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# Feedback mechanisms and systems thinking to improve service delivery.

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**AlfredHealth**



# Introduction

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- Feedback mechanisms
- Engaging Participants
  - Systems Thinking Approach
- Discussion
- References

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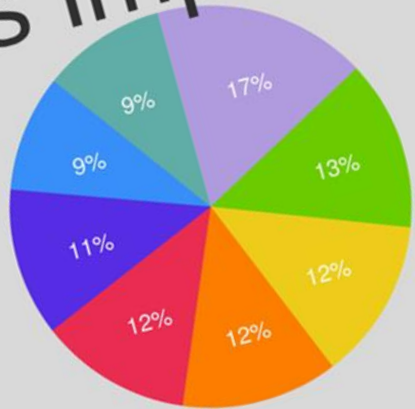
# Feedback mechanisms

CCHS - Service review and processes

# Feedback

Service review

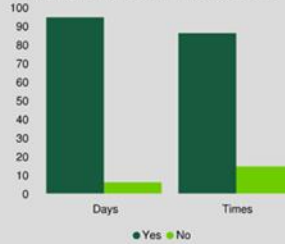
What's important?



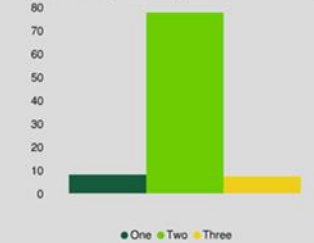
- Instructor engagement
- Gym Equipment
- Class times and days
- Class time flexibility
- Gym Layout
- Consistent class numbers
- Increased flexibility before discharge
- Allowing people to come more or less

# Preferences

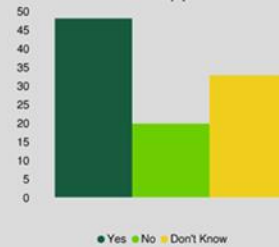
Happy with current classes?



How many times per week ideally?



More casual opportunities?








"You'd never know how many people are coming at any one session"

"When we speak of instructor engagement, we don't mean just chatting, we mean adjusting, commenting, and 'fixing' our exercises as well as advice"

# Feedback

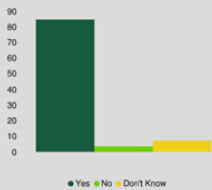
**Victorian Active Ageing Partnership**  
**Self-assessment Tool and Resources (SaTR) for Engaging Older People in Physical Activity**

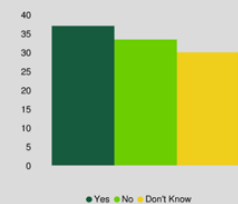
| Component | Key Feature        | Criteria<br>(What does the key feature look like in practice?)<br><small>▼ (Hover mouse over for further information)</small>   | Does it currently exist?<br>Y=Yes<br>N=No<br>P=Partly | What are we currently doing well? What might we need to improve? | What we could do to improve – Tips and resources |
|-----------|--------------------|---|---|--|--|
|           | Attention and Care | Physical activity is tailored to the abilities and preferences of participants<br>Risk management actions promote safety and appropriateness of the physical activity and the physical activity environment |   |  | <a href="#">Helpful Tips and Resources</a>       |
|           | Positive ageing    | Older people are valued, respected and welcomed by all staff<br>A written policy, vision or organisational statement outlining organisational commitment  |   |  |  |

## Leave

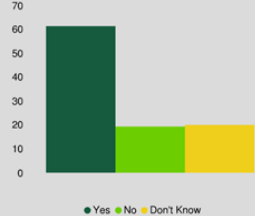
Reserving spots?



Dependent on time away?

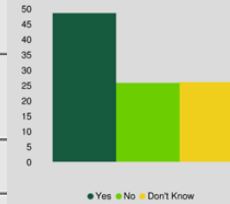


Dependent on attendance?

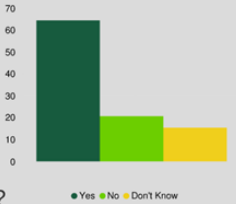


## Retaining place

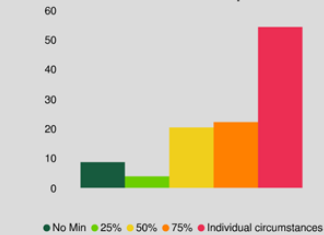
Low attendance sacrifice sessions?



