



Learning Lab Curriculum

Your Guide for Participation in the Beginner QI Learning Lab

Learning Lab: QI Beginner

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Developed by the
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Center for Quality Improvement & Innovation (CQII)

New York State Department of Health AIDS Institute
For Health Resources and Services Administration HIV/AIDS Bureau



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A) Learning Lab Overview

Welcome to the Beginner QI Learning Lab! We hope this Curriculum provides you with a detailed outline of expectations to successfully complete this Lab, session dates, agenda topics for each session and homework assignments, Zoom links, and any other pertinent information.

Introduction to Learning Lab

The Center for Quality Improvement & Innovation (CQII) has a rich history of actively engaging HRSA Ryan White HIV/AIDS Program (RWHAP)-funded recipients/subrecipients and people with HIV (PWH) in in-person and virtual training efforts to build their quality improvement (QI) capacity. Building upon CQII's successful efforts, CQII has launched a virtual QI training program, called the QI Learning Lab, in 2021. It is comprised of multiple independent Labs categorized by various QI proficiency levels: Beginner, Intermediate, Advanced, Expert, and Experience Based Co-Design (EBCD).

Each rigorous Learning Lab is highly interactive and uses a case-based learning approach with real-world HIV examples addressing gaps along the HIV care continuum. Each lasts 3-months consisting of six 90-minute virtual sessions every two weeks, participant homework assignments, and feedback by Lab faculty members and peer participants. Participants apply for the most relevant Lab based on their individualized training needs. Each Lab will be offered independently every four months on a pre-determined annual schedule.

Application Process

HIV providers at RWHAP-funded agencies and PWH apply for an upcoming Lab via CQII's online registration portal (SurveyMonkey). PWH are encouraged to apply for any Lab, including the Beginner, Intermediate, Advanced, and Expert Lab, as long as they meet the minimum set of expectations and have the ability to complete all deliverables.

The online application form requests basic demographic and contact information about the learner and their HIV agency, the individual commitment to complete all Lab assignments, agency leadership support, involvement in current and past QI projects, and improvement goals for completing the training. Advanced and Expert Labs applicants are asked to submit additional supporting documents (e.g., recent QI storyboards) to further evaluate their past experiences. After being accepted, participants receive the Lab-specific Curriculum, which outlines expectations, session dates, pre-work assignments, Zoom links, assignment due dates, and any other pertinent information.

To maximize the learning outcome, this Learning Lab is limited to up to 15 participating agencies, representing a minimum of 5 agencies. Each agency is encouraged to sign-up as a cross-functional team, which includes a data person and an individual with lived experiences. Participants from the same agency are encouraged to participate if they work on the same QI team and project. If participants from the same agency work on two different QI projects, they will count as two participating agencies. If more than 15 agencies sign-up, CQII will automatically enroll them in the



next Lab, starting four months later. Waiting lists are maintained for each Lab in case an agency drops out before the start of the Lab.

Expectations for Learning Lab Participants

Each Learning Lab is a rigorous virtual training program with six 90-minute sessions that uses a case-based learning approach with real-world HIV examples and sufficient time for discussions with Lab faculty members and exchanges with other participants.

Each participant is expected to actively participate in all Lab sessions and complete all deliverables. The course design requires participants:

- **Application**: to accurately complete the online application form and participate in any pre-work assessments. Please note that not having previous QI experiences will not prevent you or your agency from joining the Beginner Lab. If multiple staff members of the same agency jointly apply to participate as one QI team in the Beginner Lab, please ask each QI team member to independently complete the registration survey.
- **Session Attendance**: to participate in all six 90-minute sessions, including the pre-work call to orient participants to the Lab expectations.
- **Homework Assignments**: to prepare your homework assignments and report back at every session. If participants miss a session, they have access to the recording and are provided with instructions on any assignments that need to be completed.
- **QI Project**: to launch a QI project addressing gaps along the HIV care continuum within the context of a RWHAP agency or using provided HIV data sets to directly apply the course materials.
- **Post-Lab Session**: to report back your QI project efforts. A post-training session is scheduled 6 months after the first session for the final report-back of your QI project to ensure the application of the training content in RWHAP-funded agencies.
- **Evaluation Efforts**: to participate in any evaluation efforts by CQII and its external evaluator (UCSF) to demonstrate the increased QI capacity building among participants and the effectiveness of QI efforts as evidenced by the successful implementation of your QI projects. A post-Lab QI competency tests and post-session surveys are routinely conducted. All registration information, assignment submissions, and attendance information are tracked and routinely reviewed by the faculty and CQII staff.



