

Finding and Creating Joy in Work

Course Dates:

March 5, 2019 – May 22, 2019

Course Website:

To access the course website, click [here](#).

Course Structure:

The course includes 12 weeks of independent virtual learning and scheduled coaching, built around the following key components:

- Bi-weekly video lectures
- Three 60-minute expert group coaching calls, and an opportunity for additional individual coaching
- Set-up for a quality improvement project focused on joy in work
- A social learning group on Facebook

Overview and Goals:

An epidemic of burnout among health care professionals is affecting quality, safety, and health care system performance. To help reverse the worrying trend, IHI partnered with experts around the world to create *Finding & Creating Joy in Work*. This 12-week virtual training is full of new thinking, resources, strategies, frameworks, and solutions will help workforces truly thrive — not just survive. The course will share proven methods to create a positive work environment that fosters camaraderie, meaning, choice, and equity, and ensures the commitment to delivering high-quality care, even in stressful times.

Course Learning Objectives:

After completing this course, you will be able to:

- Recognize the value of increasing joy in work at your organization.
- Discuss key leadership behaviors that raise staff engagement and improve joy.
- Discuss joy in work with staff using a "what matters to you" framing.
- Identify how behaviors that increase joy in work improve patient safety and other outcomes.
- Identify at least two measures you can use to determine if joy in work is increasing at your organization.
- Identify and test at least two changes in your organization that will lead to greater joy in work.

Course Faculty:

Barbara Balik, RN, EdD, is the Co-Founder of Aefina Partners, a Senior Faculty at the Institute for Healthcare Improvement, a former member of the National Patient Safety Foundation Board of Advisors and faculty for Arizona State University's Executive Fellowship in Innovation Health Leadership. Using a human-centered co-design approach, she works with healthcare leaders to generate flourishing cultures and exceptional outcomes by integrating patient/family experience, quality, safety, and joy in work. Recent activities with leaders include developing skills and systems for patient/family partnerships in physician practices; culture strengthening that enhances joy in work while improving safety and reducing burnout; physician leadership development; systems that assure reliable transitions in care; and effective infrastructure design for population health.

Donald Berwick, MD, MPP, FRCP, President Emeritus and Senior Fellow, Institute for Healthcare Improvement (IHI), is also former Administrator of the Centers for Medicare and Medicaid Services. A

pediatrician by background, Dr. Berwick has served on the faculty of the Harvard Medical School and Harvard School of Public Health, and on the staffs of Boston's Children's Hospital Medical Center, Massachusetts General Hospital, and the Brigham and Women's Hospital. He has also served as Vice Chair of the US Preventive Services Task Force, the first "Independent Member" of the American Hospital Association Board of Trustees, and Chair of the National Advisory Council of the Agency for Healthcare Research and Quality. He served two terms on the Institute of Medicine's (IOM's) governing Council, was a member of the IOM's Global Health Board, and served on President Clinton's Advisory Commission on Consumer Protection and Quality in the Healthcare Industry. Recognized as a leading authority on health care quality and improvement, Dr. Berwick has received numerous awards for his contributions. In 2005, he was appointed "Honorary Knight Commander of the British Empire" by Her Majesty, Queen Elizabeth II, in recognition of his work with the British National Health Service. Dr. Berwick is the author or co-author of over 160 scientific articles and six books. He also serves as Lecturer in the Department of Health Care Policy at Harvard Medical School, and he's an elected member of the American Philosophical Society.

Auzewell (Auz) Chitewe leads a team of highly driven and capable Improvement Advisors who are responsible for applying improvement methodology, supporting and coordinating numerous quality improvement projects at different levels at East London NHS Foundation Trust (ELFT) in England. The organisation has had more than 500 QI projects which has given Auz extensive experience in supporting different types of QI work taking place in a variety of settings. These clinical and corporate projects were initiated and led by staff in their service areas and spans the vast geography of ELFT, which delivers a wide range of community and inpatient services to children, young people, adults of working age, older adults and forensic services. He supports front-line improvement projects, system-wide programmes of work, the strategic structures that coordinate this programme and acts as part of the organisation's internal resource for improvement science. He has been involved in system-wide improvement work on Reducing Bed Occupancy, Improving Access to Services and Joy in Work. Auz is a Registered Mental Health Nurse (RMN), Specialist Practitioner in Community Mental Health Nursing (BSc), Project Manager and Improvement Advisor with an interest in service development, quality care and information technology.

