Welcome to today’s session!
Please use chat to “All Participants” for questions
For technology issues only, please chat to “Host”
WebEx Technical Support: 866-569-3239
Dial-in Info: Communicate / Join Teleconference (in menu)
Objectives

- Connect and support one another as leaders in the Open School community

- Share and discuss lessons learned – and challenges – from participating in the Leading & Organizing for Change course

- Provide space to discuss and collaborate common Chapter challenges on the topic
Today’s Agenda

- Welcome and Introductions
- IHI Open School Overview
- Leadership & Organizing Course
- Examples of Leadership & Organizing Projects
- IHI Open School Announcements
Type into the chat box:

Select “All Participants” as the recipient:

1. Name
2. Chapter Name (University/Organization)
3. If you participated in the course, what was your project focused on?
4. What would you like to learn from today’s call?
Introductions

Sarah Jasim
Chapter Network Coach

Becka DeSmidt
Community Manager, IHI Open School

Gina Deitz
Community Manager, IHI Open School

Zoe Mahoney
Project Assistant, IHI Open School
Institute for Healthcare Improvement Open School
IHI Open School Mission

“Advance health care improvement and patient safety competencies in the next generation of health professionals worldwide.”
IHI Open School Courses

- 32+ online courses, including set of GME courses
- More than 4 million courses completed
- More than 600,000 learners have completed a course
- More than 120,000 learners have earned the Basic Certificate
- More than 1,500 universities and health care organizations using the courses
IHI Open School Community

• **500,000** students and residents registered
• More than **900** Chapters started in **90** countries
• Over 50% of our Chapters are interprofessional
Project-Based Learning

Quality Improvement Practicum

1. Learner(s) complete required courses
2. Learner(s) identify local faculty, health system sponsor(s), and project
3. Learner(s) create: charter, cause and effect diagram, 2 PDSA cycles, run charts, summary
4. Learner(s) complete project
5. IHI approves and awards Practicum Certificate of Completion

Leadership & Organizing for Change

1. Improvement Science
2. Organizing & Leadership Training
3. Subject Matter Knowledge

Change
Leadership & Organizing for Change
Leadership & Organizing for Change

- 10-week semi-synchronous online course:
  - 30-45 minutes of video lectures per week
  - 1-3 hours application per week
  - Assignments & resources
  - Live, group Coaching Calls

- Learners apply leadership practices in field-based projects to improve health

www.ihi.org/ICAN
Impact of the Program

- 2,026 participants overall
- 614 Learners enrolled in the Spring 2018 Cycle

- Learners launched projects in a range of settings on a range of topics - from improving the patient experience in a health care system, to improving the health of women of color in a faith community by increasing physical activity, to launching or strengthening an IHI Open School Chapter on a university campus

- 5 highest attending countries were USA, Saudi Arabia, Canada, Australia, Brazil
- Learners from 22 IHI Open School Chapters participated, with larger groups from Bellin College, University of São Paulo at Ribeirão Preto College of Nursing, and MGH Institute for Health Professions
Impact of the Program

• **88%** of respondents to Learner course-completion survey anticipate continuing to apply frameworks and practices from the course ‘often’ or ‘very often’

• Learners’ proudest accomplishments include developing leadership skills, learning to be organizers and developing meaningful new relationships
  • Learners have collectively engaged with **over 8,000 people** through their leadership and project teams
Learner Feedback

• “Out of my entire Graduate school program, your 8 week class has been my favorite.”
• “The materials both visual and written were informative, accessible and relevant for the themes covered. The approach of sharing real experiences was an innovative approach in promoting learning.”
• “The purpose of this class is great and I really enjoyed taking this class. I loved the skills that were available and the real-life application that was in this course.”
• “The frameworks, online access, and assignments were all useful in learning the material and applying it to my project. The availability of coaches was excellent.”
• “IHI has changed my worldview and abilities for the better. All the good I do here forward will be forever in part due to IHI.”
Leveraging the community organizing theory of change

People
Recruit & develop leaders

Power
Build community around leadership

Change
Use power to effect change
Equipping health professional learners with a new set of skills

- Designing an organizing project
- Sharing a public narrative
- Developing a relational strategy
- Enabling others to lead
- Mapping stakeholders and assets
- Distributing leadership
- Mobilizing to action
- Leading a campaign
Learners are:

- Improving access to behavioral health services
- Addressing substance use and its impact on communities
- Encouraging greater physical activity and better nutrition
- Serving vulnerable populations, like the homeless, refugees, the elderly, communities of color
- Improving quality of care for diabetic patients
Leadership and Organizing for Change
Project #1

Mohamed Albaadani  RN BSN CRM CPHQ FISQua
IHI Chapter Leader, Ministry of Health - Yemen
Project Details

Convince the community leaders those are opposing the vaccination campaign in the area of their influence in Ibb governorate Yemen.
Engagement of the community leaders who has a misperception about role of vaccine in fighting the fatal communicable diseases.

