



# *HCAHPS Care Transitions Rapid Improvement Project*

*March 7, 2018*



## *Rapid Improvement Project Participants*

- Cape Fear Valley – Bladen County Hospital
- Charles A. Cannon, Jr. Memorial Hospital
- J. Arthur Doshier Memorial Hospital
- LifeBrite Community Hospital of Stokes
- Murphy Medical Center
- Pender Memorial Hospital
- Swain Community Hospital
- Vidant Bertie Hospital
- Vidant Chowan Hospital

# *Project Schedule*

## **4 Sessions and 1 Workshop:**

- ✓ February 13<sup>th</sup> – Webinar 1: Defining the Project Scope
- March 7<sup>th</sup> – Webinar 2: Analyzing the Current State
- March 23<sup>rd</sup> – In-Person Workshop: Process Mapping, Issue Prioritization, and Root Cause Analysis
- April 17<sup>th</sup> – Webinar 3: Right Side of the A3
- May 4<sup>th</sup> – Webinar 4: A3 Tools Review and Sharing

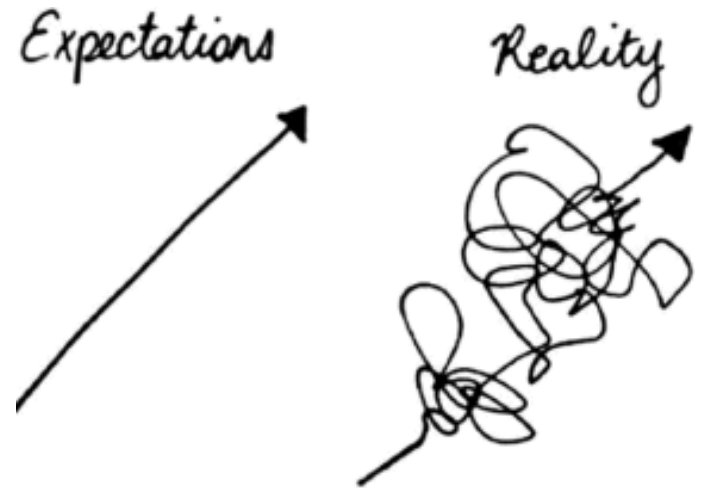
# *Today's Agenda*

- Roll Call
- Homework Review
- Patient Perspective
- Rules of Engagement
- Current State



# *Participant Expectations - Reminder*

- Attend every session
- Complete homework
- Participate in in-person workshop
- Implement solutions and share successes
- *Have fun!*



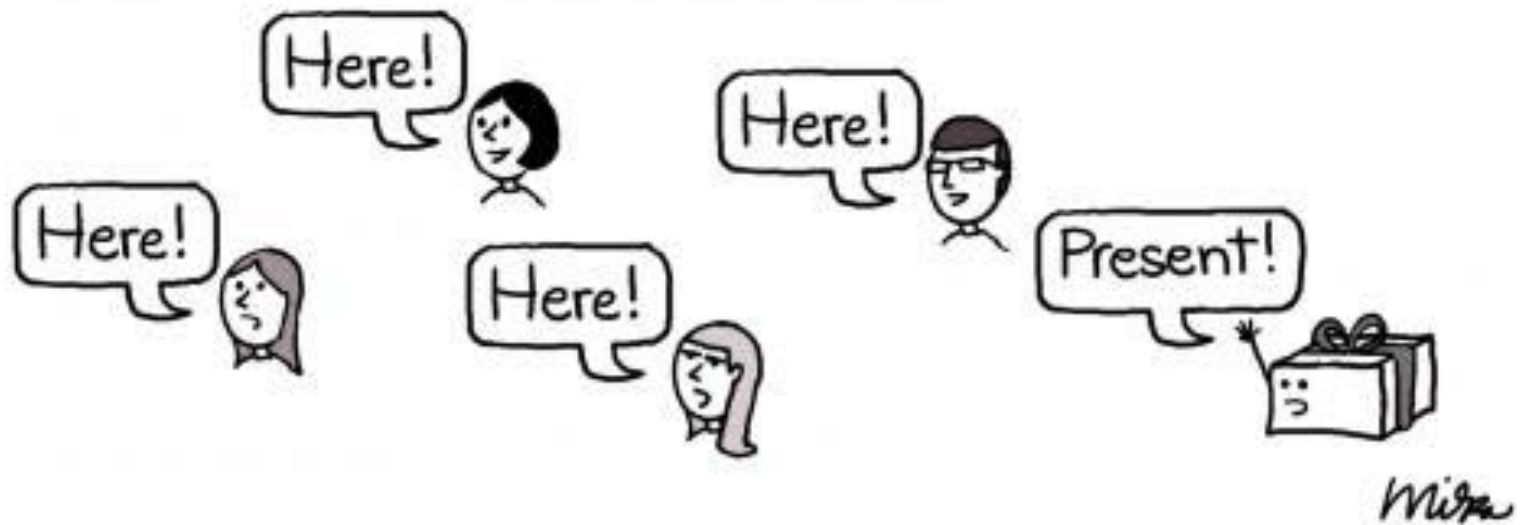
# *Virtual Netiquette*

- Mute is your friend
  - use when not talking
  - do not place on hold – use mute to step away
- Pace yourself
  - ask <pause> listen
- Chat it up
  - questions, brainstorming, etc.



