Health Quality & Safety Commission New Zealand
*Kupu Taurangi Hauora o Aotearoa*

# Why co-design is important

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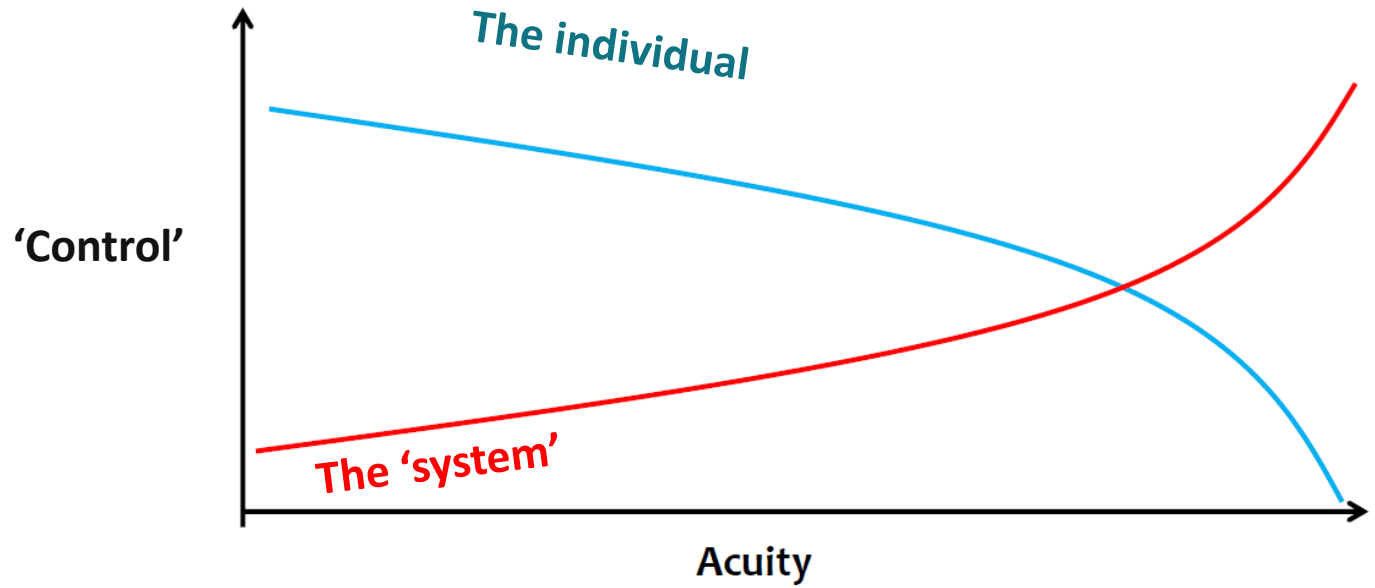
# Why is co-design so important?

- ‘What matters to me?’
- Inequity – understanding why and solutions that will work
- Unexpected solutions

# Why is co-design so important?

## Who really makes the decisions?




Adapted from: Dr Doug Eby, South Central Foundation; Nuka system of care

# Begin with the end in mind

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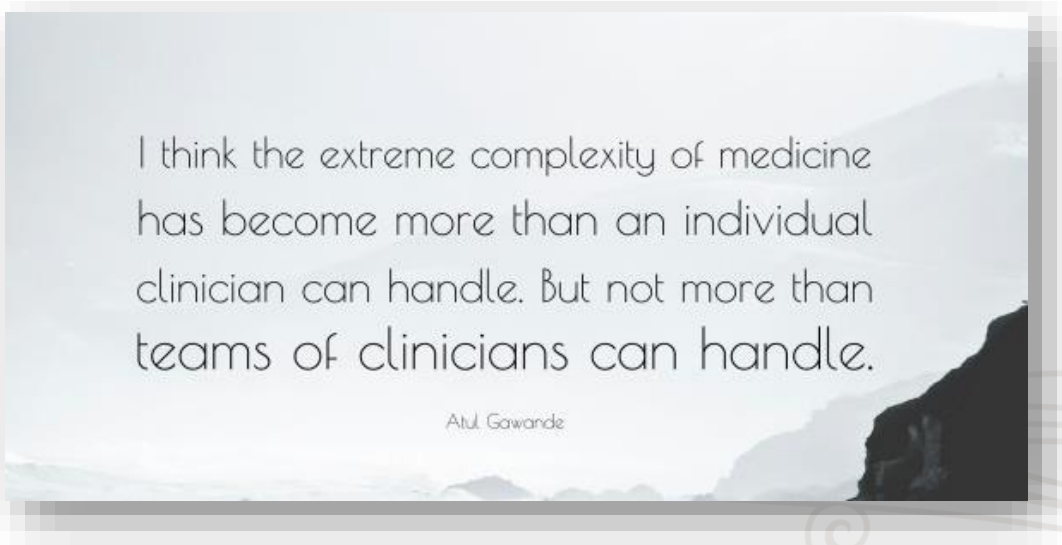
# Introduction – the problem