“leaders believed that the vaccine contained contraceptive agents and other contaminants with which control population growth”
Learning points from the course

1- Mapping stakeholders

  This tool helps us to understanding in depth the willingness, expertise, and the potential impact and power of stakeholders in the community

  - Educated Islamic scholars
  - Educated community leaders in the close area
  - International organizations (UNPD, Red cross ,…)
  - Others
Learning points from the course

2- Using public Narrative

How to mobilizing those leaders to achieve our purpose “get the vaccines for all children “

We did select some people from the old generation in the community who had bad experience from non getting vaccination
Learning points from the course

3-Using Interdependent leadership style
Collective activity which lead to the widespread use of dialogue, collaboration, horizontal networks, valuing of differences
A team of 8 senior nursing students & 2 faculty spearheaded this initiative as part of a pilot project with Boston College Connell School of Nursing/ Population Health Course & IHI Leadership and Organizing for Change program.

A raising awareness of the Opioid Crisis revealed a need to improve students’ understanding of their role in the epidemic.

The Opioid Crisis affects patients across political, socioeconomic, and healthcare boundaries.

This issue has impacted each team member personally and professionally.

This motivates each of us to create tangible change for the future.
A New Understanding: Where we began
IHI modules & PBS Program Jan – Feb 2018

- TA 101 Introduction to the Triple Aim for Populations
- TA 102 Improving Health Equity
- Understanding The Opioid Epidemic PBS Program
- IHI Leadership and Organizing for Change
- Complete skills lab for Narcan Training
- Launched Jan 2018

http://www.pbs.org/video/understanding-the-opioid-epidemic-oei0dd/
"We are a group of senior nursing students organizing students and faculty at Boston College in educating and spreading awareness on our campus and in the surrounding community on all things relating to the Opioid Epidemic by gathering and presenting research, hosting one-on-one meetings, and organizing training sessions on campus and in the surrounding community regarding the epidemic because we want to expand people’s knowledge and understanding on the use of opioids and the Opioid Epidemic in 8 weeks’ time."
Information overload ~ where to begin

**Upstream issues: Prevention**
- Awareness & Education
- Pain management/prescribing
- Corporate greed and street trafficking
- Alternative Therapies
- Patient & Provider Education
- Discharge guidelines
- Disposal programs

**Downstream issues: Treatment**
- Survival - Aggressive RX overdose
- Improved access to Narcan
- Reducing the stigma
- Public awareness programs
- Improved treatment programs
- Improved access to treatment
- Continued redesign of medical education
Pharmacist in community

Snowflake Diagram

Pharmacist in community
Goal directed efforts towards:

- Reducing stigma/clarify myths/search for Evidence Based information
- Improving Narcan Training in community and at BC
- Identify courses at BC where pain management, opioid use, and related topics may be improved.
- Inform curriculum development to include upstream & downstream issues
- Identify and network with local and national programs in progress
- Develop student faculty task force to continue advancing education
- Expand “survival” concept to include survival and recovery
- Continue to work with IHI to expand education options
- Inform stakeholders in community, campus, and in continued practice as new to practice nurses
- Disseminate information to community preceptors, students, faculty
NARCAN TRAINING

Narcan Challenge – city wide search for access to Narcan
◆ Pharmacy list and centers identified
◆ New administration technique and tools discovered & incorporated
◆ Updated posters and teaching tools approved
◆ New pharmacy guidelines identified
◆ Incorporated Surgeon Generals report March 2018 into training
◆ Mayor Walsh’s office sent representative to campus to discuss city goals with students

New training materials in place May 2018 at BC and Community sites:

◆ Overdose Prevention: How and When to Administer Nasal Narcan
  – Sept 2016 Boston Public Health
  https://www.youtube.com/watch?v=DGn-1ktzhpA
◆ New simulation model for undergraduate and graduate education begins September 2018
◆ Cambridge school nurse preceptors plan staff training
◆ Extend Narcan challenge to faculty and peers –
◆ Continue to address cost and access issues/ ER care / recovery care
Shared Modules & Tools

- **Stem the Tide:** Addressing the Opioid Epidemic
  American Hospital Association 2017
  [www.aha.org/opioidtoolkit](http://www.aha.org/opioidtoolkit)

- **Partners Healthcare Healthstream** - education for Providers launched 2018

- **CSON Boston College Population Health/IHI**
  Narcan Simulation Redesigned Continuing education program & Commitment to advancing education At undergraduate and graduate levels

- **Institute for Healthcare Improvement**
  Project development and education In process IHI.org

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PBS Understanding the Opioid Epidemic
Replaced old flyers and posters in Cambridge School system with updated material from CDC & St Francis House Opioid center.

Series of 10 posters and brochures.

Will use to create an opioid awareness board at BC in Simulation Lab – color copy and laminated for display.

Shared in digital repository with stakeholders.

Shared with pharmacy partner for display at local Walgreens.
How did leadership and community organizing frameworks inform your project?