# *Roll Call*

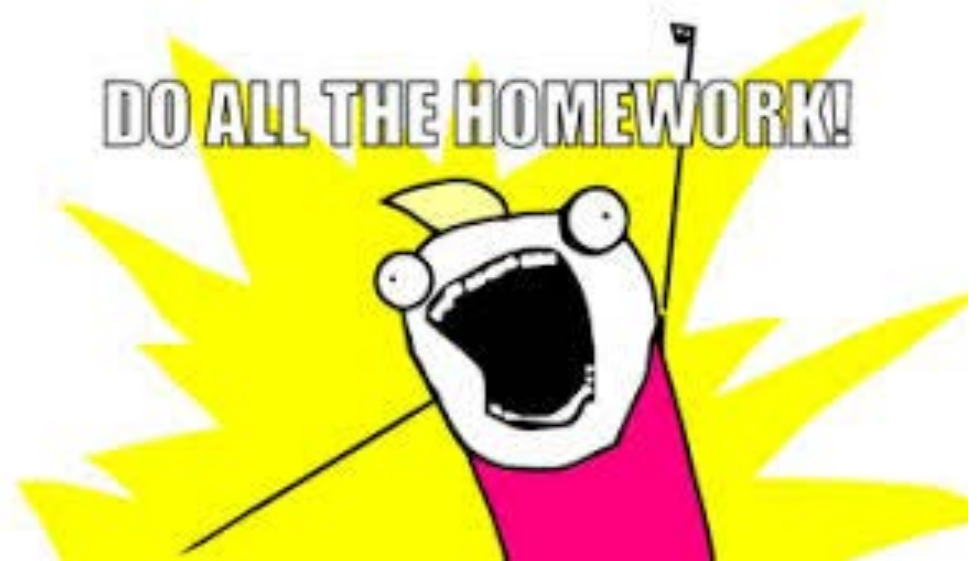
- Name, role(s), facility





# *Homework Review*

- Name, facility
- Project and process
- Reason for selection





# Project/Process Scope

Hospital Name	Project Scope	Process Scope
Cape Fear Valley - Bladen	Increase staff education to improve patient education and patient satisfaction to improve HCAHPS scores	Educate staff to insure patients receive correct teaching on diagnoses, medication and treatments
Charles A. Cannon	Achieve or exceed a score of 57 (80 <sup>th</sup> percentile) on the care transitions bundle with the April 2018 HCAHPS scores	Value Stream Mapping of processes from admission to discharge
J. Arthur Doshier	Through education efforts using our nursing and pharmacy staff we will improve our patients understanding of the purpose for taking their medications as evidenced by an increase in our Top Box score from 65% to 80% over a 3-month period (March-June 18).	Understanding and purpose for patients taking their medications once they left the hospital.
LifeBrite Stokes	Improve Q25: When I left the hospital, I clearly understood the purpose for taking each of my medications.	Patient Education and Understanding of Medication.
Murphy	55% Top Box on Composite 7	Care Transitions: #24; Pts/Family having a good understanding of their responsibility for managing health
Pender		
Swain	Improve our HCAHPS scores by 15%	Improvement in the HCAPS Transition of Care scores
Vidant Bertie	Achieve 70% Top Box score at Vidant Bertie Hospital in the HCAHPS Care Transition question H8PM (Understood purpose of medications post-discharge) by May 31st, 2018.	Medication education processes for patients in our acute inpatient units.
Vidant Chowan	Achieve 60% Top Box score at Vidant Chowan Hospital in the HCAHPS Care Transition question H8PM (Understood purpose of medications post-discharge) by May 31st, 2018.	Medication education processes for patients in our acute inpatient units.

# *LEAN Rules of Engagement*

## Concepts

- IDEAL
- Four Rules in Use
- Seven "Mudas"
- Power of Observation



## Tools

- Value Stream Mapping
- A3 Problem Solving



# *Ideal: Our North Star*

- **Exactly** what the customer needs/wants
- Defect free
- One-by-one, **customized to each patient**
- On demand, **exactly as requested**
- **No waste**
- **Immediate response** to problems or changes
- Physically, professionally, emotionally **safe**



# *Patient Perspective*



## **Patient-Centered Care:**

- “Providing care that is respectful of and responsive to individual patient preferences, needs, and values, and ensuring that patient values guide all clinical decisions.”  
- Institute of Medicine

## **Customer/Patient Perspective:**

- **Value** from process of delivering product or service to customer defined and specified from the customer's perspective

“The intent of the HCAHPS initiative is to provide a standardized survey instrument and data collection methodology for measuring patient’s perspectives on hospital care...”

## **Three Goals:**

1. Apples to apples – objective and meaningful comparisons between hospitals on domains that are important to consumers
2. Incentives for hospitals to improve their quality of care
3. Enhance public accountability in health care by increasing the transparency of the quality of hospital care provided in return for the public investment

# *Rules-In-Use (4 Basic “Rules”)*

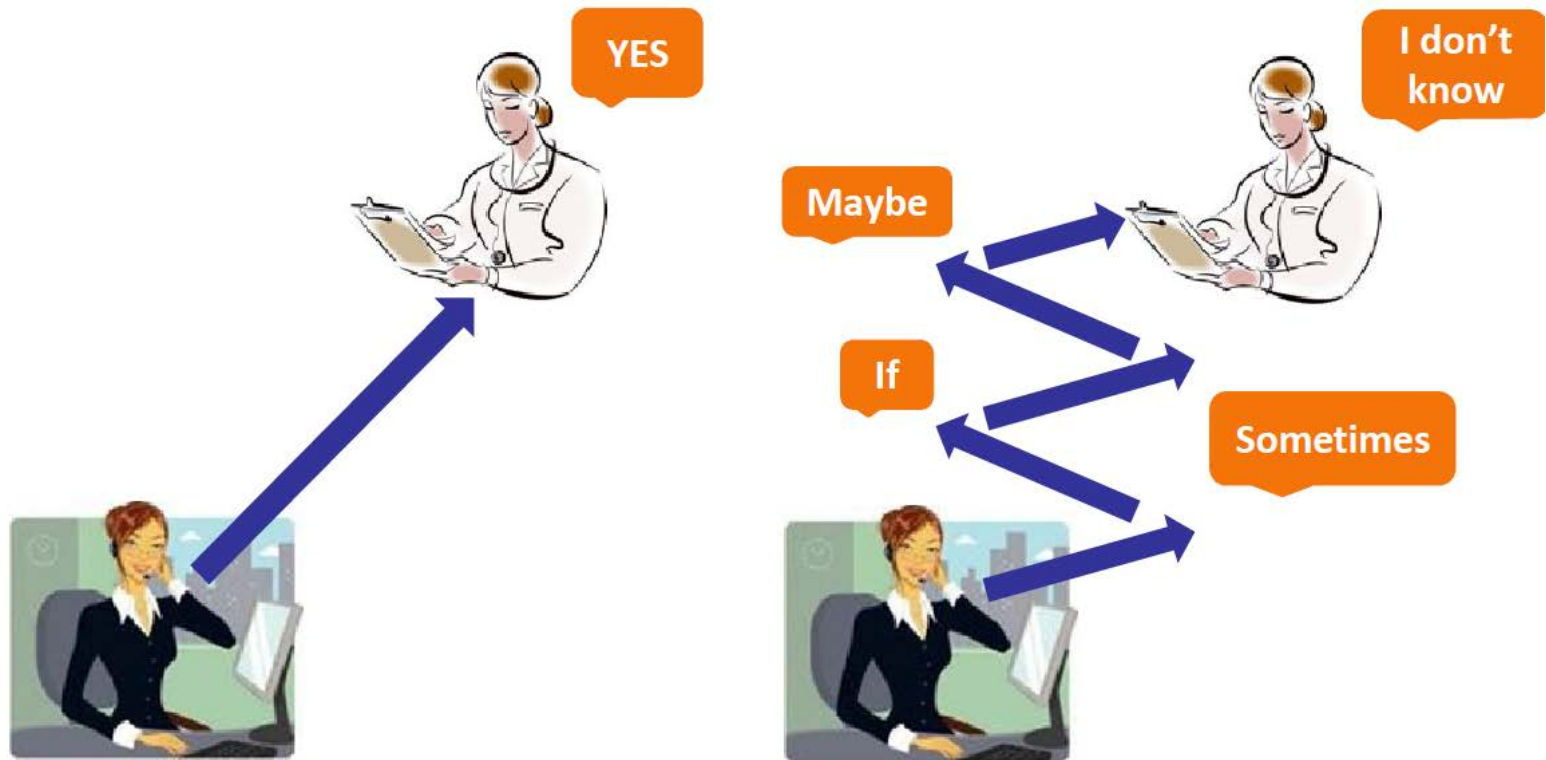
**Rule 1:** All activities of work must be specified according to:

- Content
- Timing
- Sequence
- Outcome



# 4 Rules in Use

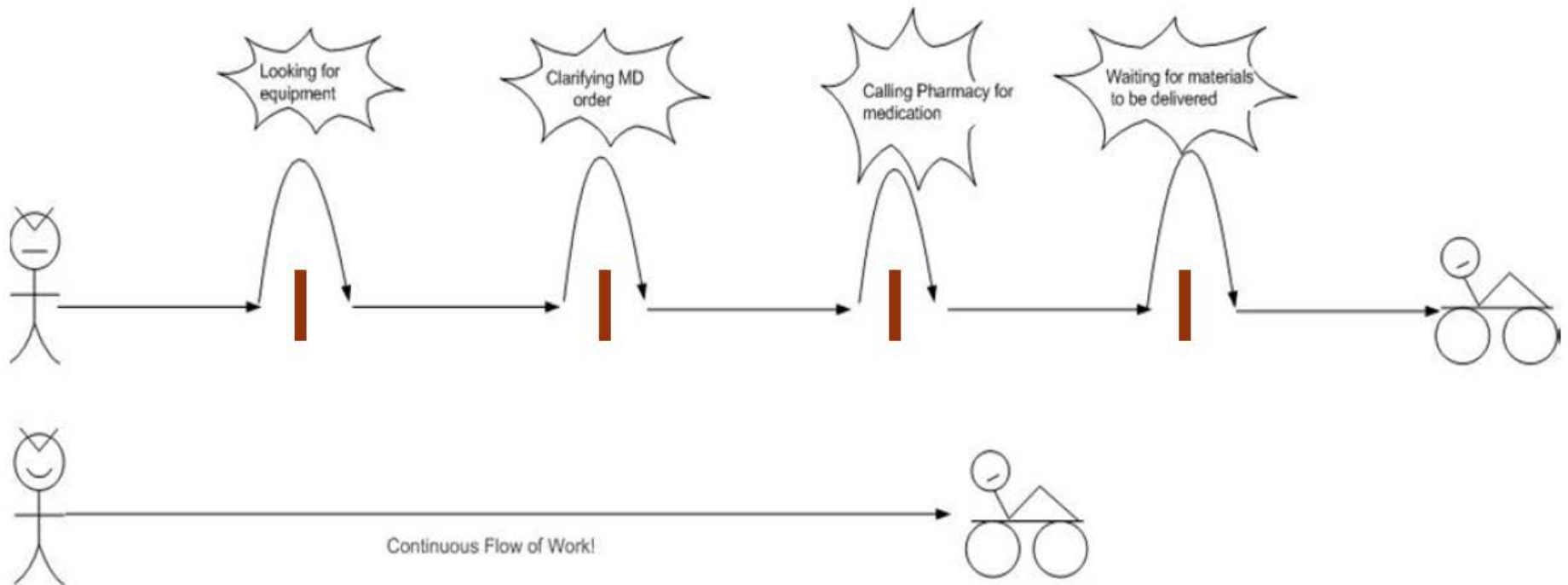
**Rule 2:** All connections between people are simple with direct yes/no response





# 4 Rules in Use

**Rule 3:** Pathways are simple and involve as few steps and people as necessary



Jimmerson, C. (2010) Value stream mapping for healthcare made easy. P 35.

# *4 Rules in Use*

## **Rule 4:** Continuous Improvement

- Direct response to a problem
- As close to the problem as possible (in time and person)
- All change is first tested as an experiment
- All redesign is done by those doing the work
- Supported by a coach



# *Waste - Muda*

1. Confusion\*
2. Motion
3. Waiting
4. Processing
5. Inventory
6. Defects
7. Over-production



# Current State – Step by Step

## Step 1: Observe

OBSERVATION RECORD

Activity: \_\_\_\_\_

Person Observed: \_\_\_\_\_

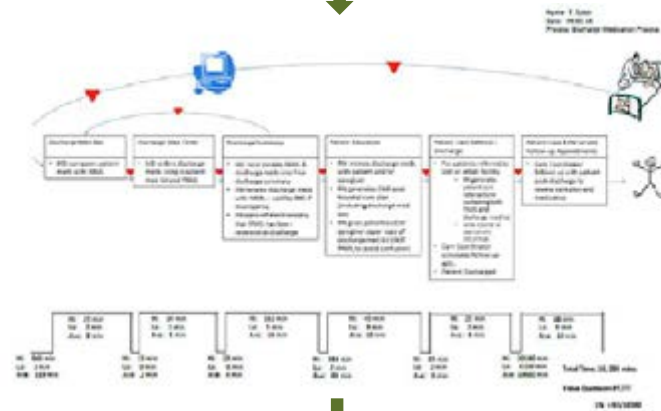
Location: \_\_\_\_\_

Date: \_\_\_\_\_ Observer: \_\_\_\_\_

sketch of physical location/work area

Time	Activity	Operator	Preval	Posterior	Look-up - Start	Cliffhanger	Warning	Interrogate	Join Key	NOTES
00:00										
00:01										
00:02										
00:03										
00:04										
00:05										
00:06										
00:07										
00:08										
00:09										
00:10										
00:11										
00:12										
00:13										
00:14										
00:15										
00:16										
00:17										
00:18										
00:19										
00:20										

