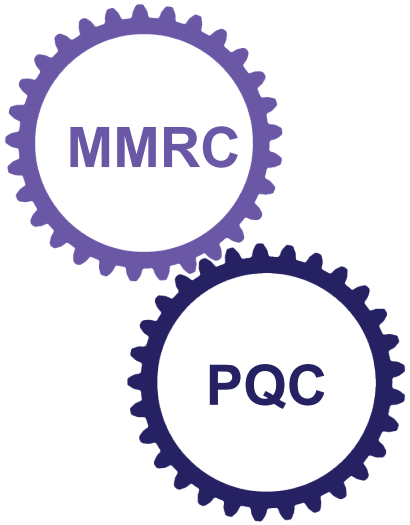

PA PQC

Pennsylvania Perinatal Quality Collaborative

PA PQC Virtual Session

September 17, 2025

CONTINUING EDUCATION

In support of improving patient care, this activity has been planned and implemented by the University of Pittsburgh and The Jewish Healthcare Foundation. The University of Pittsburgh is jointly accredited by the **Accreditation Council for Continuing Medical Education (ACCME)** and the **American Nurses Credentialing Center (ANCC)**, to provide continuing education for the healthcare team. **1.0 hours are approved for this course.**

As a Jointly Accredited Organization, University of Pittsburgh is approved to offer social work continuing education by the **Association of Social Work Boards' (ASWB)** Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. University of Pittsburgh maintains responsibility for this course. Social workers completing this course receive **1.0 continuing education credits**.

DISCLOSURES

No members of the planning committee, speakers, presenters, authors, content reviewers and/or anyone else in a position to control the content of this education activity **have relevant financial relationships** with any entity producing, marketing, re-selling, or distributing health care goods or services, used on, or consumed by, patients to disclose.

DISCLAIMER

The information presented at this Center for Continuing Education in Health Sciences program **represents the views and opinions of the individual presenters**, and does not constitute the opinion or endorsement of, or promotion by, the UPMC Center for Continuing Education in the Health Sciences, UPMC / University of Pittsburgh Medical Center or Affiliates and University of Pittsburgh School of Medicine. Reasonable efforts have been taken intending for educational subject matter to be presented in a balanced, unbiased fashion and in compliance with regulatory requirements. However, each program attendee must always use his/her own personal and professional judgment when considering further application of this information, particularly as it may relate to patient diagnostic or treatment decisions including, without limitation, FDA-approved uses and any off-label uses.

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Learning Objectives

1. Discuss successes and challenges gleaned from studying the “Plan” and “Do” elements of your hospital’s first PDSA for UMWS education.
2. Identify ways to engage your staff in assessing the initial stages of UMWS patient education implementation.

Agenda

1. **Welcome** – Jennifer Condel, SCT(ASCP)MT, Senior Program Manager, Perinatal Health, Jewish Healthcare Foundation

2. **Summary of Last Sprint Session** – Kristen Brenneman, MSN, PA PQC QI Coach, Jewish Healthcare Foundation

3. **Studying the First "Plan" and "Do" of a PDSA** – Jennifer Condel, SCT(ASCP)MT

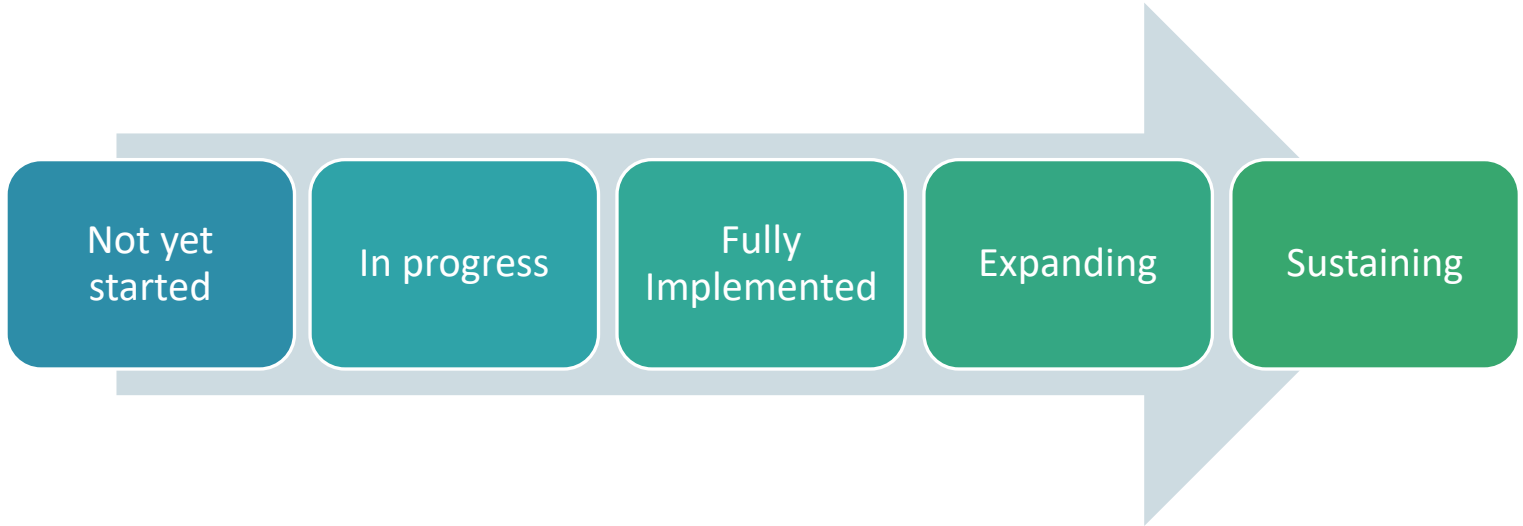
4. **Conducting Staff Pulse Checks** – Aasta Mehta, MD, MPP, PA PQC Advisory Group Co-Chair