- The frameworks we utilized helped organize our ideas and endeavors.
- The stakeholders map allowed us to specifically identify individual strengths of our team, as well as the barriers we may encounter engaging others.
- Once we added the snowflake diagram, our team had more structure, which allowed us to pursue our goals in a more efficient and effective manner.
- The frameworks also brought our attention to these factors we needed to talk about and directed improved conversation within our group.
- This facilitated group cohesiveness.
At the beginning of the project, our group members participated in this pilot program not knowing what exactly the future held.

However, by the end, through shared stories and personal narratives of our own experiences with the opioid epidemic both in our personal lives and in our clinical settings, we empowered one another to take a stand.

Sharing our personal narratives allowed us to connect with other stakeholders in our community of Boston College and Cambridge to spread awareness.

We connected our small group with nursing faculty, community members, and even the Mayor of Boston. These partnerships were integral to make in order to incite change, which demonstrated the power of teamwork and effective leadership.
Cultivating Local Engagement through a Community Advisory Board

Jennifer Mandelbaum
Background

• The IHI Open School Chapter at the University of South Carolina develops educational sessions and quality improvement projects for health care students
• Alumni and community organizations are underutilized resources
• Goal is to formalize these relationships by creating a Community Advisory Board
• Allow us to draw upon members’ knowledge and expertise to develop educational programs and improvement projects targeting community needs
We are organizing current and former members of our Open School chapter and community organizations to create a Community Advisory Board by formalizing our relationship by asking for clear commitments and giving these partners a seat on our steering committee because we need to engage more directly with community stakeholders, better align the work we do with the needs of the community, and maintain connections with local chapter alumni working in the healthcare field so that we can address inequities in access to health care and work toward eliminating disparities in population health by the end of this academic year.
Actors and assets

- **Constituents**: SC Hospital Association, SC DHEC, SC Department of Alcohol and Other Drug Abuse Services, SC IMPH
- **Leadership**: Current chapter leadership, Steering Committee
- **Supporters**: University of South Carolina IHI Open School members, non-member health professions students, U of SC health professions schools (e.g., Public Health, Medicine, Pharmacy, Nursing, Social Work)
- **Competition**: Other demands on organizations’ time
- **Opposition**: Miscommunication within U of SC’s Open School chapter and between our chapter and other organizations
Outcomes

**Project Status**: Our project is ongoing. We have reached out to potential Advisory Board Members and are continuing to hold one-to-one meetings.

**Further Connections**: This project has helped us more firmly establish connection with local community organizations for other quality improvement projects, including one that seeks to improve nutrition among health care workers in the local hospital system. We were able to leverage our connections to obtain a seat on this hospital system’s Food Committee.
Challenges

Challenges and Barriers to Success
• Within our leadership team, we need better organization and more bottom-up management
• Lack of understanding of what is happening in terms of healthcare outside of our university

Overcoming Challenges:
• Clear roles and responsibilities, as well as a mechanism to hold leaders accountable
• Honest conversation about our team’s leadership: what worked, what didn’t, where we see ourselves, how to get there
• Align our goals with the needs of our community.
Key learnings

• We are attempting to build relationships around mutual commitments
• It takes time to both develop and change norms on a leadership team
• Gaining clear commitments from team leaders is a good starting point, but there needs to be a way to hold leaders accountable (e.g., weekly check-ins)
Contact us

Email: ihiopenschoolusc@gmail.com

Jennifer Mandelbaum: mandelbj@email.sc.edu

Facebook: @IHIUofSC
Group Discussion
Group Discussion

• How did the course contribute to the success and/or growth of your Chapter?
• Did you learn anything unexpected from the course?
• What skills have stuck with you?
• What skills have you continued to share with your Chapters?
• What other questions do you have for the group / presenters on this topic?
Wrap Up and Announcements
Upcoming Chapter Network calls

- **Curriculum Integration: Making Quality a Priority at your Institution** - Monday, June 18, 5:00 - 6:00 PM (EST)

- **Recruitment and Prepping your Chapter for a New Year** - Monday, August 20, 5:00 - 6:00 PM (EST)
Connect Globally Through the IHI Open School

Connect with other Chapters across the network with the click of a button

1. Find a Chapter
2. Email a Chapter

www.ihi.org/education/IHIOpenSchool/Chapters/Pages/ChapterDirectory.aspx
Chapter Coaching and Support

Contact us to set-up a coaching call or discuss general Chapter inquiries:

• **New Chapter Coaches:**
  newchaptercoach.ihi.os@gmail.com

• **Global Chapter Coaches:**
  globalchaptercoach.ihi.os@gmail.com

• **Chapter Network Coaches:**
  chapternetworkcoach.ihi.os@gmail.com

• **Open School Team:**
  openschool@ihi.org
Annual Chapter Progress Reports

- Due by **Friday, May 28**
- Required to maintain active status in Chapter Network, and to qualify for Chapter funding
- One response needed per Chapter
- Complete it today through the link below: 
  https://www.surveymonkey.com/r/PQB56WZ
Thank you!