Minimum attendance?



Minimum attendance per month?



"Ps. I am finding much benefit and enjoy strength training"

"If a person is on holiday overseas then extra time should be allowed (9 weeks?)"

# Feedback

Informal / Formal

- Face to face
- Instructors
- Allied Health
- Reception
- Physical Activity Co-Ordinator
- Team Leader
- Senior Manager
- Patient Liaison Officer



## WE CARE COMMENTS FORM

### PLEASE LET US KNOW

Caulfield Hospital is committed to delivering outstanding care.

Please tell us how well we are caring for you and/or your relative/friend by completing the form below and placing it in the box on the Ward or at Reception.

Your suggestions for possible improvements would also be welcome.

#### YOUR COMMENTS

Ward/Department/Service:

Details:

\_\_\_\_\_

\_\_\_\_\_

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Optional:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone No: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_

Preferred Contact for response (circle one): Phone / Letter / Email

Would you like to help us improve the services we provide? Would you like to gain experience representing consumer interests? If your answer is yes then tick this box and we will send you a consumer register form that will tell you about opportunities to participate at Caulfield Hospital.

> Additional comments can also be sent directly to:  
 Robyn Felman, Liaison Officer, Administration Department, Caulfield Hospital  
 260 Kooyong Rd, Caulfield 3162. Tel: 9076 6127 or Fax: 9076 6321  
 Thank you for taking the time to provide us with your comments.

# Feedback to Actions

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Service Review

Individual feedback

Staff Feedback

VAAP Self-assessment tool

Group feedback

Referrer feedback



Recording

**riskman**



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# Engaging Participants

Systems Thinking Approach



# What is systems thinking?

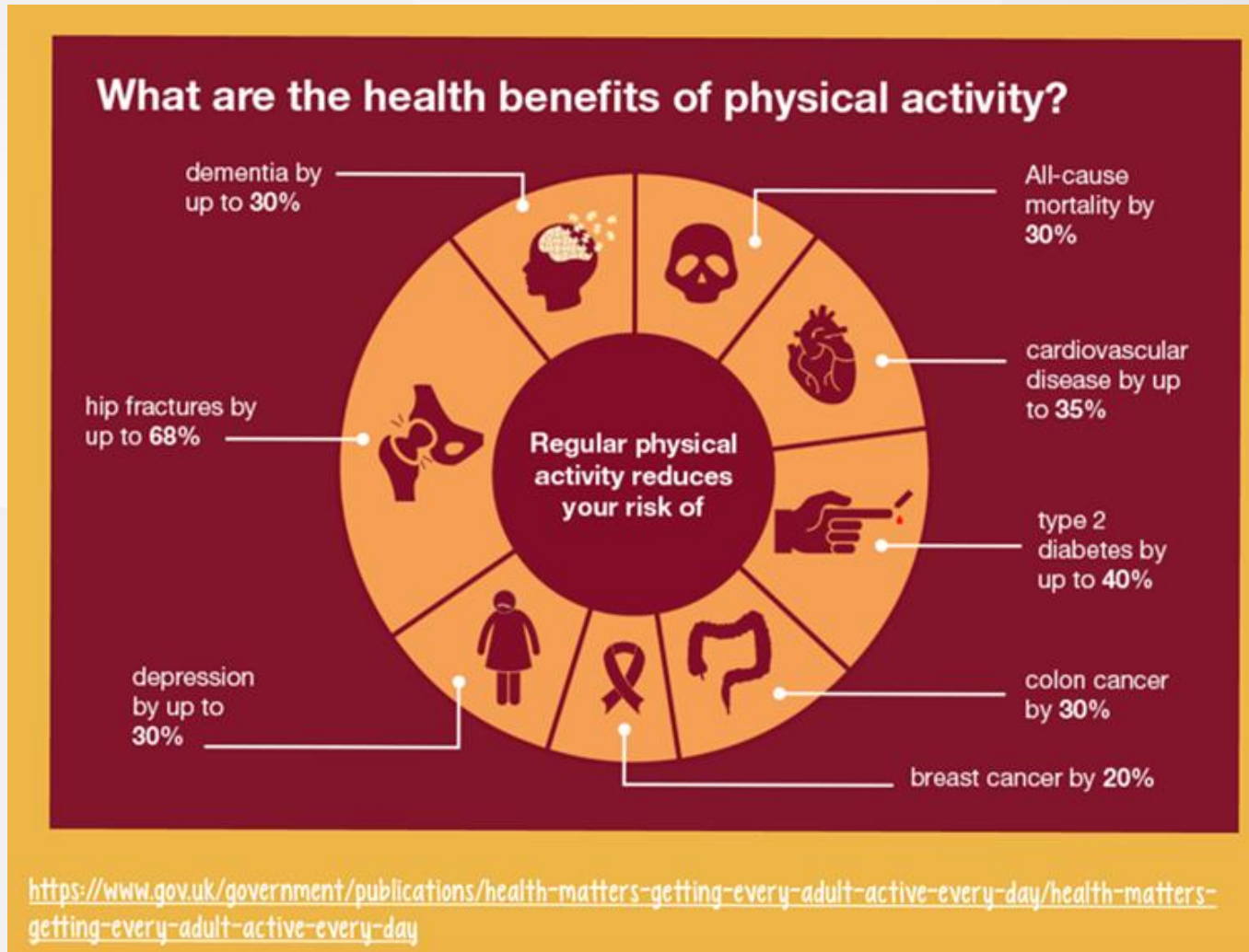
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- Process of understanding how factors influence one another
- Helps make sense of complex problems
- Health promotion context: shifting focus from resource intensive, behaviour change programs to strategic and collaborative relationships for greater impact