5. **Peer-to-Peer Discussion** – Aasta Mehta, MD, MPP

6. **Wrap-up & Next Steps** – Hadar Re'em, BA, Program Associate, Jewish Healthcare Foundation

Summary of Sprint Check-In #1

- Moving from “Plan” to “Do” in PDSA
- Create small test of change
- Document progress



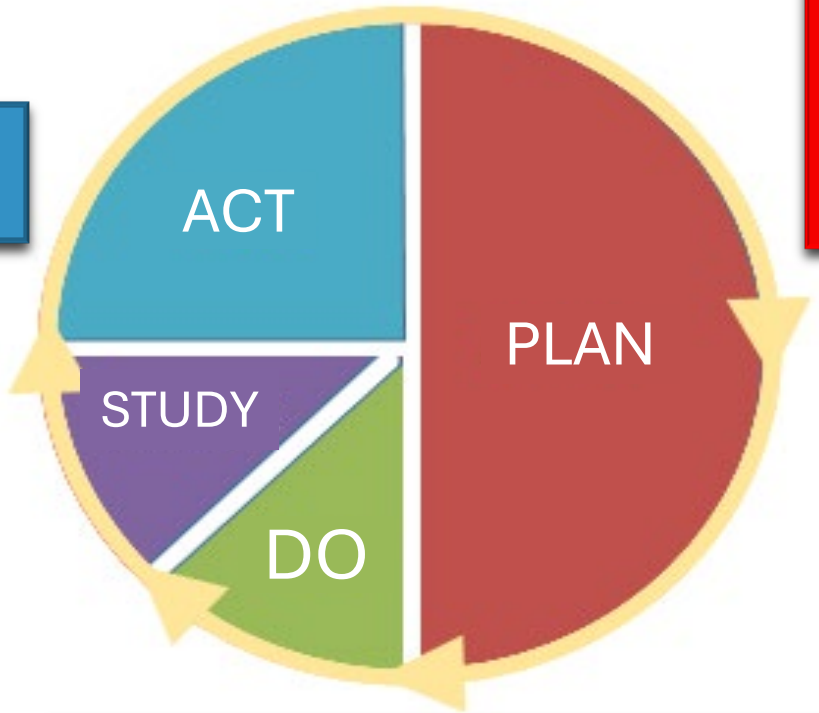
Studying the First "Plan" and "Do" in a PDSA

JENNIFER CONDEL, SCT(ASCP)MT

Systematic Approach to Quality Improvement

PLAN - DO - STUDY - ACT

- Identify your goal
- Understand the **current state**
- Design experiment/interventions
- Identify metrics
- Predict results



- **Act based** on what you learned
- Adopt, Adapt, Abandon

- Review the test
- **Analyze results**
- Assess learnings

- Test the change
- Carry out a **small-scale experiment**
- Collect data

QI Project Plan Framework

Identify the problem or need → Analysis of Current Condition Root Cause → Visualize Current Condition → Target & Ideal Condition → Design Test & Action Plan → Test & Document → Document Standard Work

What do we know about our current work (baseline assessment)?

Opportunity

Working well

Map the work

Identify strategy, SMART objective, measures

Pilot, collect and review data What did we learn?