## Step 2: Map



## Step 3: Collect Data

Sample # \_\_\_\_\_

Notes

Log into EHR \_\_\_\_\_

Compare active patient meds with PAML \_\_\_\_\_

Begin discharge meds order \_\_\_\_\_

Complete discharge meds order \_\_\_\_\_

Add PAML/discharge meds into final discharge summary \_\_\_\_\_

RN signs off on PAML reviewed at discharge \_\_\_\_\_

Review discharge meds with patient \_\_\_\_\_

Provide patient discharge med list \_\_\_\_\_

Generate patient care referral form \_\_\_\_\_

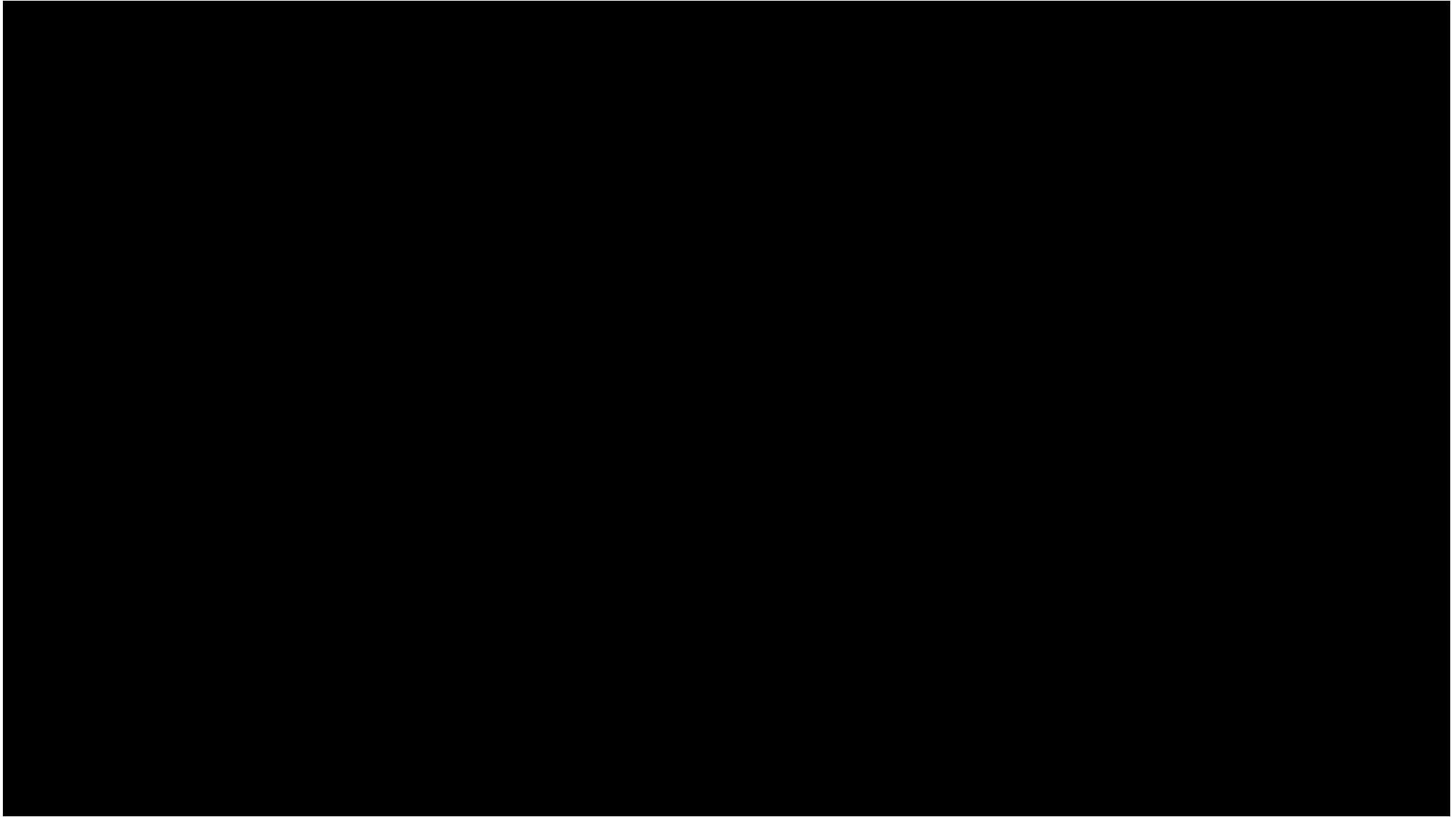
Discharge patient \_\_\_\_\_

Call patient for post-discharge follow-up \_\_\_\_\_

Update patient record \_\_\_\_\_

## Step 4: Validate

# *Observation*



# *Observation is Crucial!*

People's minds are changed  
through observation and not  
through argument.

~~Will Rogers



All work redesign is based on **DIRECT OBSERVATION OF THE WORK**

**NOT** how you *think* it is or how you *believe* it *should* be or what the policy *says* it is...

**Current State:** what is *actually* occurring

# Step 1: Observe

## Observation Sheet

OBSERVATION RECORD

Activity: \_\_\_\_\_

PERSON OBSERVED: \_\_\_\_\_

LOCATION: \_\_\_\_\_

DATE: \_\_\_\_\_ OBSERVER: \_\_\_\_\_

sketch of physical location/work area

Time	Activity	Questions	Read	Interpretation	Look up / Look down	Classification	Waiting	Arrangement	Start by	Notes
1:1		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:2		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:3		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:4		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:5		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:6		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:7		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:8		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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1:11		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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1:15		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:16		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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1:19		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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1:21		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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1:23		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:24		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:25		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:26		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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1:28		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:29		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1:30		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

- Be quiet – stay in the background
- Document everything
- Ask questions – Socratic Why?
- Validate observation
- Maintain neutral mindset



## *Step 2: Visualize Workflow*

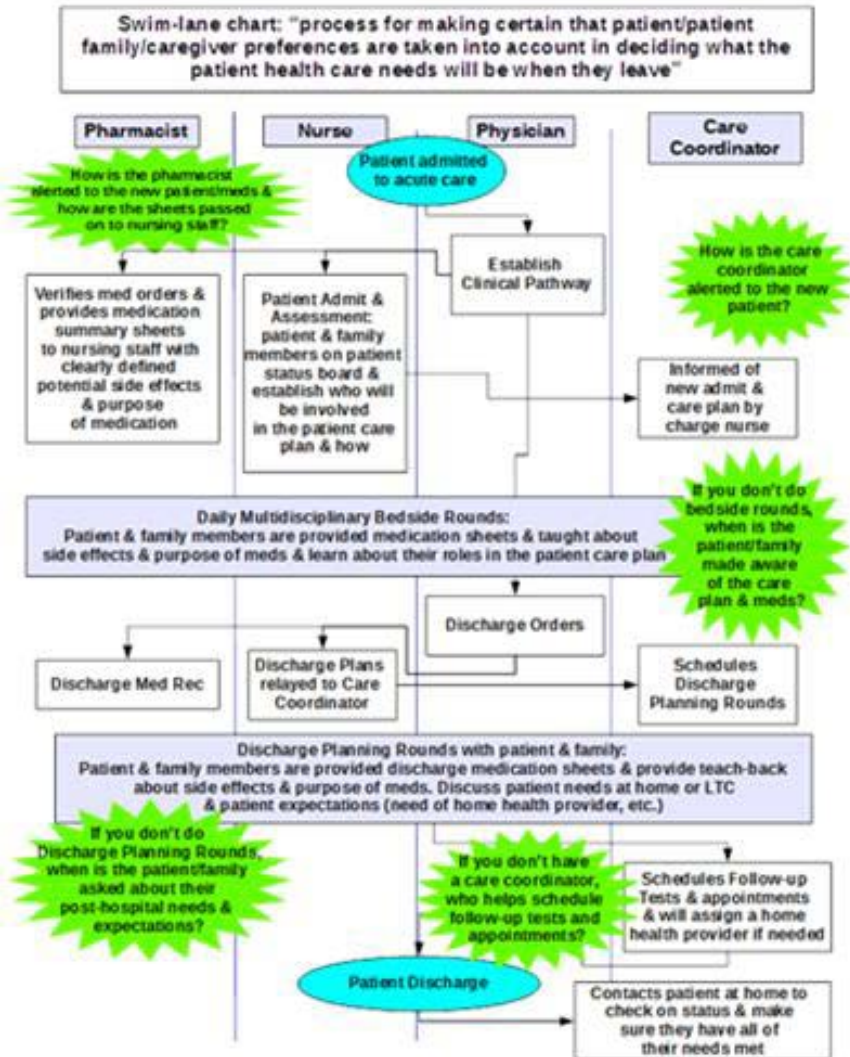
### **A visual representation of a process:**