- Maximising physical health – a topic that is well researched. Interventions are available that could have significant impact on outcomes for those with serious mental health issues
- Gaps in care
- Complexity



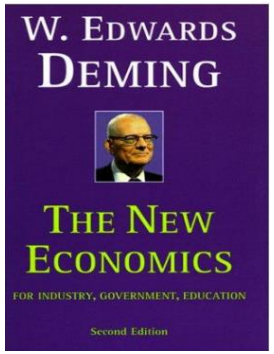
# Purpose of session

- Planning to achieve the objectives: closing the gaps, eliminating inequities
- Think reliability in care delivery
- Equitable care outcomes
- Care that matters – co-design
- Consider potential challenges
- Timeframes/milestones
- Collaboration

**‘We can’t know it all, we can’t do it all.’**

**Atul Gawande**

# Improvement science




## Steps in an improvement project

### 1. Identify a quality issue
- Data sources
- Team formation
- Project charter
- Codesign
- Stakeholders and comms
- Patient experience

### 2. Understanding and diagnosing the problem
- Data sources
- Process maps
- Pareto charts
- Histograms
- Fishbone
- 5 Whys
- 7 Wastes +1
- Problem statements
- Project scoping
- Measurement
- Run charts / control charts
- Understanding variation
- Advanced SPC

### 3. Developing a strategy (generating ideas)
- AIM statements
- Change concepts
- Driver diagrams
- Sources of ideas
- MFI
- Understanding & implementing change
- Coaching others
- Reactions to change
- Creativity tools

### 4. Testing ideas
- PDSA

### 5. Implementing and sustaining
- Planning for sustainability
- NHS sustainability score
- MUSIQ
- Sustainability scoring