**SEE THE  
BIGGER  
PICTURE**

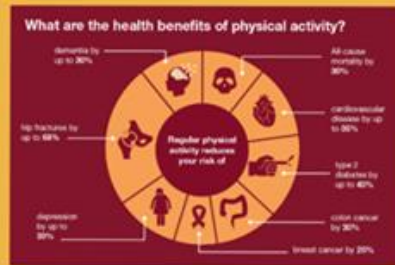
# Physical Activity benefits



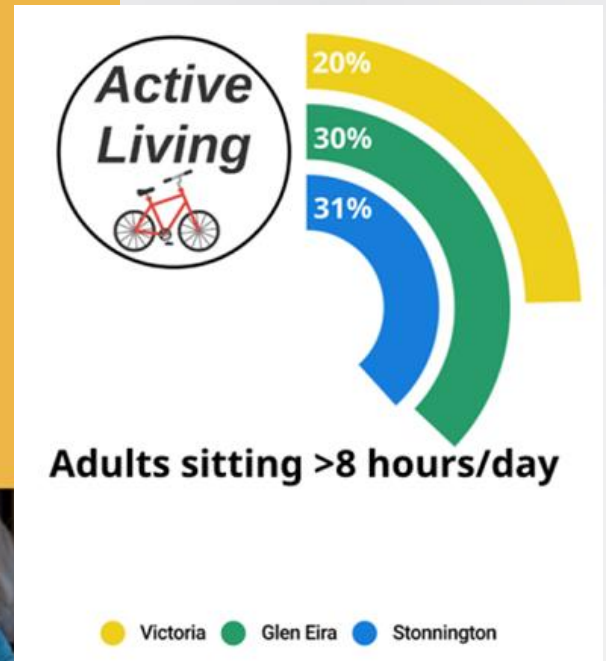
# Physical Inactivity in older adults

## HEALTHY LIVING PROGRAM

More than two-thirds of Australians aged over 65 years are not performing enough exercise



Source: Commonwealth Government, Australian Health Ministers, getting more active, using a few health benefits; getting things done, active over a day



# Physical inactivity in older adults:

What type of problem is this?

| Simple   | Complicated  | Complex   |
|--|--|---|
| <ul style="list-style-type: none"><li>• Clear understanding of the problem</li></ul> <p>↓</p> <ul style="list-style-type: none"><li>• Clear, guaranteed solution</li></ul> | <ul style="list-style-type: none"><li>• Some uncertainty about the problem</li></ul> <p>↓</p> <ul style="list-style-type: none"><li>• Test rules to achieve predictable response</li></ul> | <ul style="list-style-type: none"><li>• High level of uncertainty about the problem</li></ul> <p>↓</p> <ul style="list-style-type: none"><li>• Outcome is highly unpredictable, no clear solution</li></ul> |

# Systems Thinking Process

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Group model building sessions (systems thinking tool)

Three sessions held with 15 local community members.