New best practice (standard), Spread and disseminate to peers

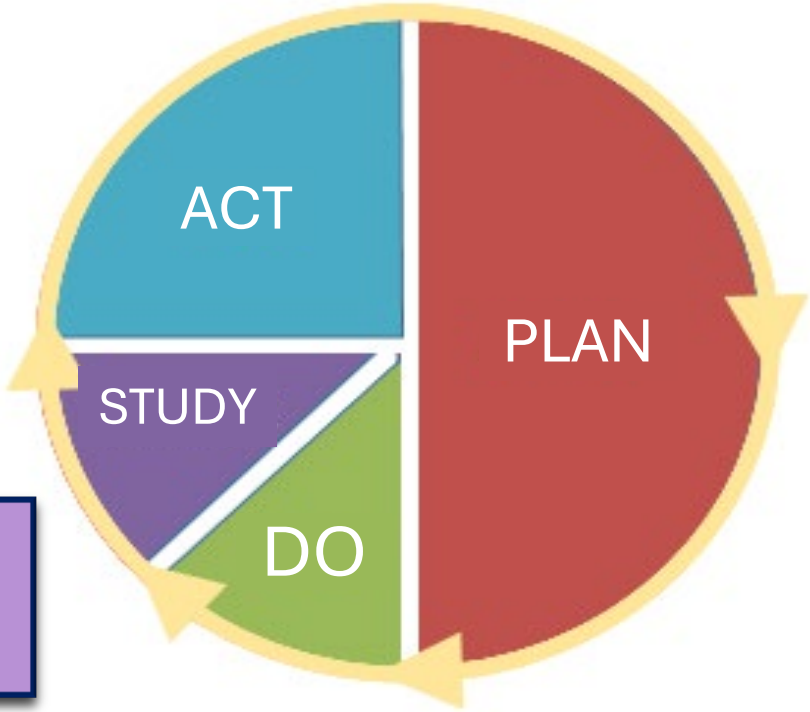
Systematic Approach to Quality Improvement:

Study and Reflect

Did your results align with your hypothesis for the target condition?

Should you continue monitoring the action plan as is or revise the plan?

- Review the test
- **Analyze results**
- Assess learnings



Key Elements to Study

Healthcare Team

- Who is providing UMWS patient education
- Frequency of UMWS patient education
- Comfort level in providing UMWS education materials and explaining it to patients
- Timing of UMWS patient education
- Barriers to providing UMWS patient education

Key Elements to Study

Patient and Family

- Comprehension of educational materials and related explanation
- What would make it easier to understand?
- Timing of education – how can this be improved?
- Knowledge of what to do if a patient experiences UMWS
- Comfort level in advocating for themselves or the patient (if partner or other support person)