### 6. Learn and spread
- Collaboratives

### System of profound knowledge

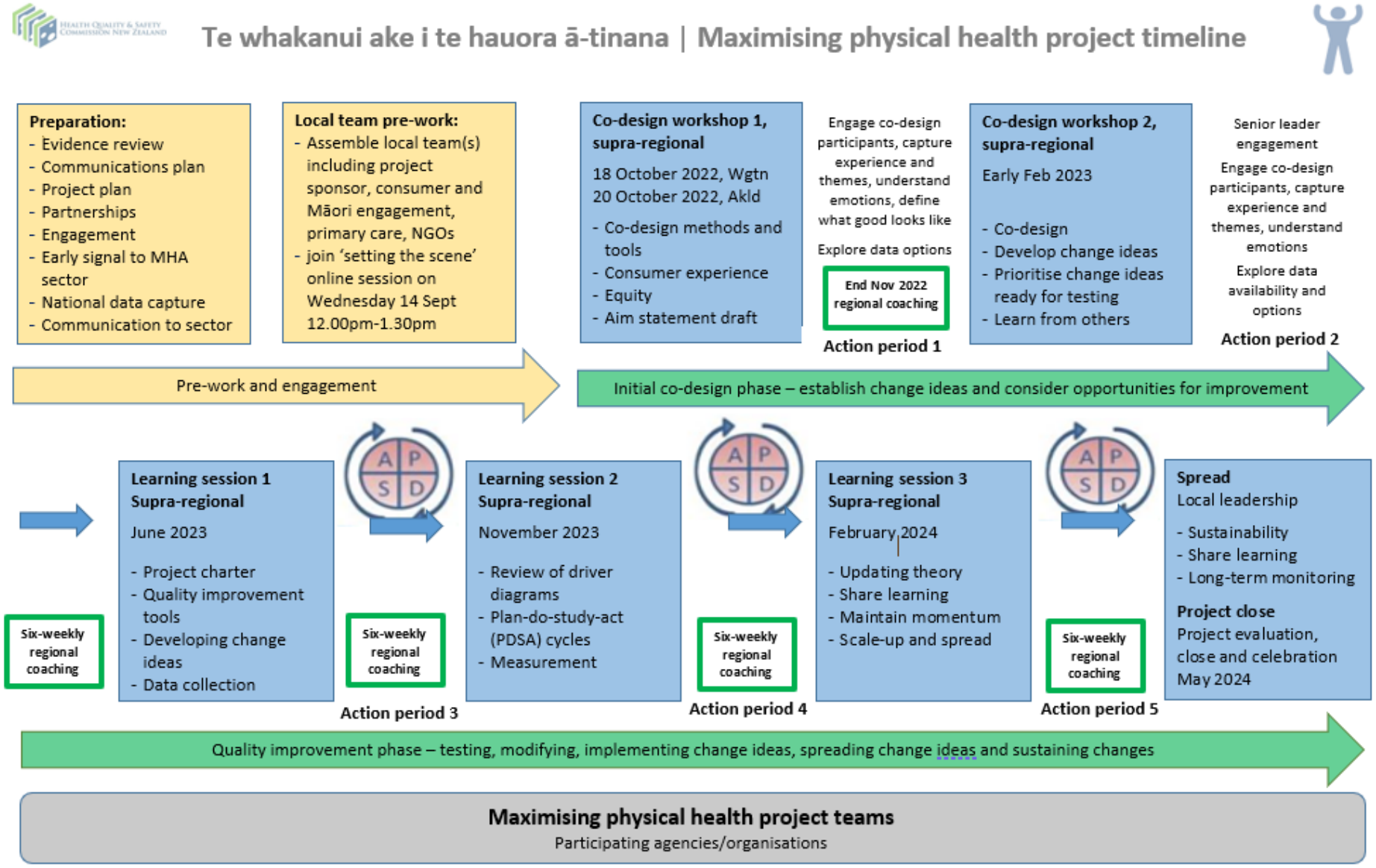
#### Theory of knowledge
- Improvement by learning and studying facts to learn about the system to develop and test theories, results and improve

#### Psychology of change
- Understanding people and motivations
- Understanding teams and organisations

#### Appreciation of a system
- People
- Processes
- Roles, aim and purpose, and how relates to a whole

#### Variation
- Common cause and special cause variation

# Project timeline



# Action periods

# What challenges can we expect?

**Potential challenges**

- Time
- Service user/provider recruitment/co-ordination
- Power imbalances
- Project team consistency
- Competing priorities
- Project drift

**Tools or opportunities**

- Pre plan meetings/sessions
- Utilise huddles, distributed leadership, weekly activity
- Conversation cafes, consumer groups
- Plan for changes – orientation, commitment and support from managers
- Visibility of project
- Clear objectives, project charter, use of parking lots

# Key milestones

- Change package completed
- Change ideas tested – high degree of belief that they lead to improvement – data (outcome, process, balancing measures)
- Theory for improvement (process measures established)
- Change ideas prioritised for testing
- Change ideas harvested

# Key milestones

- Diagnostic phase – understanding system influences – why things are this way, inequities found
- Identifying what good looks like and how we will know (outcome measures)
- Capture experiences
- Engagement
- Identify key stakeholders
- Project team established

# Early thinking – how will we assess progress?

The measurement mantra

# 18 months from now

- Define what good will look like
  - Additional outcomes
- Robust understanding of the barriers to achieving ‘good’
- Identify processes to be changed or transformed
- Identify inequities
- Co-designed change ideas tested
- Data that captures learning – what works, equity, unintended consequences
- Ability to contribute to a change package

‘One common mistake is to think of change as only a technical issue … For every technical change in the system, there are usually social and economic changes as well.’

*The Improvement Guide*, p. 187

# Have we got the power to change things?

**Research with groups shows a 25%-10%-3% pattern:**

**25%** When a minority group pushing change was below **25%** of the total group, its efforts failed. But when they reached **25%**, the majority of the population adopted the new way of thinking very quickly.

**10%** When just **10%** of a population holds an unshakeable belief, their belief is likely to be adopted by the majority.

**3%** Typically in organisations, around **3%** of people (the informal influencers) drive conversations and influence 85% of other people. They are not typically the senior leaders.

Source: Harold Jarche, 2018: 25-10-3

HORIZONS