

# Embedding a Change Management Model into a Quality Improvement Project

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## WHAT IS IT?

The OhioHealth Change Management (CM) Model is a novel, goals-focused, data-driven process, and includes tools, and techniques used to manage the people side of change to achieve required results.

## PURPOSE

This project aimed to integrate the OhioHealth Model into DNP Scholarly projects, providing students with an innovative approach to prepare for leadership roles in healthcare transformation.

## METHODOLOGY

The methodology involves distinct stages. Students collaborate with executive leaders, identifying crucial stakeholders for change initiatives.

A compelling rationale for change is formulated, followed by an assessment of its effects on team dynamics and organizational structures.

A well-designed change plan and comprehensive communication approach guide implementation, including periodic change readiness evaluations and strategic adjustments.

Active support mechanisms ensure seamless adoption and integration, aligning with the plan, do, study, and act framework.



## WHY THE OHIOHEALTH CHANGE MODEL?

*“The OhioHealth Change Management Model is an innovative approach focused on the people side of change”*

## HOW DOES IT WORK?

**The OhioHealth Model increases adoption and benefits to the organization. The model inspires and stimulates interprofessional collaboration and follows the course of change in an organization using surveys and tools to assess stakeholder readiness and course corrections as needed. Identification of executive leaders and stakeholders is a key component for a successful change outcome. Supports the plan, do, study, and act framework for quality improvement. Evaluating change readiness occurs at baseline and periodically throughout the implementation of the new process to identify the need for strategic adjustment as noted below. Identifying a team within the organization who will assume accountability to maintain the change and continue periodic evaluation once the DNP student team leader has stepped out of the leader role.**

## STUDENT FEEDBACK

*“The OhioHealth change strategies are wonderful on paper, but time and engagement in application was more challenging in the real clinical environment where resourcing and competing priorities were present.”*

*“Digging into the Ohio Health Change Management tools is something I can use in my daily nursing leader role. As leaders, we are constantly presented with areas or opportunities to improve within our departments. These tools will give structure to planning and a guide to implementing and sustaining interventions long-term.”*

*“All the activities are meaningful and all of them really help to build the project. If there is one that probably is less engaging, it is the second readiness survey. As much as possible, when introducing changes to an organization, it is better to make it simple and easier to the staff. Although it is just a survey, it is additional workload to the staff.”*

## RESULTS

Integration of the OhioHealth Model yielded improvements in adoption rates and organizational benefits. The model fosters interprofessional collaboration, supporting cohesive teamwork. Using surveys and tools, the model guides organizational change, enabling timely adjustments and substantial practice modifications.

Implementation includes identifying a dedicated team for sustained changes post-DNP student leadership.

## LIMITATIONS

Some projects faced time constraints for staff completing surveys, and the presence of traveling and temporary nurses posed challenges in gathering consistent data.

## CONCLUSIONS

DNP students reported that the OhioHealth Model equips them with tools for stakeholder engagement, planning, and project execution. The framework encourages collaboration between project and change management, fitting well with quality improvement projects.

## NEXT STEPS

Adapt the toolkit for smaller projects using the three most important tools. Introduce into the curriculum sooner to allow for earlier discussions with stakeholders.

## REFERENCES

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