Derek Feeley, DBA, joined IHI as Executive Vice President in September 2013 and became CEO in January 2016. His work is international in scope, guiding work to deliver IHI's mission to improve health and care across the world. Prior to taking up his current role, Mr. Feeley had been Director General (DG) Health and Chief Executive of the National Health Service (NHS) in Scotland since November 2010. From January 2011, the DG role was extended to cover Health and Social Care. He was the principal adviser to Scottish Ministers on health and care issues and he provided direction to the work of NHS Boards in ensuring the delivery of high-quality health and health care. Mr. Feeley has had a varied background in policy analysis during thirty years in public service. From 2002 to 2004, he spent two years as Principal Private Secretary to Scotland's First Minister. Thereafter, he moved on to work on developing a framework for service redesign in the NHS. He was a 2005-2006 Harkness/Health Foundation Fellow in Health Care Policy and spent a year in the United States working with Kaiser Permanente and the Veteran's Health Administration. Mr. Feeley was appointed as Director of Healthcare Policy and Strategy on his return. In that role he was responsible for advising the Scottish Government on all health care quality issues, including patient safety, and he also led on health care information technology.

Tejal K. Gandhi, MD, MPH, CPPS, Chief Clinical and Safety Officer, Institute for Healthcare Improvement (IHI), leads IHI programs focusing on improving patient and workforce safety. Dr. Gandhi was President and Chief Executive Officer of the National Patient Safety Foundation (NPSF) from 2013 until 2017, when the Foundation merged with IHI. She continues to serve as President of the Lucian Leape Institute, a think tank founded by NPSF that now operates under the IHI patient safety focus area. She also holds an appointment as Associate Professor of Medicine at Harvard Medical School. Dr. Gandhi

is a prominent advocate for patient safety at the regional, national, and international levels, driving educational and professional certification efforts, and helping to create and spread innovative new safety ideas. In 2009, she received the John M. Eisenberg Patient Safety and Quality Award for her contributions to understanding the epidemiology and possible prevention strategies for medical errors in the outpatient setting. An internist by training, Dr. Gandhi previously served as Executive Director of Quality and Safety at Brigham and Women's Hospital, and Chief Quality and Safety Officer at Partners Healthcare. She received her MD and MPH from Harvard Medical School and the Harvard School of Public Health, and trained at Duke University Medical Center.

James Innes, a pharmacist, is Associate Director of Quality Improvement at East London National Health Service (NHS) Foundation Trust and an Improvement Advisor and faculty member for the Institute for Healthcare Improvement. He has a clinical background in psychiatric intensive care, acts as editor for the *Journal of Psychiatric Intensive Care*, and is London Regional Lead for Pharmacist Professional Development Training in Mental Health. Dr. Innes is also a *British Medical Journal* quality expert, an honorary lecturer at City University, and a Health Foundation Q Initiative Fellow.

Jessica Perlo, MPH, is the Network Director of the Institute for Healthcare Improvement's (IHI) Open School, a global interprofessional community that provides health students and professionals with the skills they need to become change leaders in health care. Jessica holds a Bachelor's in Science from the University of Vermont and a Master's in Public Health from Boston University School of Public Health. She is trained in community organizing from the Harvard Kennedy School of Government and facilitative leadership from the Interaction Institute for Social Change. For more than 10 years, she's worked in health professional program development and quality improvement at both Brigham & Women's Hospital and at IHI. Jessica is charged with leading IHI's effort to organize students to take action to improve the health of their communities through the Open School and is the Director of IHI's Joy in Work Portfolio. The aim of this portfolio is to provide new and innovative approaches to tackle the urgent challenge of workforce burnout in health systems, offices, and community settings. This portfolio supports leaders and individuals in fostering a positive work environment that creates equity, camaraderie, meaning, and choice in our work, and ensures a shared commitment deliver high-quality care.

Amar Shah, MD, Associate Medical Director for Quality and Consultant Forensic Psychiatrist leads the quality system at East London NHS Foundation Trust (ELFT). This includes a large organization-wide quality improvement program aimed at supporting the organization to provide the highest-quality mental health and community care in the country. The quality system at ELFT incorporates quality improvement, quality assurance, quality control and quality planning – all with the shared purpose of improving outcomes and experience for the local population. Dr. Shah has experience in local quality improvement within a number of NHS providers and was engaged in national improvement work while seconded to the National Patient Safety Agency. He is an IHI-trained Improvement Advisor, and faculty for the IHI's improvement advisor program. Amar is the QI lead at the Royal College of Psychiatrists. He has an executive MBA in health care management, a master's in mental health law and a postgraduate certificate in medical education.

Requirements for Certification:

Participation in the course requires approximately 1-3 hours per week, including didactic education (video segments, readings), coaching, and time applying the new knowledge and skills in learners' own organizations. Time commitments will vary slightly each week.

At the end of this course, learners will receive a certificate of completion. In order to receive this certificate, learners must:

- Watch all bi-weekly course videos
- Make progress on an improvement project, including drafting a charter, determining measures, and identifying at least one change to test

- Attend all group coaching calls or listen to the recording
- Complete the post-course evaluation

Course Participants:

Finding and Creating Joy in Work is designed for anyone interested in fostering joy in work, including leaders, managers, administrators, clinicians and their teams, and anyone responsible for organizational outcomes in quality, safety, patient experience, staff satisfaction, and financial results.