Sessions facilitated by Caulfield Community Health Service staff.

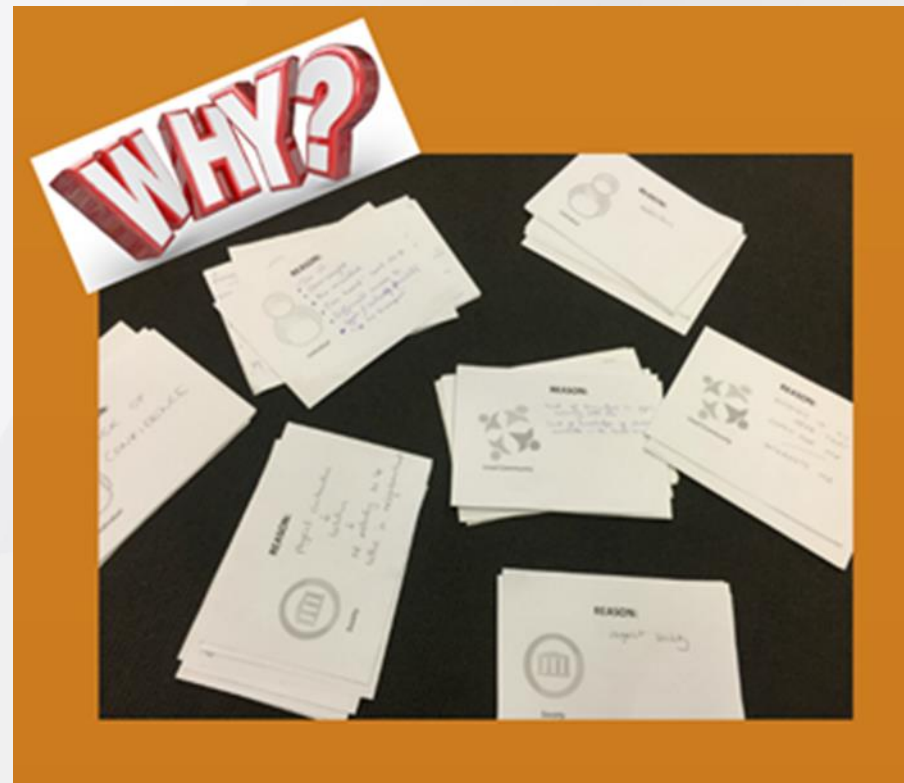
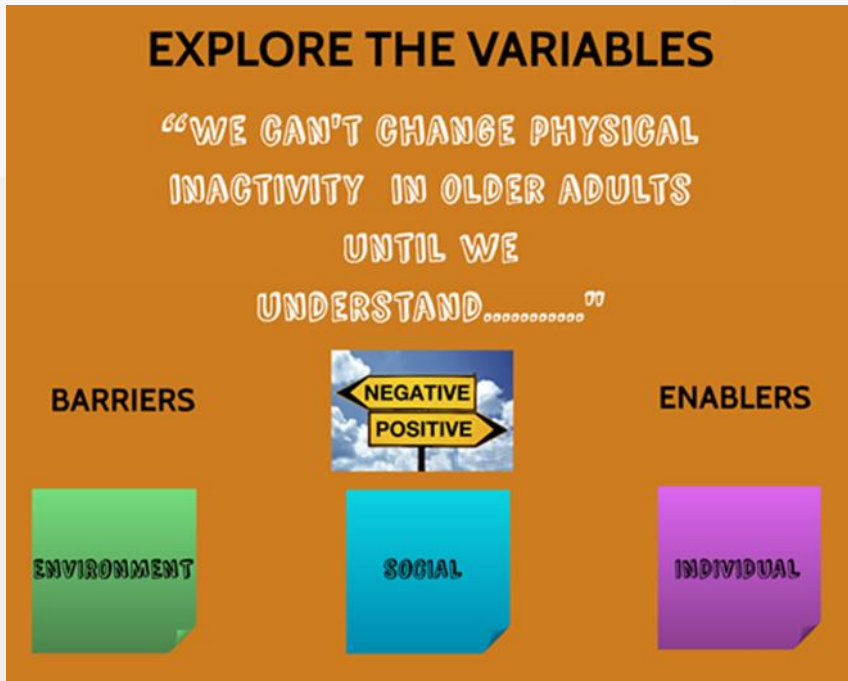