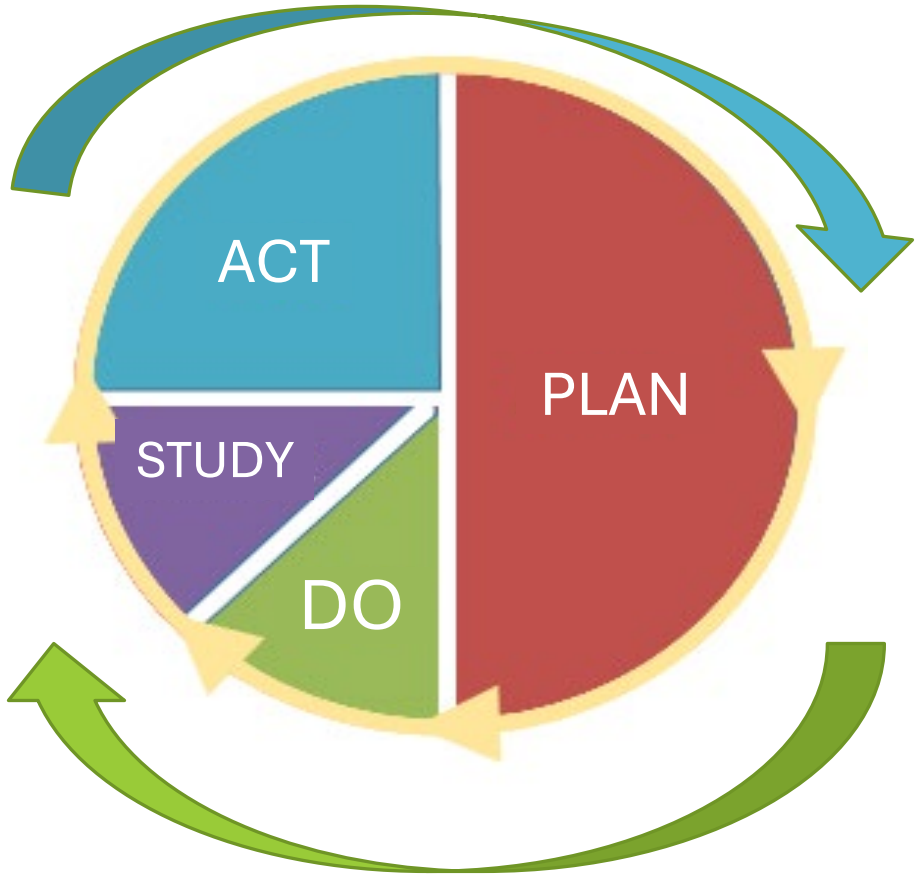
Action Planning: Document Your Work

Action Item (What Will Happen)	By Whom (Team Member/Role)	Target Date	Status	Outcomes (Results/Barriers)

Specified Activity

Activity outcome and any barriers

Study and Reflect: what did you learn?

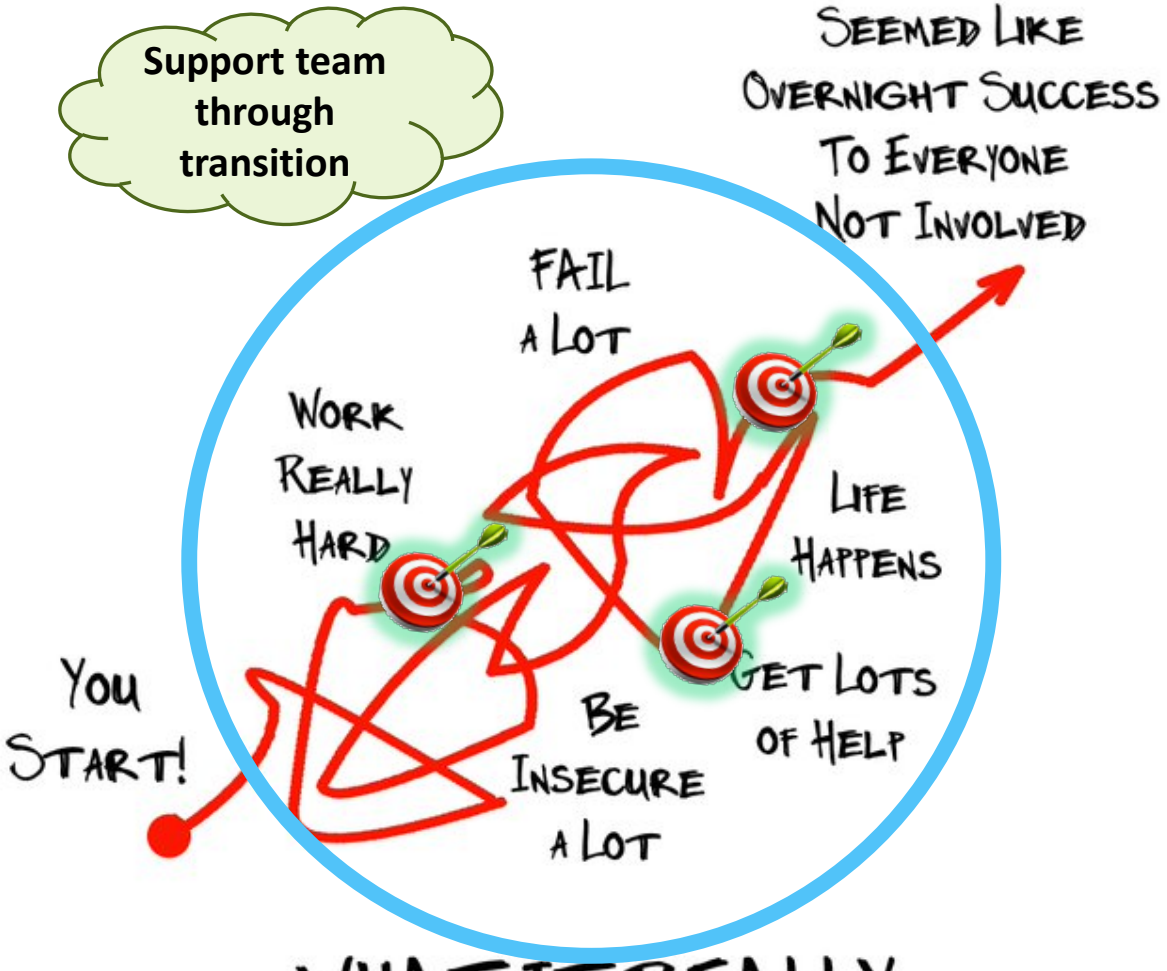


Did the results align with your hypothesis for the target condition?
No

Should you continue monitoring the action plan as is or revise the plan? Revise

Quality Improvement is Ongoing & Iterative

WHAT PEOPLE THINK IT LOOKS LIKE . . .



