



Mr. Potato Head PDSA Collaboration

Debra Bryan will tee off exercise and go through objectives.

This exercise has been adapted from a game developed by David M. Williams, Ph.D. an improvement advisor at www.truesimple.com, and tested on several Institute for Healthcare Improvement (IHI) collaboratives.

Objectives

- Understand rapid cycle PDSA testing.
- Understand how theory and prediction aid learning.
- See how to collect real-time measurement.
- Appreciate the opportunity of collaborative learning.

Instructions

- Assign team facilitator to each of the five teams. Each team will perform the exercise independently from the rest of the collaborative
- Each team facilitator will pick up bag with three Mr. Potato Head toys during lunch.
- Each team facilitator will monitor time and end exercise at 1:45.

Team	Location	Team Facilitator
Midway	Library	Cindy Nelson Kaigama
Adults & Senior/Endo	Library	Kristjan Selvig
Park Nicollet	Commons	Jodi Lavin Thompkins
Riverside	Commons	Debra Bryan
Center for International Health	Library	Sharon Kopp Huth

- Display ppt slide displaying the accuracy score & operational definition in library.
- Give 11 x 17 pre-drawn tables for PDSA documentation and two run charts and Accuracy Score & Operational Definition (Commons only) to each team
- Each team gets a pen

- Ask Park Nicollet and Riverside teams to move into the Commons room so there is more space.
- Team Facilitator asks each team member to count off from 1 to 3.
- Ask all ones to form a subgroup
- Ask all twos to form a subgroup
- Ask all threes to form a subgroup
- Ask someone from each team to let the team use their cell phone for timer
- Ask each subgroup to select six team members to fill the roles of: master clinician (assembler, the only one who can assemble Mr. Potato Heads), two providers/practice staff (perform any function other than assembling “patients”), documenter, time measurer, and accuracy score inspector. If you have fewer than six members per subgroup take away provider/practice staff role.
- Team facilitator asks Subgroup One to simulate a baseline performance
- Describe that our aim is to efficiently and effectively provide reliable care to our three Mr. Potato Head toys.
- Facilitator to remove Mr. Potato Head toys from bag and place on the table in view of each team and in front of Subgroup One.
- Ask Subgroups Two and Three to be observers.
- Remind Subgroup One that they need to establish a baseline time where all three Mr. Potato Head toys are assembled correctly (match the pictures provided) as quickly as possible. This will be the standard for groups to beat going forward.
- Instruct timekeeper from Subgroup One to start the clock when master clinician starts assembling toys and stop when all three have been assembled and master clinician removes his/her hands from the toys.
- Let the master clinician begin. Facilitator may make observations or ask questions.
- Once assembled, ask the timekeeper to share time in minutes and seconds and ask the accuracy inspector ensure that all parts are in the right places per photos.
- Instruct documenter to note the baseline time on the run chart as a benchmark of what’s possible.
- Ask Master Clinician to remove all parts from Mr. Potato Head toys and put them in a pile on the table.
- Thank Subgroup One for their contribution.

- Team facilitator instructs teams to consider what they witnessed in the baseline simulation and ask Subgroup Two to identify one theory they would like to test to improve upon the time and/or accuracy. Ask them to write it on their run chart.
- Instruct Subgroup Two to make a prediction of what their time and accuracy score will be.
- Once the two steps above have been complete, ask Subgroup Two providers to prepare parts for master clinician as necessary.
- Remind Subgroup Two that the aim is to put the three toys back together quickly and to have them match the pictures.
- Instruct timekeeper from Subgroup Two to start the clock after two providers arrange parts and master clinician begins his/her assembly and stop when all three toys have been assembled and master clinician removes his/her hands from the toys.
- Ask Subgroups One and Three to be observers.
- After the completion of the test, the documenter shall document the time and accuracy on the run charts.
- The same thing is repeated for Subgroup Three
- Thank Subgroup Two for their contribution.
- Team facilitator instructs teams to consider what they witnessed in the baseline simulation and ask Subgroup Three to identify one theory they would like to test to improve upon the time and/or accuracy. Ask them to write it on their run chart.
- Instruct Subgroup Three to make a prediction of what their time and accuracy score will be.
- Once the two steps above have been complete, ask Subgroup Three providers to assemble parts as necessary.
- Remind Subgroup Three that the aim is to put the three toys back together quickly and to have them match the picture.
- Instruct timekeeper from Subgroup Three to start the clock after two providers assemble parts and master clinician begins his/her assembly and stop when all three have been assembled and master clinician removes his/her hands from the toys.
- Ask Subgroups One and Two to be observers.
- After the completion of the test, the documenter shall document the time and accuracy on the run charts.
- Depending on time allow Subgroups One, Two and Three to run additional PDSA cycles. (Need to finish at 1:45 allowing time for all teams to meet back in Library.)

Debrief and Discussion

Debrief will occur after each round by team facilitators.

The following debrief should occur after each PDSA and be led by the facilitator. The order can vary on what the facilitator is noting from the teams with exception of the first and last rounds.

- PDSA 1 – (always first) – limited debrief. Instruct the teams to discuss their results and what they learned through doing the exercise. Ask them to identify the next theory to test and their new predictions and to write on their run sheet on table. When team is ready, instruct them to do their test as described in the instructions.
- PDSA 2-5 (bullets below are suggested comments and can be used at facilitator's discretion.)
 - If we had more time, we could find the best time and score from other teams (particularly if they had the exact same toys that our team had). You could ask other teams what their theory was and ask the other teams to test. This is an example of best practice.
 - Note the energy level and engagement as team members are all involved in planning, testing and results review.
 - Note that each test may provide various ideas for testing and each one can be tested to learn. Including when two team members have competing ideas.
 - Note how a change may improve one measure but not another. Importance of having a number of measures including process and balancing.
 - Note the ease of measurement and display in real-time.
- PDSA 5 (or last one)
 - Emphasize the importance of how visiting other teams could have impacted team learning. In real life and in the 3D Collaborative this will be a key value of the collaborative and a common missed opportunity in a collaborative. Be sure to keep this in mind.

Feedback and Close

- A full group debrief will occur at 1:50 by Dan Nelson.
- Reassemble everyone back into Library
- Ask participants for feedback on whether the exercise met objectives.