# Understanding the problem

Enablers and barriers across three domains:

- Individual
- Local community
- Society

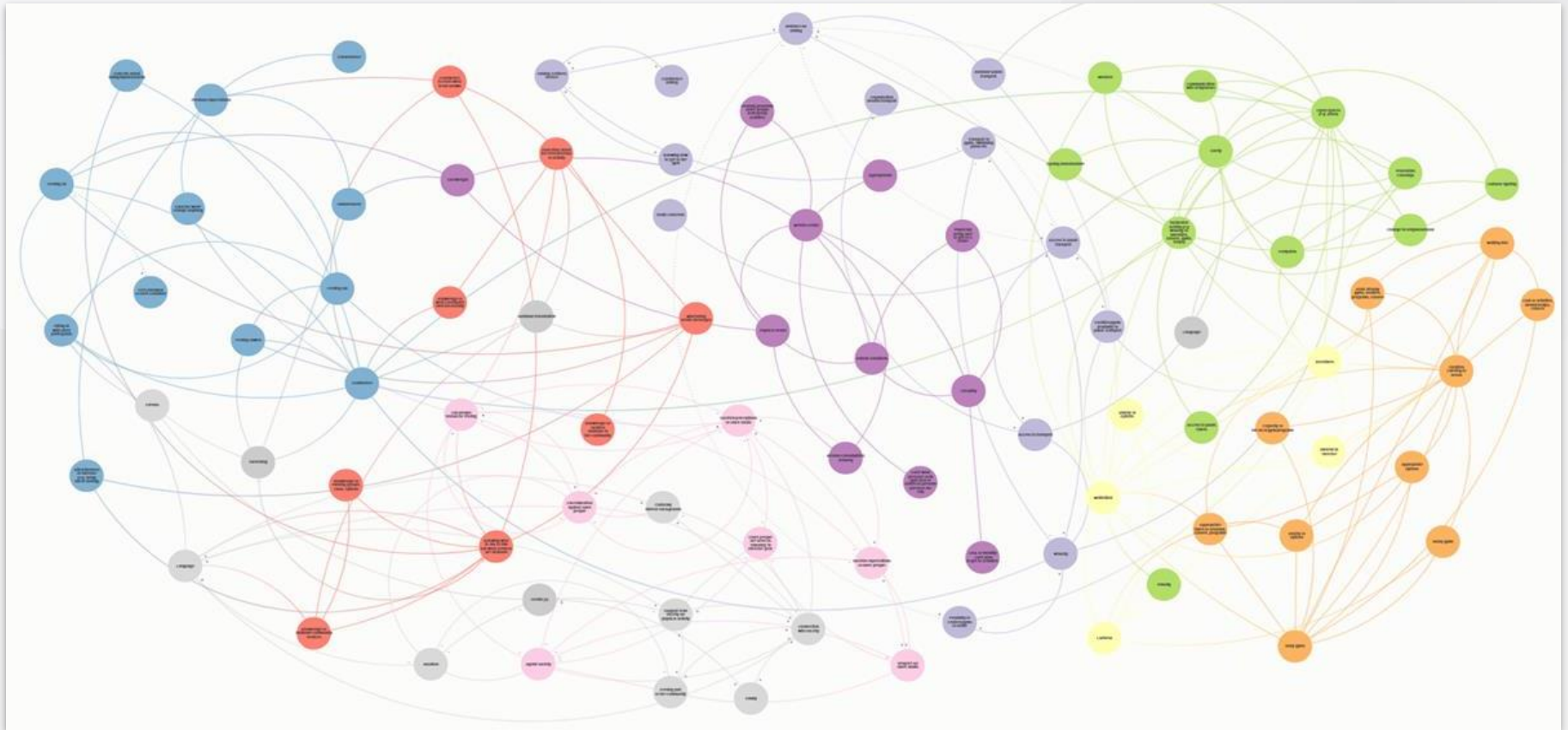


# Drawing connections

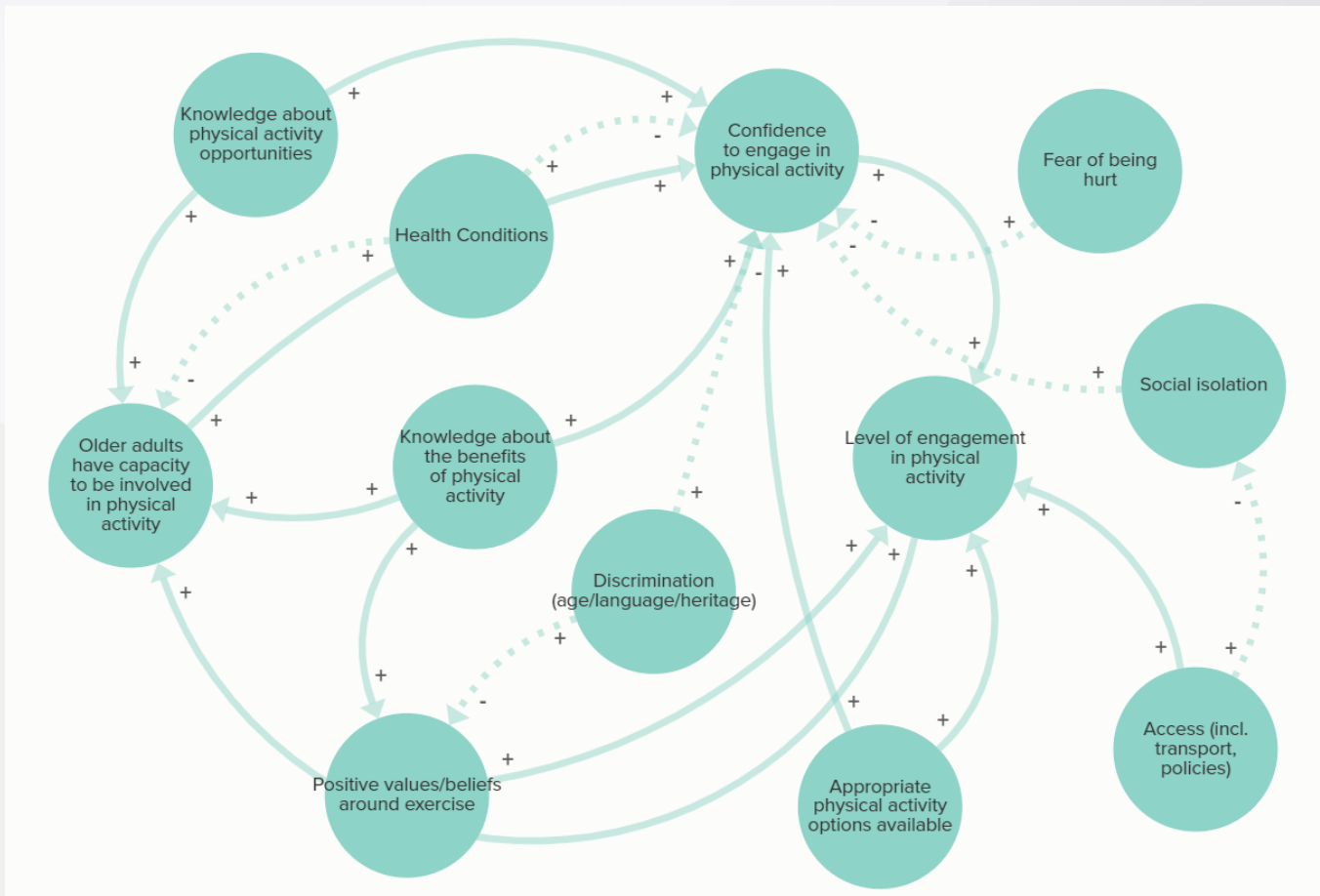




# Larger systems map



# Core map







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# Discussion

What can we learn from each other?

# Key learnings

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## Feedback

- Multiple means required
- Formal and informal
- Structured (VAAP)
- Opportunity to change and improve
- Nothing ever perfect

## Engagement

- Community members as “experts”
- Mental models, assumptions and unconscious staff biases
- Transferable approach

# References

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