WHAT IT REALLY LOOKS LIKE . . .

Matt Gubba @MattGubba Jul 7, 2016

Conducting Staff Pulse Checks

AASTA MEHTA, MD, MP, PA PQC ADVISORY GROUP CO-CHAIR

Ideas for Conducting Staff Pulse Checks

Consider how you will collect your data:

- Integrate question related to implementation of UMWS patient education into **huddle**
- Brief, anonymous **survey** via QR code
- Physical **documentation** – whiteboard, sticky notes, etc.

- Start small to **learn and scale**- ‘one patient, one area at a time, one part of the process’

PDSA

PLAN

- Identify team/stakeholders
- Determine tool and teach-back script
- Develop and document new workflow

DO

- Train staff in new workflow
- Roll out new UMWS patient education workflow in one unit
- Track % of patients educated

STUDY

- Conduct staff pulse checks
- Develop and implement a method for patient feedback
- Identify what is working well and areas of opportunity for improvement

ACT

- Adjust workflow based on barriers
- Conduct a 2nd PDSA
- Continue PDSA cycles to expand UMWS patient education to ED, OB outpatient, etc.

Peer-to-Peer Discussion

Aasta Mehta, MD, MPP

Studying the "Plan" and "Do" of your first PDSA:

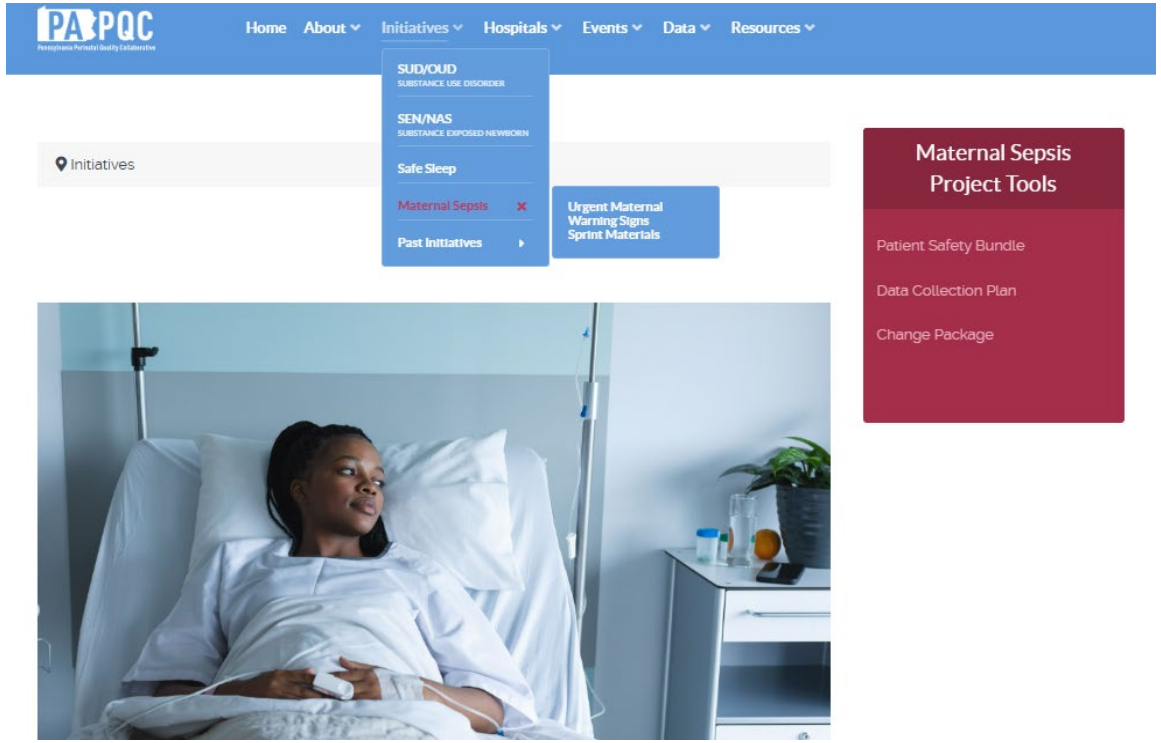
- What have you tried thus far?
- What are some early wins?
- What barriers have you encountered?