Learn More |

[Learning Lab Concept Paper](#)
[CQII Learning Lab Website](#)
[Application Link](#)



B) Beginner Learning Lab

Beginner Learning Lab Overview

The Beginner QI 101 Learning Lab is designed to familiarize individuals with the basic concepts and practices of QI. The purpose of this Lab is to build the capacity among HIV providers and PWH using basic QI methodologies, tools, and techniques, and to conduct a QI project at local Ryan White HIV/AIDS Program-funded agencies using facility-level performance data or provided HIV data sets.

Beginner Learning Lab Overview

Purpose

- To familiarize individuals with the basic concepts and practices of quality improvement
- To assist participants in understanding performance data
- To develop a simple QI project using presented QI tools

Target Audiences

- HIV providers or PWH new to QI
- Individuals need a refresher
- Agencies with low viral suppression rates
- Referrals by HIV/AIDS Bureau or CQII

Description

A working knowledge of quality improvement basics is essential for the implementation of efforts to improve HIV care. The Beginner QI 101 Learning Lab is designed to familiarize individuals with the basic concepts and practices of QI. The purpose of this Lab is to build the capacity among HIV providers and people with HIV (PWH) using basic QI methodologies, tools, and techniques, and to conduct a QI project at local Ryan White HIV/AIDS Program (RWHAP)-funded agencies using facility-level performance data or provided HIV data sets. A mock case study is used throughout this Lab to illustrate the implementation of an HIV-specific QI project. The assigned Learning Lab faculty assists participants to understand their performance data and to develop a simple QI project.

To access detailed information about other CQII Learning Labs | [CQII Learning Lab Website](#)



Learning Objectives

Participants of this Learning Lab will learn how to...

- Develop and conduct a basic QI project in their facility using their own performance data or provided HIV data sets
- Increase individual QI capacity to use basic QI tools and techniques
- Increase understanding of the external QI mandates and their application, including Policy Clarification Notice (PCN) #15-02
- Form an agency-specific QI team

Outputs/Deliverables

- Increased individual QI capacity
- Formation of an agency-specific QI team
- A completed basic QI project using facility-level performance data or provided HIV data

Time Commitment

CQII estimates that each participant will spend approximately 25 to 35 hours over the course of the entire Learning Lab:

- Application: 1 hour (one time)
- Session Attendance: 4 hours a month
- Homework Assignments and QI Project: 3-6 hours a month
- Post-Lab Session: 2-3 hours for preparation and participation for this session
- Evaluation Efforts: 1 hour (one time)

Target Audience(s)

This Lab addresses the training needs of providers and PWH at RWHAP-funded recipients/subrecipients who are new to quality improvement, individuals needing a QI refresher, representatives from newly funded RWHAP organizations, agencies with low viral suppression rates committed to design and implement a QI project, and referrals by HIV/AIDS Bureau or CQII.

Learning Lab Faculty and Key Contacts

Each Lab is supported by an assigned faculty, who leads the sessions, facilitates discussions, reviews all assignments, and provides feedback to participants before and during each session. The faculty includes a CQII staff, one to two QI content experts, and assigned support staff.

Here are the biographical sketches of the faculty:

Julia Schlueter, MPH, has been a QI consultant for CQII since 2015. She received a Master of Public Health from the University of Michigan. She has over twelve years of QI experience. She has expertise in leading clinical quality management programs specifically related to HIV and using data to drive improvement efforts. She constantly strives to spread her enthusiasm for quality management to all of her Ryan White colleagues and consultant sites. She continues to work as the Quality Manager for



Washington University School of Medicine’s Ryan White Part C, D, and SPNS programs, which is located in St. Louis, Missouri. Her professional interests are in the areas of systems change, quality management, HIV, public health policy, women’s health, and positive youth development.

Jane Caruso, MS, began her QI work in 2001 as a Project Director for a Ryan White Part D Program in the New Jersey State Department of Health. As the Regional Group Team Leader in the 2008 CQII Cross-Part Collaborative that included every Ryan White recipient in the State of New Jersey, the statewide viral load suppression rates increased from 56% to 80%. In 2013, Jane became a QI consultant with CQII and participated in 3 additional collaboratives as well as several technical assistance assignments. She continues to be empowered by the cooperative learning amongst CQII consultants, and the sharing of their innovative tools and ideas.

Kevin Garrett, MSW, was a senior level manager in the computer sector, prior to his career shift into social services and HIV/AIDS program work. He developed numerous automation projects for such organizations as the New York and American Stock Exchanges, as well as major financial institutions. Since changing careers, Kevin was employed by the New York City Mayor’s Office of AIDS Policy, a multi-agency coordinating office that also supported all Part A activities in New York City and served as the Director of Strategic Planning. At CQII, Kevin has led the development of a number of automation projects; co-leads the development of CQII training projects; and management of onsite technical assistance.