- A series of actions, steps, or tasks performed to deliver a service or product
- Defines:
  - Beginning of process
  - End of process
  - All actions/steps/tasks in-between
- Defines who does what where
- Measures what is

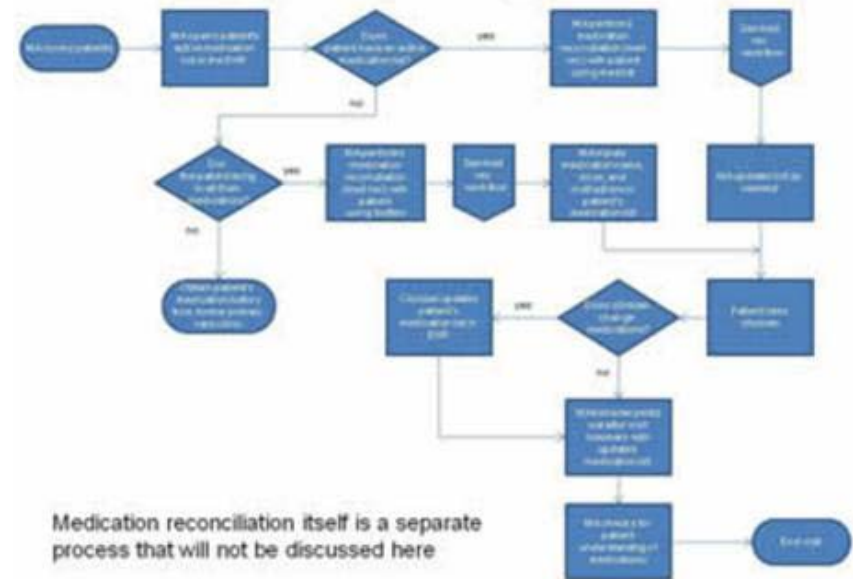


# Step 2: Visualize

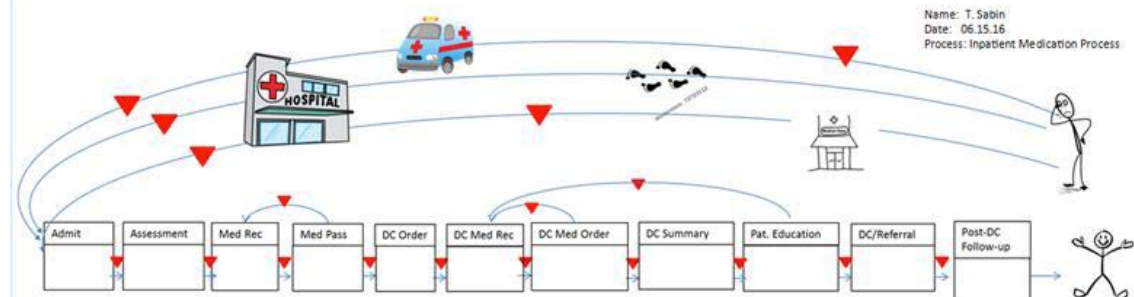
## Swim Lane Diagram



## Workflow Mapping Flowchart



## Value Stream Map



## Step 2: Visualize Workflow

### Types of Work Flowcharts:

- Workflow Mapping Flowchart

- For step by step instructions visit:

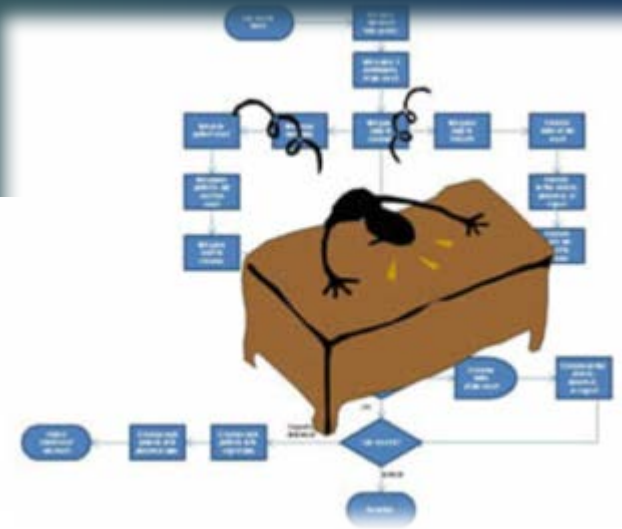
<http://www.ahrq.gov/professionals/prevention-chronic-care/improve/system/pfhandbook/mod17appendix.html>

- Swim Lane Diagram

- Distinguishes job sharing and responsibilities for sub-processes

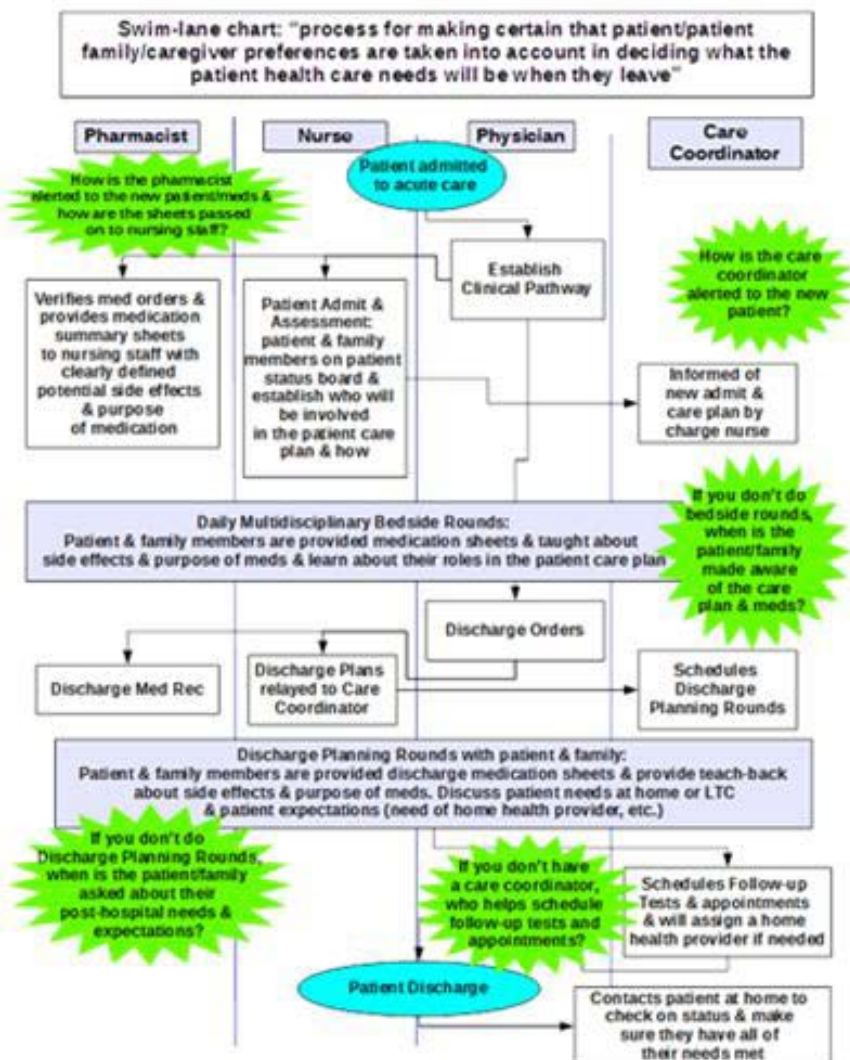
- Value Stream Map

- Steps that occur from the time of the request for a product or service through the delivery of that product or service
- Clearly indicates the flow of process steps, or sets of activities (both value-added and non value-added) required to deliver the requested service or product