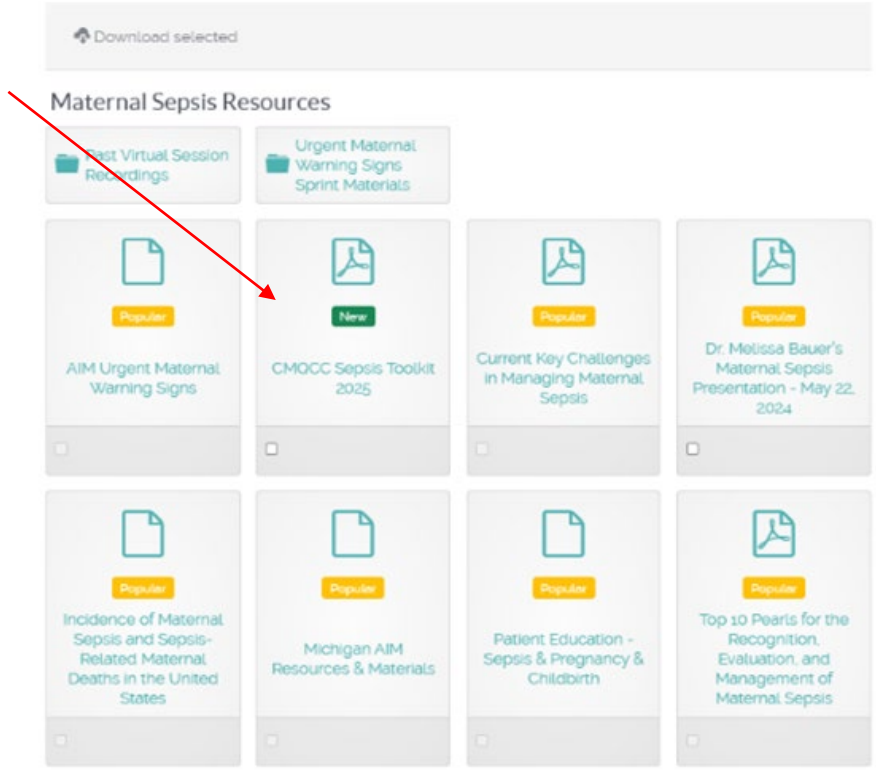
Wrap-Up

HADAR RE'EM, BA, PROGRAM ASSOCIATE, JEWISH HEALTHCARE FOUNDATION

★ New CMQCC Sepsis Toolkit ★

CMQCC released an updated Sepsis Toolkit. Find it on the PA PQC website at the bottom of the Maternal Sepsis Initiative webpage:





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Upcoming Virtual Sessions

OCTOBER 1

*UMWS Sprint **Office Hours***

11:00 a.m. – 12:00 p.m.

Zoom

OCTOBER 15

UMWS Sprint Finale

11:00 a.m. – 12:00 p.m.

Zoom

NOVEMBER 12

Regional Breakouts

10:30 a.m. – 12:00 p.m.

Zoom

DECEMBER 10

QI Milestones and Designations Workshop

11:00 a.m. – 12:00 p.m.

Zoom

Pre-work for next sprint session

Pre-work:

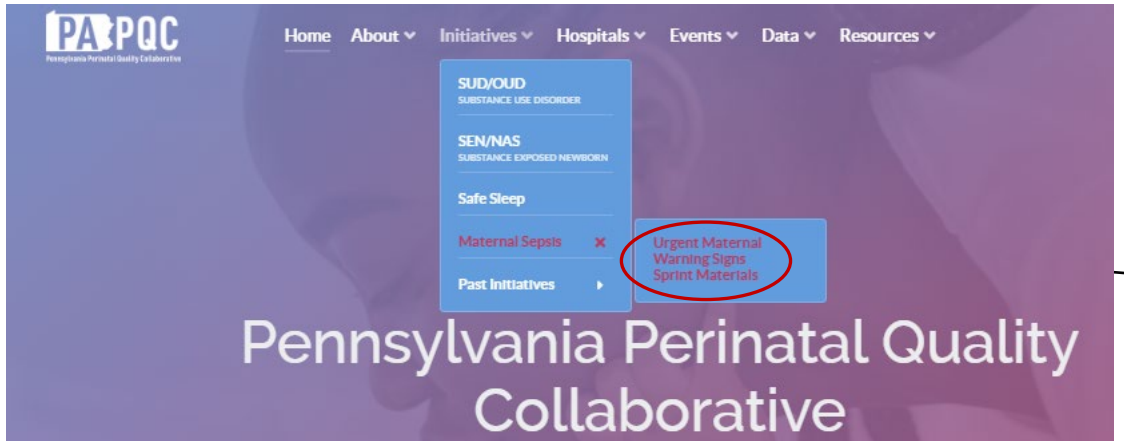
Engage in staff pulse checks and begin to collect patient feedback. Reflect on progress and challenges related to implementation thus far.