Learning Lab Contacts			
Faculty			
Jane Caruso	Consultant, CQII	jane caruso2@gmail.com	267-229-9022
Julia Schlueter	Consultant, CQII	schlueter_j@wustl.edu	314-652-2444 ext. 101
Kevin Garrett	Senior Manager, CQII	kevin.garrett@health.ny.gov	212-417-4541
CQII Staff			
Clemens Steinbock	Director, CQII	clemens.steinbock@health.ny.gov	212-417-4730
Chuck Kolesar	Manager of Communities of Learning, CQII	Charles.Kolesar@health.ny.gov	212-417-4768
Shaymey Gonzalez	Administrative Aid, CQII	Shaymey.Gonzalez@health.ny.gov	212-417-4730
Zainab Khan	Public Health Specialist	Zainab.Khan@health.ny.gov	973-650-8493

The contact information of all participants of this Learning Lab can be found on Glasscubes. Use the formation to reach out and network with your peers.

In case a participant or graduate of any Lab requires additional support beyond the scope of this training and/or exceed a reasonable amount of technical assistance by the faculty, the participant agency will be asked to submit a request for on-site technical assistance to HRSA HIV/AIDS Bureau.



Technologies

The following tested virtual communication technologies are used in this Learning Lab.

Zoom – Routine access to this virtual communication platform is vital to participate in the Learning Lab. Participants are expected to have routine access to a webcam to connect with faculty and participants.

Glasscubes - A password-protected online forum (called Glasscubes and accessible at **CQII.Glasscubes.com**) has been created for registered users of the Learning Lab to gain access to all Learning Lab materials, upload completed homework assignments, listing of previously recorded sessions, etc. All Learning Lab participants are automatically enrolled into Glasscubes.

Using a Webcam

It is critical that each participant in the Learning Lab uses a web camera. Seeing each other on the screen helps to maximize the opportunity to create a virtual community of learners. If a webcam is needed, CQII can provide one for the duration of the Learning Lab to ensure that all learners can actively participate via Zoom. Here are a few scenarios that can prevent a participant from using a webcam and how to overcome them:

Barriers and Potential Solutions to Using a Webcam	
I don't have a webcam.	I have a webcam on my computer/laptop, but I don't know how to get it to work.
CQII will provide you with a webcam, if needed, for the duration of the Learning Lab so that you can virtually join the sessions.	First, contact your IT department and ask to help you. It is an expectation to join our virtual sessions and to use a webcam. CQII will try to assist you to the best of our abilities to help you.
I use a webcam, but it is not working with Zoom.	We are not allowed to install webcams on my computer.
First, check out the Zoom website at www.support.zoom.us to address the problem. Contact CQII and we will try to troubleshoot the issue with the help of our IT colleagues at Project ECHO at the University of New Mexico.	Try the following options: <ul style="list-style-type: none"> - use a laptop with a camera - arrange to meet as a group/team in a location where a webcam is available - meet with colleagues who have working cameras - use your mobile device, including your phone - If no other options exist, dial-in by using the provided phone number and meeting code since we do not want you to miss the important sessions



C) Session Dates and Agenda

Session Dates

Please mark your calendars! The Beginner Learning Lab meets virtually twice a month. Each meeting is 90-minutes long using the same Zoom link. The meeting dates and the corresponding due dates for the homework assignments. Note that all times are ET.

Beginner QI Learning Zoom Link

Zoom Link: [to be inserted](#)

Session	Dates and Times (ET)	Homework Due Dates
Pre-Work	Mon, Apr 5, 2021 at 12pm ET	NA
1. Introduction to QI	Mon, Apr 19, 2021 at 12pm ET	Wed, Apr 14, 2021
2. Defining Your QI Project Structure	Mon, May 3, 2021 at 12pm ET	Wed, Apr 28, 2021
3. Introducing the PDSA Cycle	Mon, May 17, 2021 at 12pm ET	Wed, May 12, 2021
4. “DSA” of the PDSA Cycle	Mon, Jun 7, 2021 at 12pm ET	Wed, Jun 2, 2021
5. Sharing and Sustaining Your Gains	Mon, Jun 21, 2021 at 12pm ET	Wed, Jun 16, 2021
6. Evaluation of QI Projects	Mon, Jul 12, 2021 at 12pm ET	Wed, Jun 30 5, 2021
Post-Work (after 6-month)	Mon, Oct 4, 2021 at 12pm ET	Mon, Sep 27 2021

Session Agenda and Homework Assignments

The following table outlines all Learning Lab sessions, agenda items, and homework assignments.