# Step 2: High-Level Workflow

## Swim Lane Diagram

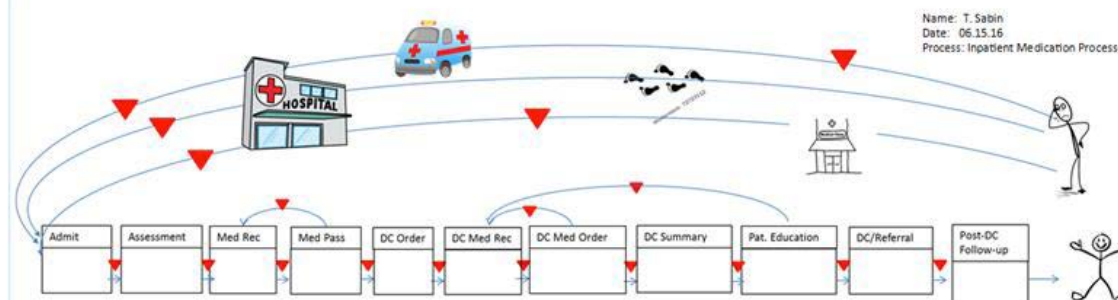


**M20: MBOIP 2 OUTCOMES**  
MT-FLX GRANT W/ TAWNYE SAGIN OF ABUNDANT SOLUTIONS  
Project Scope

Project Aim: What are we doing to accomplish?					
Project Goal: (short-term goal)					
Project Constraints: (What are the boundaries for the project?)					
Budget:					
Schedule:					
Quality:					
Other: (Policies, Regulations, Senior Management Requirements)					
Evaluation Measure: (Use standardized data, select outcomes of process - outcomes include PPMs, HCP, CMT, IOP and/or LOS measures)					
Measure Identifier/Number	Description	Data Source	Target Performance	Current Performance	Current Performance Date
Project Team Leads					
Name	Title/Department	Role	Responsibilities		
Process Prioritization					
Master Process	Work Item	Priority	Estimated Completion Date	Notes	

- Bird's eye view – 50,000 feet
- Project Level Scope
- Each box is a sub-process