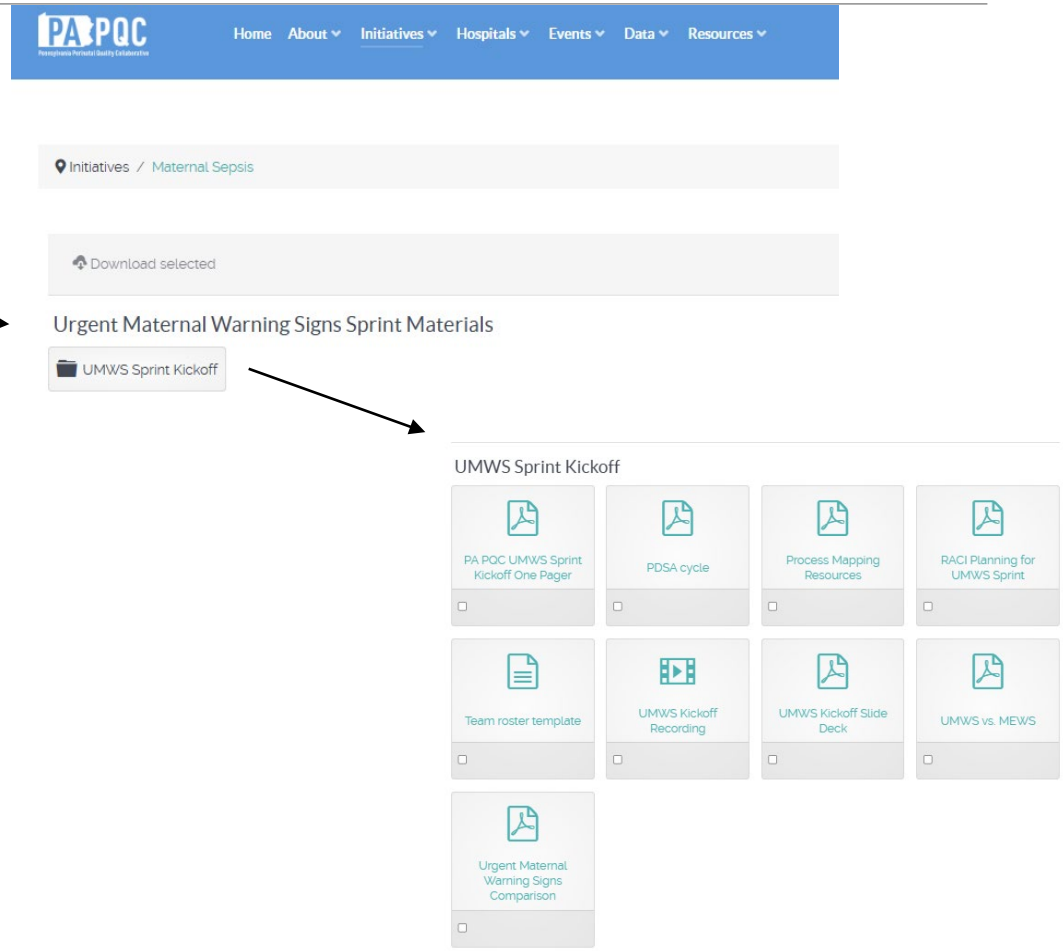
October 1 from **11:00 a.m. – 12:00 p.m.** via Zoom, ***Office Hours***

The next UMWS Sprint Session will be an **office hours** style session. **Please come prepared with any questions** you have about implementing UMWS patient education.

PA PQC
Home
About
Initiatives
Hospitals
Events
Data
Resources
Learn about the initiatives and access session material
Pennsylvania Perinatal Quality Collaborative
The PA PQC provides quality improvement support to healthcare teams to improve the standard of care for pregnant and postpartum people and babies.
REGISTER FOR SESSIONS
https://www.papqc.org/

