



Improving Care Coordination across the Medical Neighborhood:
A Patient-Centered, Team-Based Approach

Module 2: Framing Continuous Quality Improvement

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Hannah Stanfield

HStanfield@wacommunityhealth.org

360.786.9722 ext.237



Housekeeping

- Please keep lines muted when not speaking.
- Join us on video!
- This session is being recorded.
- Slides and a recording will be available.
- Find links to resources in the chat box.



Public Health
Seattle & King County



neighborcare  health.

1. On-demand modules with live activity sessions
 1. Longer meeting on March 26th (4 hours) with another virtual meeting on April 30th
 2. Shorter session on March 26th (1-2 hours) with another live session and April 30th session
 3. Extend collaborative out to May

Hello!



Jillian Bird



Emily Kane

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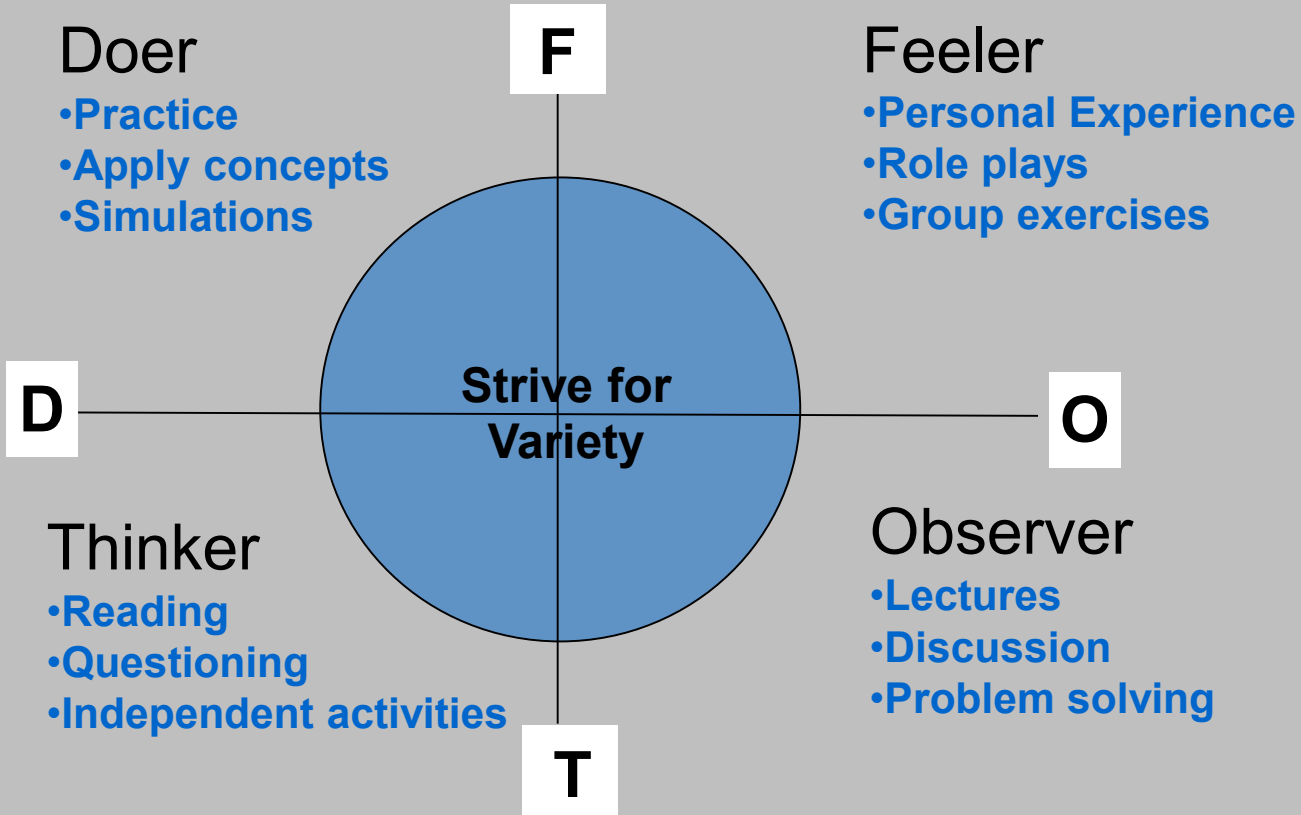


Agenda

Time	Module	Description
5-10 minutes	Welcome and touch base with group	<ul style="list-style-type: none">• Introduce our modules• Discussion on Covid-19 related changes
5 minutes	Principles of Adult Learning (Jillian Bird)	<ul style="list-style-type: none">• Teaching Methods and Learning Styles
15 minutes	Group Activity (Emily Kane)	<ul style="list-style-type: none">• Discussion on current initiatives
10 minutes	PDSA (Emily Kane)	<ul style="list-style-type: none">• PDSA explanation• Other QI methods
15 minutes	Q&A and Next Steps	

Train the Trainer Basics

Training Methods and Learning Styles



Adapted from Lawson, K., *The Trainer's Handbook*, 1998, San Francisco, CA

Learn best through visual means
Videos and tutorials (often online) demonstrating best practices. Identify relevant interventions

**Demonstration /
Consensus Building**

Learn best while observing others
Try different strategies and come to a consensus on best solution. Use real-world examples.

Case Studies

Learn best with abstract concepts and lectures
Provide practical, real-world stories and examples. Identify lessons learned

Video Checklist

**Interactive
Training
Methods**

Role Play Scenarios

Learn best from exercises
Participants play-act scenarios, are given roles and tasks. Simulate practice duties and patient roles.

