

TESTING FOR KNOWLEDGE

The Canadian Home Care Association's (CHCA) SPRINT-WCPR Implementation Collaborative™* is an innovative approach to accelerating the adoption and spread of leading practices in interdisciplinary communication and shared decision-making in palliative care. Through the SPRINT-WCPR Implementation Collaborative, teams will test, adopt and implement a new way to support rapid clinical problem-solving for symptom burden in high-risk individuals; purposeful and timely communication; and shared decision-making and collaborative care planning among and between internal and external team members who are part of an individual's circle of care.

The SPRINT-WCPR Implementation Collaborative is using the rapid PDSA approach to test and adapt change ideas.

	QUALITY IMPROVEMENT (Rapid PDSA)	PROGRAM EVALUATION (QI Approach)	RESEARCH (Experimentation)
Aim	Which change idea will lead to improvement? (action-orientated learning)	Has the change achieved the desired outcome? (performance testing)	Is there a deep understanding of the issue? (new knowledge)
Approach	Test a change quickly on a small scale to see how it works and refine the change as necessary before implementing it on a broader scale.	Test levels of performance within a defined sample population that can be used to improve practice or service delivery within an organization or setting to improve and optimize programs.	Test to expand a body of knowledge via the discovery of new facts, development of new theory and/or collection of information.
Bias	Accept consistent bias.	Measure and adjust to reduce bias.	Design to eliminate bias.
Sample size	Small sequential samples ("just enough" data)	100% of available, relevant data	"Just in case" data
Flexibility of assumptions	Flexible assumptions – change as learning takes place	No assumptions	Fixed assumptions
Confidentiality of the data	Data used only by those involved with improvement	Data available for public consumption and review	Research subjects' identities protected

RESOURCES:

- Dalhousie University, Research Ethics. (2017). Guidelines for Differentiating among Research, Program Evaluation and Quality Improvement. Retrieved from: [https://cdn.dal.ca/content/dam/dalhousie/pdf/research-services/Guidelines%20Research%20PE%20QI%20\(28%20Nov%202013\).pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/research-services/Guidelines%20Research%20PE%20QI%20(28%20Nov%202013).pdf)
- Stanford University, Research Compliance Office. (2019). Quality Assessment and Quality Improvement (QA/QI) FAQs. Retrieved from: http://humansubjects.stanford.edu/research/documents/qa_qi_faqs_AID03H16.pdf
- Institute for Healthcare Improvement. (2019). How to Improve. Retrieved from: <http://www.ihl.org/resources/Pages/HowtoImprove/default.aspx>
- NHS Improvement. (2018). Plan, Do, Study, Act (PDSA) Cycles and the Model for Improvement. Retrieved from: <https://improvement.nhs.uk/documents/2142/plan-do-study-act.pdf>