Access Sprint Session Materials

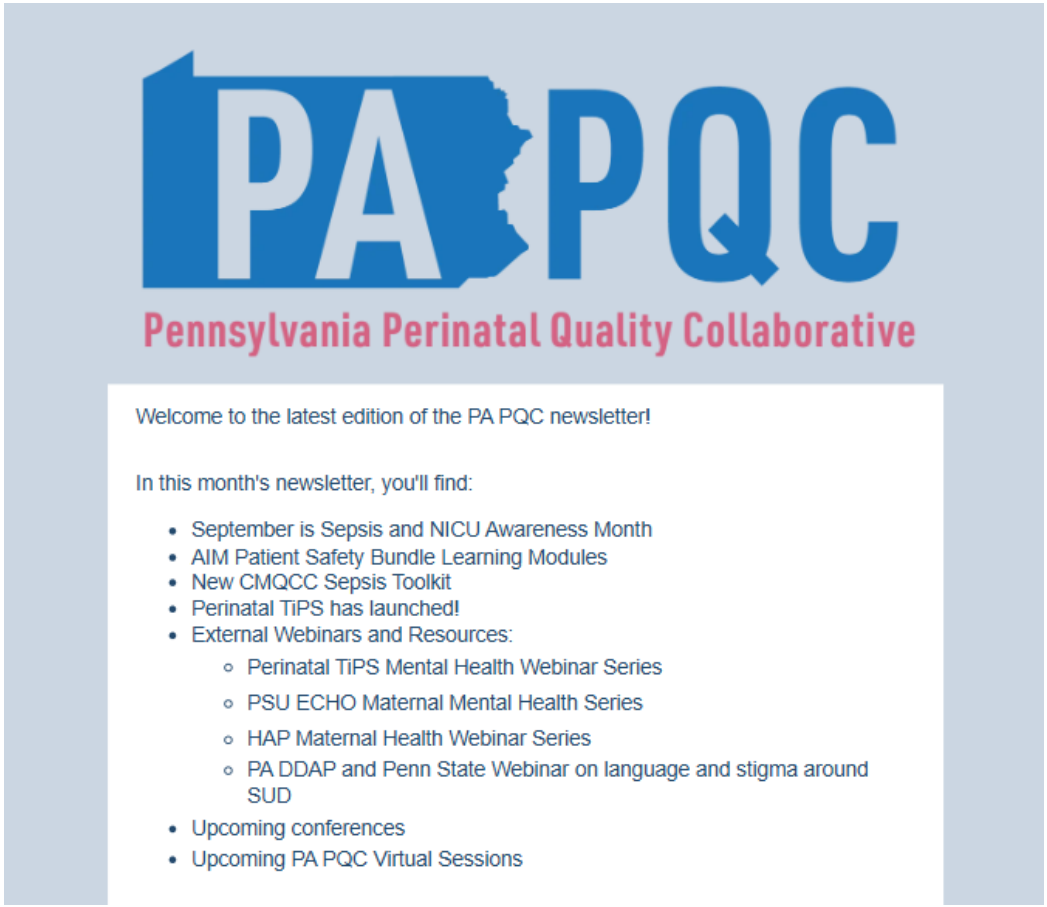




1. Under Initiatives, hover over Maternal Sepsis, then select "Urgent Maternal Warning Signs Sprint Materials“

2. Click on the individual UMWS Sprint session folders to find materials for each session

September Newsletter



PA PQC

Pennsylvania Perinatal Quality Collaborative

Welcome to the latest edition of the PA PQC newsletter!

In this month's newsletter, you'll find:

- September is Sepsis and NICU Awareness Month
- AIM Patient Safety Bundle Learning Modules
- New CMQCC Sepsis Toolkit
- Perinatal TiPS has launched!
- External Webinars and Resources:
  - Perinatal TiPS Mental Health Webinar Series
  - PSU ECHO Maternal Mental Health Series
  - HAP Maternal Health Webinar Series
  - PA DDAP and Penn State Webinar on language and stigma around SUD
- Upcoming conferences
- Upcoming PA PQC Virtual Sessions

PA PQC QI Coaches

Kristen Brenneman, MSN, RN
Quality Improvement Facilitator, Jewish Healthcare Foundation

Lisa Boyd, BA
Program Associate, Jewish Healthcare Foundation

Jennifer Condel, SCT(ASCP)MT
Senior Program Manager, Perinatal Health, Jewish Healthcare Foundation

Karena Moran, PhD
Improvement Optimization Advisor, Geisinger Health & NEPaPQC

Maureen Saxon-Gioia, MSHSA, BSN, RN
Nurse Project Manager, Jewish Healthcare Foundation

Credentialing Guidelines:

PLEASE complete the electronic evaluations by Wednesday, September 24th: https://www.surveymonkey.com/r/LDMLCJD

1. Please indicate on the evaluation which CEUs you are requesting: CME, CNE or Social Worker credits.
2. The UPMC Center for Continuing Education will follow up with you, via email, after Wednesday, September 24th to notify you about how you can claim your credits.
   - ❑ To prepare, we recommend you create an account with UPMC CCE via this website https://cce.upmc.com.

Thank You!

www.papqc.org

papqc@whamglobal.org