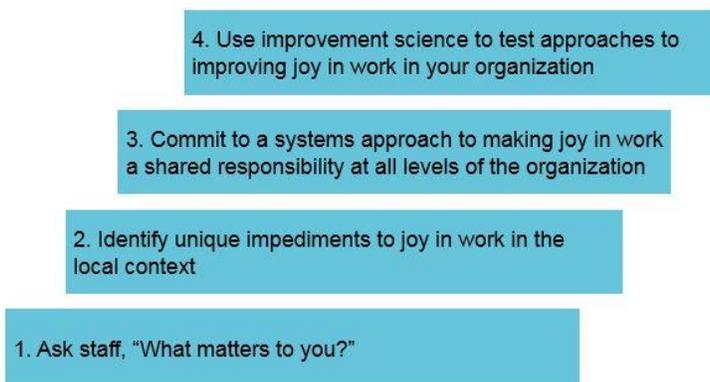
Course Pedagogy:

The course will employ several pedagogical techniques to create a robust learning environment for learners. More specifically, the eight weeks will include:

- *Experiential learning:* Learners will design a project that will allow them to use the skills they learn from the program.
- *Asynchronous lectures:* Learners will learn from video lectures during six of the 12 weeks.
- *Synchronous coaching calls:* Learners will participate in meetings with faculty, outside experts, and peers.
- *Self-study:* Learners are encouraged to explore readings, tools, and other resources related to their areas of interest.

Lessons

The course is broken down into six lessons—each which will last for two weeks. The IHI Joy in Work Framework provides a foundation for the course and represents the critical areas in which leaders at all levels must focus to drive improvement and nurture joy in work. Each of the lessons builds off — and cuts across — multiple domains of the framework.



Lesson 1: Why Joy?**Released March 5, 2019****Description:**

In this first lesson, learners will explore the reasons why joy in work is an important component of high-performing organizations. We will discuss the role joy plays at multiple organizations, include Mount Auburn Hospital in Cambridge, MA, and IHI, and discuss the business case for joy.

Learning Objectives:

At the end of this lesson, you will be able to:

- Recognize the value of increasing joy in work at your organization.
- Discuss how joy can relate to quality and cost within an organization.
- Identify how much joy you feel about your daily work.

Faculty:

Tejal Gandhi, MD, MPH, CPPS
Derek Feeley, DBA
Jessica Perlo, MPH
Julie Mann, CNM

Assignment:

- Download and read IHI white paper, *IHI Framework for Improving Joy in Work*.
- *Optional:* Download and read *Through the Eyes of the Workforce: Creating Joy, Meaning, and Safer Health Care*.

Lesson 2: IHI's Framework for Joy in Work**Released March 19, 2019****Description:**

In this lesson, learners will explore IHI's unique Framework for Joy in Work. More specifically, we will explore an entire systematic approach to raising staff joy. We will walk through a framework for engaging staff; an example of applying the framework within an organization; and the role senior leaders, middle managers, and individuals play in creating and maintaining joy. We'll also ask you to start collecting organizational data related to joy in work.

Learning Objectives:

At the end of this lesson, you will be able to:

- Explain the main components of IHI's Framework for Joy in Work.
- Discuss key leadership behaviors that raise staff engagement and improve joy.
- Identify the unique roles senior leaders, middle managers, and individuals play in creating joy in work.

Faculty:

Derek Feeley, DBA
Don Berwick, MD, MPP, FRCP
Jessica Perlo, MPH
Julie Mann, CNM

Assignment:

- Begin collecting your data (e.g., Press Ganey, Gallup), if available.
- Create and share an elevator pitch about your work.

Lesson 3: Finding Pebbles and Getting Buy-In
Released April 2, 2019

Description:

In this lesson, learners will discuss how to engage others—whether they be leaders or colleagues—in joy in work activities. We'll explore the importance of “speaking up” and why delivering feedback is important in any work environment. We'll also discuss how to prepare for—and have—productive “What Matters” conversations. We'll ask you to practice having at least two of these “What Matters” conversations.

Learning Objectives:

At the end of this lesson, you will be able to:

- Discuss joy in work with staff using a "what matters to you" framing.
- Conduct productive “what matters to you” conversations and determine appropriate next steps.
- Identify how behaviors that increase joy in work improve patient safety and other outcomes.

Faculty:

Barbara Balik, RN, EdD
Tejal Gandhi, MD, MPH, CPPS
Derek Feeley, DBA
Jessica Perlo, MPH
Julie Mann, CNM

Assignment:

- Conduct at least two “what matters to you” conversations using the conversation guide
- Review data (e.g., Press Ganey, Gallup) and, along with knowledge gained from your “what matters to you” conversations, identify key areas for improvement.