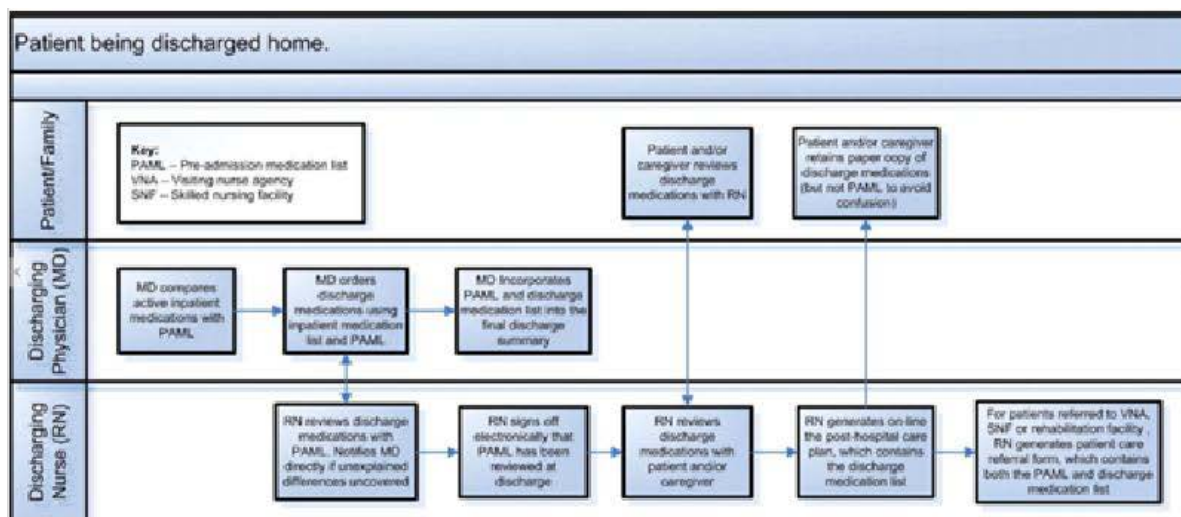
## Value Stream Map





# Step 2: Detailed Workflow

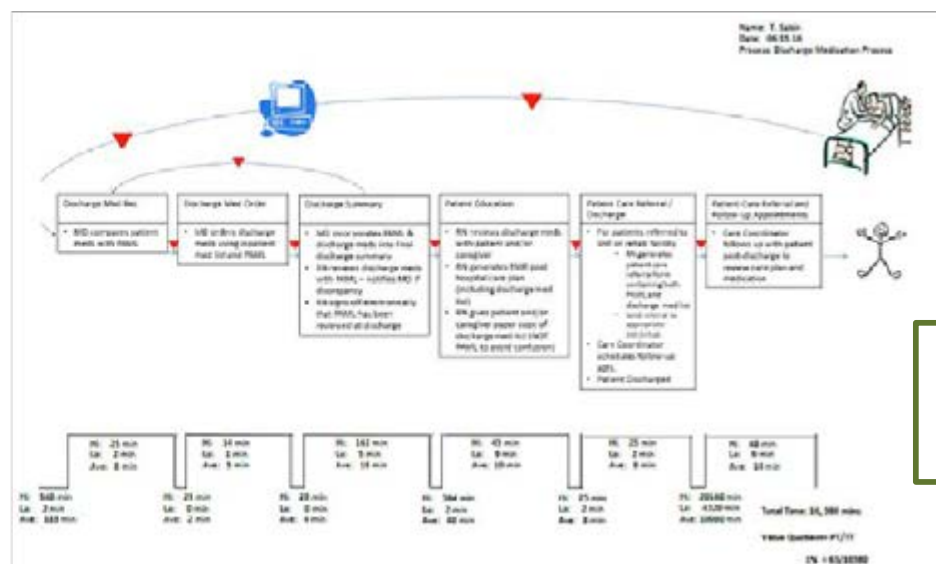
## Swim Lane Diagram



- Detailed view – 500 feet
- Process Level Scope

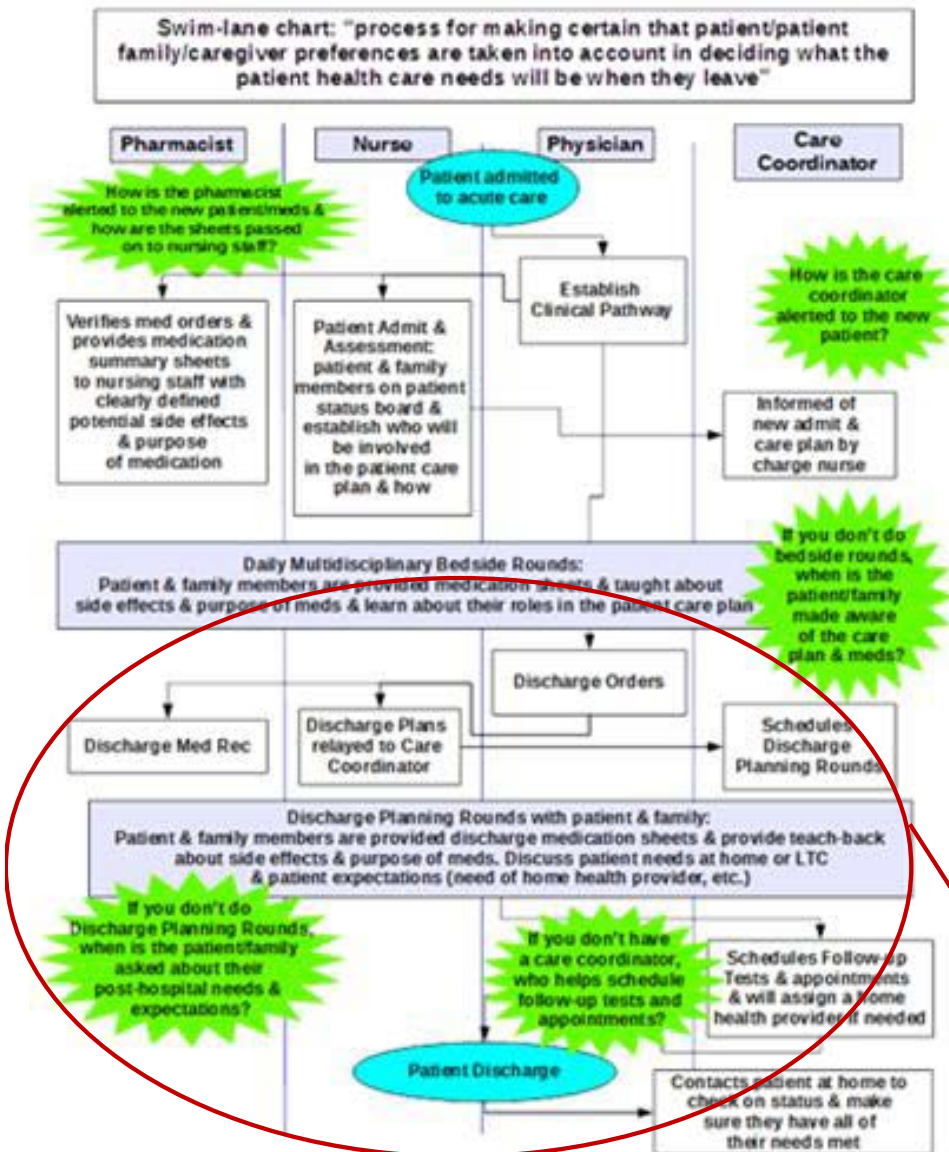
### Process Scope

1. Process to be analyzed: Basic Overview/Title:	
2. Why is this process being chosen to analyze? What brought up the desire to map the process?	
3. Improvement SMART goal/target for chosen process: (Specific, Measurable, Action oriented, Realistic and Time based)	
4. Scope of process to be analyzed (clearly define start point and end point):	
5. EHR/Documentation system, module and / or applications involved:	
6. Items/equipment/devices involved in process:	
7. Physical locations involved in process:	
8. Staff/people involved in process:	
9. How will the process be mapped (value stream map, flowchart, etc.) using what method (direct observation, video recording, etc.)?	
10. Who will own the map once completed?	
11. Planned start date/target end date (of mapping exercise)	