**Self-Appraisal /
Reflective Practice**

Quizzes, worksheets, chart audits to assess progress and learning

Suggestions on Respectful Engagement of Adult Learners

- Create a safe and respectful environment
- Be mindful - Trainers are not entertainers
- Concerned that group participation will make them look weak
- Bring a great deal of experience and knowledge
- Decision-makers and self-directed learners
- Motivated by information or tasks that they find meaningful
- Have many responsibilities and can be impatient when their time is wasted

Websites for Resource Materials

- [National Nurse-Led Care Consortium](#)
 - [Preparing for Value Based Care](#)
 - [Integrating Team Based Care](#)
- [Institute for Healthcare Improvement](#)
- [Health Center Clearinghouse](#)
- [Center for Care Innovations](#)
- [HITEQ Center \(Health IT\)](#)
- [Safety-Net Medical Home Initiative](#)
- [AHRQ \(PCMH Home\)](#)

Initiative Activity

Hypertension

- State values during huddle
- Schedule patients for f/u
- Supply blood pressure card
- Notes for provider
- Scoreboard w/ stickers

Goal: Patients with high BP
who have achieved those
measures

Nurse visits for chronic disease

- Involving nurse in huddle
- Nurses looking over the schedule
- Do the patients know who their nurse is?

Initiatives

Colorectal cancer screening

Plan Do Study Act, PDSA

Plan Do Study Act, PDSA



Plan

- State the question you want to answer and make a prediction about what you think will happen.
- Develop a plan to test the change. (Who? What? When? Where?)
- Identify what data you will need to collect.

Do

- Carry out the test.
- Document problems and unexpected observations.
- Collect and begin to analyze the data.

Study

- Complete, as a team, if possible, your analysis of the data.
- Compare the data to your prediction.
- Summarize and reflect on what you learned.

Act

- Adapt (make modifications and run another test), adopt (test the change on a larger scale), or abandon (don't do another test on this change idea).
- Prepare a plan for the next PDSA.

Example: PDSA Worksheet

Objective: Test using Teach-Back (a closed-loop communication model, in which the recipient of information repeats the information back to the speaker) with a small group of patients, in hopes of improving patients' understanding of their care plans.



1. Plan: Plan the test, including a plan for collecting data.

Questions and predictions:

- How much more time will it take to use Teach-Back with patients? It will take more time at first (5 to 10 minutes per patient), but we will start to learn better communication skills and get more efficient.
- Will it be worthwhile? The extra time will feel worthwhile (and possibly prevent future rework).
- What will we do if the act of "teaching back" reveals a patient didn't understand the care plan? If a patient is not able to explain his or her care plan, we will need to explain it again, perhaps in a different way.

Who, what, where, when:

On Monday, each resident will test using Teach-Back with the last patient of the day.

Plan for collecting data:

Each resident will write a brief paragraph about their experience using Teach-Back with the last patient.



2. Do: Run the test on a small scale.

Describe what happened. What data did you collect? What observations did you make?

Three residents attempted Teach-Back at the end of the day on Monday. Two residents did not find anything they needed to ask patients to Teach-Back. Jane found that her patient did not understand the medication schedule for her child. They were able to review it again and, at the end, Jane was confident the mother was going to be able to give the medication as indicated.



3. Study: Analyze the results and compare them to your predictions.

Summarize and reflect on what you learned:

- Prediction: It will take more time at first (5 to 10 minutes per patient), but we will start to learn better communication skills and get more efficient. *Result: Using Teach-Back took about 5 minutes per patient.*
- Prediction: The extra time will feel worthwhile (and possibly prevent future rework). *Result: Jane felt the time she invested in using Teach-Back significantly improved the care experience.*
- Prediction: If a patient is not able to explain his or her care plan, we will need to explain it again, perhaps in a different way. *Result: After a second review of the medication orders, the patient was able to Teach-Back the instructions successfully.*

In addition to the team confirming all three predictions, Jane realized the medication information sheets she had been handing out to parents weren't as clear as she thought. She realized these should be re-written — maybe with the input of some parents.



4. Act: Based on what you learned from the test, make a plan for your next step.

Determine what modifications you should make — adapt, adopt, or abandon:

Jane is planning to use Teach-Back any time she prescribes medication. Although it may take more time, she now understands the importance. The other residents are going to work on using Teach-Back specifically for medications for the next week.

They would like to pull together a team to work on some of the medication information sheets with parent input, but they are first going to gather more information through more interactions in the coming days.

Before filling out the template, first save the file on your computer. Then open and use that version of the tool. Otherwise, your changes will not be saved.

Template: PDSA Worksheet

Objective:



1. Plan: Plan the test, including a plan for collecting data.

Questions and predictions:

-
-

Who, what, where, when:

Plan for collecting data:



2. Do: Run the test on a small scale.

Describe what happened. What data did you collect? What observations did you make?



3. Study: Analyze the results and compare them to your predictions.

Summarize and reflect on what you learned:



4. Act: Based on what you learned from the test, make a plan for your next step.

Determine what modifications you should make — adapt, adopt, or abandon:

Project Planning Form

Reminder: ACE-15 Homework

Assessment Link:

<https://www.surveymonkey.com/r/washace-15>

- Purpose of the survey:
 - Get baseline attitudes toward care teams for participating learners
- Who should take the survey?
 - All members of your care teams, as well as any other staff involved with support/supervision of care teams
- Due date:
 - March 19th

Q&A



Remaining Modules

March 12, 2020

12:00pm – 1:00pm

March 26, 2020

TBD

April 30, 2020

12:00pm – 1:00pm





Thank you!

Please complete our short evaluation.

Chat Box
Follow Up Email

Hstanfield@wacommunityhealth.org