Coaching Call: Guidance on “What Matters to You” Conversations

April 10, 2019, 11:00am – 12:00pm Eastern Time

Description:

This call will provide guidance on having “what matters to you” conversations, as well as check in on where learners are with their projects.

Faculty:

Barbara Balik, RN, EdD
Jessica Perlo, MPH

Lesson 4: How Do You Measure Joy?

Released April 14, 2019

Description:

In this lesson, learners will study how to successfully measure joy — often seen as a nebulous topic — within a system. We will cover the basics of quality improvement, including how to run a successful project, and see how improvement in action within an organization. We'll share several ideas on how to measure joy, and invite you to determine the measurement strategy for your project.

Learning Objectives:

At the end of this lesson, you will be able to:

- Explain the concepts of PDSA cycles and measurement for improvement.
- Identify your aim and at least two measures you can use to determine if joy in work is increasing at your organization.
- Compose a useful family of measures for your improvement project.

Faculty:

Amar Shah, MD
Auzwell Chitewe
James Innes
Jessica Perlo, MPH

Assignment:

- Determine your project aim and choose a family of measures for your project.

Lesson 5: Testing and Sharing Bright Spots
Released April 30, 2019

Description:

In this lesson, learners will hear about several successful joy improvement projects done at organizations around the world. We'll hear lessons and stories both inside and outside of health care. We'll home in on Mount Auburn Hospital in Cambridge, MA, to hear more about the successes and obstacles they found on their journey toward a more joyful work place.

Learning Objectives:

At the end of this lesson, you will be able to:

- Discuss at least two examples of improvement projects related to joy in work.
- Identify at least one change in your organization that will lead to greater joy in work.
- Recognize the value of iterative tests of change within improvement work.

Faculty:

Jessica Perlo, MPH
Julie Mann, CNM

Assignment:

- Complete your charter: determine stakeholders, barriers, and your first change idea.

Coaching Call: How's Testing Going?
May 9, 2019, 11:00am – 12:00pm Eastern Time

Description:

On this call, we will discuss how teams can be agile with measurement and get testing off the ground. We'll also discuss the importance of iterative tests of change within an improvement project.

Faculty:

Amar Shah, MD
Jessica Perlo, MPH

Lesson 6: Sustaining and Spreading Joy
Released May 14, 2019

Description:

In the final lesson of the course, faculty will discuss how to scale up and spread improvement work related to joy. Learners will hear about how to sustain momentum and overcome future obstacles. We'll ask learners to create short presentations about their work within the course to showcase their progress and, more likely, a plan to continue the work and start testing.

Learning Objectives:

At the end of this lesson, you will be able to:

- Discuss how to scale up and spread improvement work within an organization.
- Identify how much joy you feel about your daily work.
- Create and share a short presentation about work done within the course.

Faculty:

Derek Feeley, DBA
Jessica Perlo, MPH
Amar Shah, MD
Julie Mann, CNM

Assignment:

- Create a simple PowerPoint presentation highlighting any progress and a plan to continue with the work and start testing.
- Complete course evaluation.

Coaching Call: What's Next?

May 22, 2019, 11:00am – 12:00pm Eastern Time

Description: On this call, faculty will provide a brief summary of the course and discuss how to sustain and spread successful improvement work within an organization.

Faculty:

Jessica Perlo, MPH
Barbara Balik, RN, EdD

Course Assignment Summary

| Lesson | Assignment |
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| Lesson 1: Why Joy? | <ul style="list-style-type: none"> • Download and read IHI white paper, <i>IHI Framework for Improving Joy in Work</i>. • <i>Optional: Download and read</i> Through the Eyes of the Workforce: Creating Joy, Meaning, and Safer Health Care. |
| Lesson 2: IHI's Framework for Joy in Work | <ul style="list-style-type: none"> • Begin collecting your data (e.g., Press Ganey, Gallup), if available. • Create and share an elevator pitch about your work. |
| Lesson 3: Finding Pebbles and Getting Buy-In | <ul style="list-style-type: none"> • Conduct at least two “what matters to you” conversations using the conversation guide • Review data (e.g., Press Ganey, Gallup) and, along with knowledge gained from your “what matters to you” conversations, identify key areas for improvement. |
| Lesson 4: How Do You Measure Joy? | <ul style="list-style-type: none"> • Determine your project aim and choose a family of measures for your project. |
| Lesson 5: Testing and Sharing Bright Spots | <ul style="list-style-type: none"> • Complete your charter: determine stakeholders, barriers, and your first change idea. |

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| <p>Lesson 6: Sustaining and Spreading Joy</p> | <ul style="list-style-type: none">• Create a simple PowerPoint presentation highlighting any progress and a plan to continue with the work and start testing.• Complete course evaluation. |
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