier 1 -3 Region is to provide information that answers each of the template questions. **The final plan is due to HHSC no later than October 1, 2013.**

Summary of Recommendations

- Determine the aim(s) of the collaborative
- Select an improvement methodology – the blueprint for the collaborative’s work
- Form a strong team with key roles
- Develop an overall plan that includes all collaborative needs with a timeline of activities
- Prepare materials for participants
- Share information and data widely

Learning Collaborative Design

Key Elements

Subject Matter Experts: Combine subject matter experts in specific clinical areas with application (operations) experts to assist organizations to select, test and implement changes.

Alternatives to above:

Learning Sessions: In person to be informed and learn about topic and to plan changes.

Action Periods: Teams worked in their organization to test changes in clinical settings.

Time: Organizations commit to working for 6-15 months.

Structure

Aim & Charter

- a) Define the problem and the goal: Close a gap.
Examples: "50% reduction in adverse drug events"
"80% of teams reach 4 on scale (improved outcomes)"
- b) Time limited

Change Package

- a) Know the goal for the expected changes based on published evidence and successful work.
- b) Includes the "what" (changes are expected) and the "how" (changes will be effected).

Needs of Collaborative

Structured Leadership Roles

- a) Director, improvement advisor, project manager
- b) Faculty, subject matter experts

Clear aim(s) or context for the collaborative

- a) One common aim for the collaborative, or a set of aims for the collaborative, or individual aims of collaborative members within a specific scope?
- b) All aims, measurable, quantifiable and with established dates for completion

Improvement Methodology

The "blueprint for the work" - As there are various process improvement methodologies available, the selection of one will be determined through each learning collaborative based on needs, expertise, experience and resources.

Measurement Plan

Simple, interim measurement systems, based on self-reported data and sampling, that can be shared at the local level and are sufficient for the purposes of improvement.

Learning System Design

Reporting, work activities, sharing of information and updates, assessment of progress and what's been learned.

Needs of Collaborative Participants

Team Roles

Who is needed? What are the key roles for the work?

Requirements

Reporting – What? How often? Where? How?

Schedule of timeline of activities

Estimate of the time involved to accomplish activities

Activities to Support Learning & Sharing

Learning Sessions

- a) Typically no fewer than three sessions
- b) Progress towards “all teach, all learn” – Collaborative partners all have a role in the teaching and learning activities.

Website for sharing information

Monthly Reports

An assessment scale to measure progress towards meeting objectives and goals

All-team calls/webinars

Use of workgroups to focus on specific topics contained in the collaborative’s plan

List serve or discussion board