Session	Topics/Agenda	Homework Report Back	Next Homework Assignment
Pre-Work	<ul style="list-style-type: none"> Discuss the purpose and goals of the Learning Lab Introduce faculty and participants Discuss expectations of conducting a QI project Discuss the expectations of using Zoom technology 	[NA]	<ul style="list-style-type: none"> Review the PCN 1502 (on your own) and complete a brief quiz Examine your data and determine if you have access to enough data to report on a QI project Sign up for Glasscubes
1. Introduction to QI	<ul style="list-style-type: none"> Setting the Stage Policy Clarification Notice (PCN) #1502 <ul style="list-style-type: none"> o Infrastructure 	[NA]	<ul style="list-style-type: none"> Create a Run Chart, Pie Chart, and Bar Chart (using

	<ul style="list-style-type: none"> ○ Performance Measurement ○ Quality Improvement (QI vs QA; system vs process) ● Introduction to Data: What are they telling you? How to collect the data, store, and use them? (qualitative vs quantitative) ● Basic QI Tools <ul style="list-style-type: none"> ○ Run Chart – when to use them (one thing over time) ○ Pie Chart ○ Bar Chart 		agency data or provided data set)
2. Defining Your QI Project Structure	<ul style="list-style-type: none"> ● Review Homework Assignment ● Model for Improvement: Use of a mock case study ● What Are We Trying to Improve? <ul style="list-style-type: none"> ○ Aim Statement ○ Project Charter ● How Do We Know our Change is an Improvement? <ul style="list-style-type: none"> ○ Performance measurement – relevant measures ○ What makes a “good” measure? ○ Why is it so important in this step? ○ Outcome vs Process measures ● What Change Can We Make that will Lead to an Improvement? <ul style="list-style-type: none"> ○ Brainstorming ○ Priority Matrix ○ 5 Whys 	Report back of charts made	<ul style="list-style-type: none"> ● Develop an Aim Statement ● Develop a Project Charter
3. Introducing the PDSA Cycle	<ul style="list-style-type: none"> ● Introduction of the PDSA Cycle (starting small, iterative cycles, briefly define each step) ● Plan Cycle: <ul style="list-style-type: none"> ○ Share what we think goes in the Plan step ○ Develop a data collection strategy: who collects what, where is it stored, how often is it collected, who can retrieve and run it? ○ What are the measures? What data collection tool will be used? ○ Define infrastructure – team roles and responsibilities ○ Develop project work plan 	Report back of Aim Statement and Project Charter	<ul style="list-style-type: none"> ● Create a Data Collection Plan ● Create a Timeline
4. “DSA” of the PDSA Cycle	<ul style="list-style-type: none"> ● Do and Document Cycle: Check Sheet and Observations ● Study Cycle (use a tool or study technique after the first cycle vs a different tool as more data to work with; use a mock case study to provide different examples of tools) <ul style="list-style-type: none"> ○ Line Chart, Pie chart if enough data ○ Using Excel templates 	Report back of data collection plan and timeline	<ul style="list-style-type: none"> ● Complete PDSA Template: ● Complete one Cycle or use the mock case study example ● Be specific in the Study Cycle: share your own data and demonstrate a tool to use, justify the application



	<ul style="list-style-type: none"> Act Cycle: <ul style="list-style-type: none"> Using your data to guide actions Documenting your completed PDSA Cycle 		<ul style="list-style-type: none"> In your own project, how does the Study Cycle impact how you “act” and what the data told you Or use past QI project to revitalize or put into the PDSA Cycle as described
5. Sharing and Sustaining Your Gains	<ul style="list-style-type: none"> Data Visualization concepts and guidelines Sustainability and What It Means How to Communicate the Impact of Your QI work to PWH 	Report back on your completion of a PDSA template	<ul style="list-style-type: none"> Use the Sustainability Toolkit and choose 1 of the 12 domains to focus on Create a plan to implement it
6. Evaluation of QI Projects	<ul style="list-style-type: none"> Different Methods of Evaluating QI Project What are the important components of a thorough evaluation? Using QI Project evaluation Check Sheet and other Tools 	Report back on 1 Sustainability Toolkit domain.	<ul style="list-style-type: none"> Present the proposed QI project to the faculty 1 month after the completion of session 6 Present the completed QI project in six months to the class Evaluate using Red light, yellow light, green light
Post-Work (after 6-month)	<ul style="list-style-type: none"> QI project follow-up case presentations Completion of Post-Lab QI Competency Assessment 	Report back of QI projects	[NA]



D) Frequently Asked Questions

Frequently Asked Questions	
Question	Answer
Where can I learn more about the other Learning Labs?	Please visit our website to learn more about the other Learning Labs, their expectations and whether you should apply for them. The Learning Lab Concept paper also outlines a detailed description for each Lab – see the CQII website.
What should I do when I have to miss a class?	All participants are expected to join every session. In case you need to miss one, please reach out to your faculty before and download the session materials. The recording will be made available on Glasscubes. Do not forget to submit your homework on time.
Whom should I contact when I have a question about my homework assignment?	Reach out to your faculty to ask your questions – see the contact list in this Curriculum for the contact information.