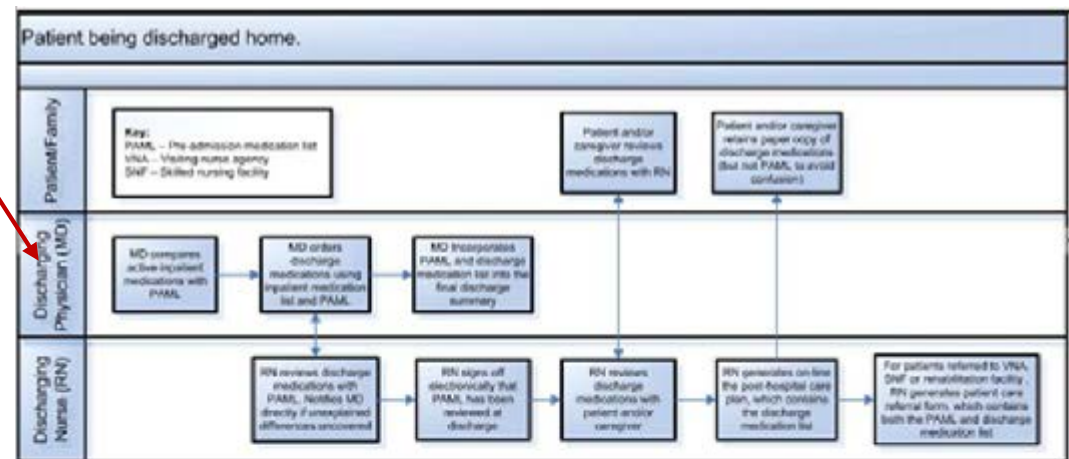
## Value Stream Map

# Step 2: Swim Lane Diagram

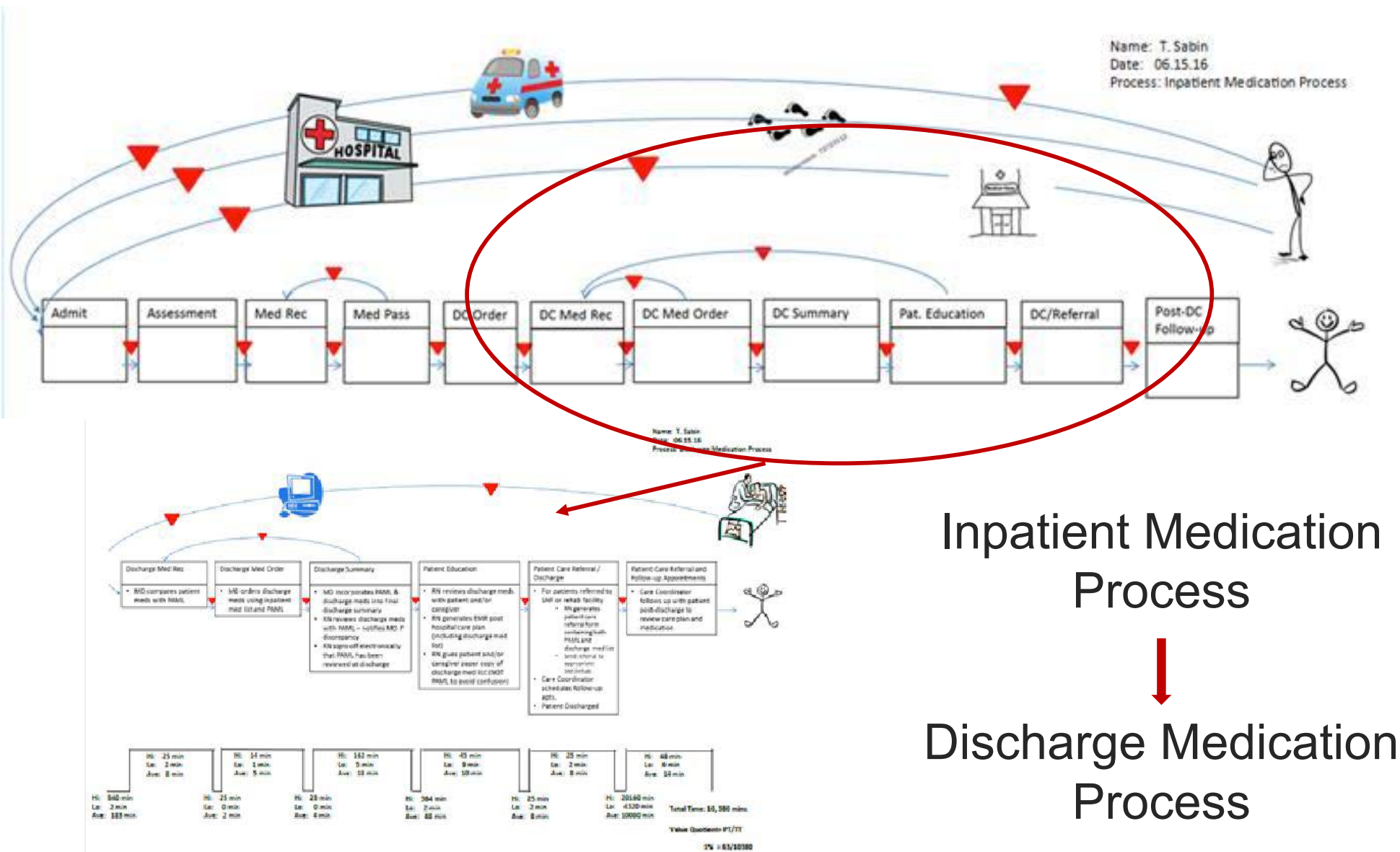


## Inpatient Medication Process

## Discharge Medication Process



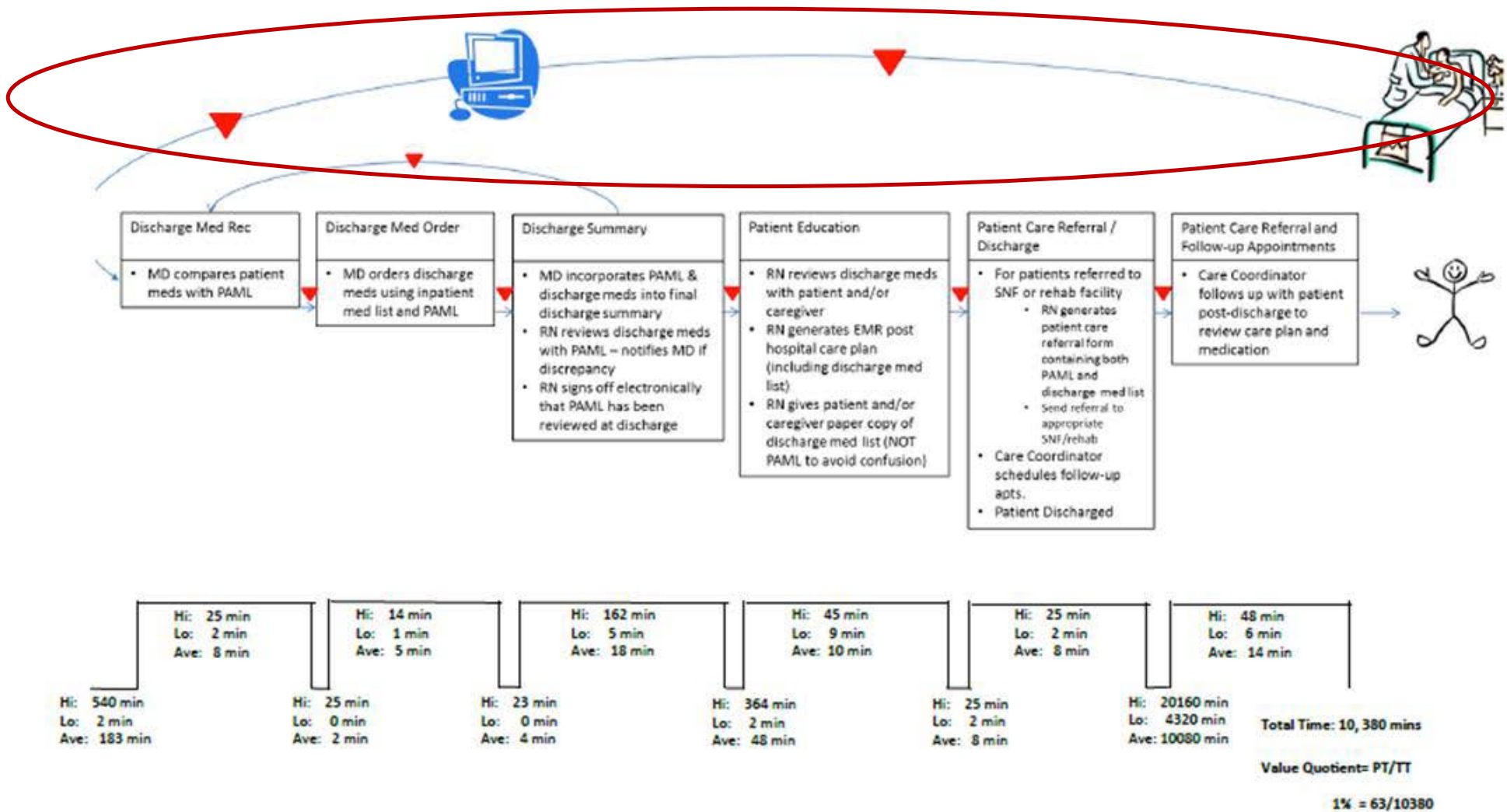
# Step 2: Value Stream Map





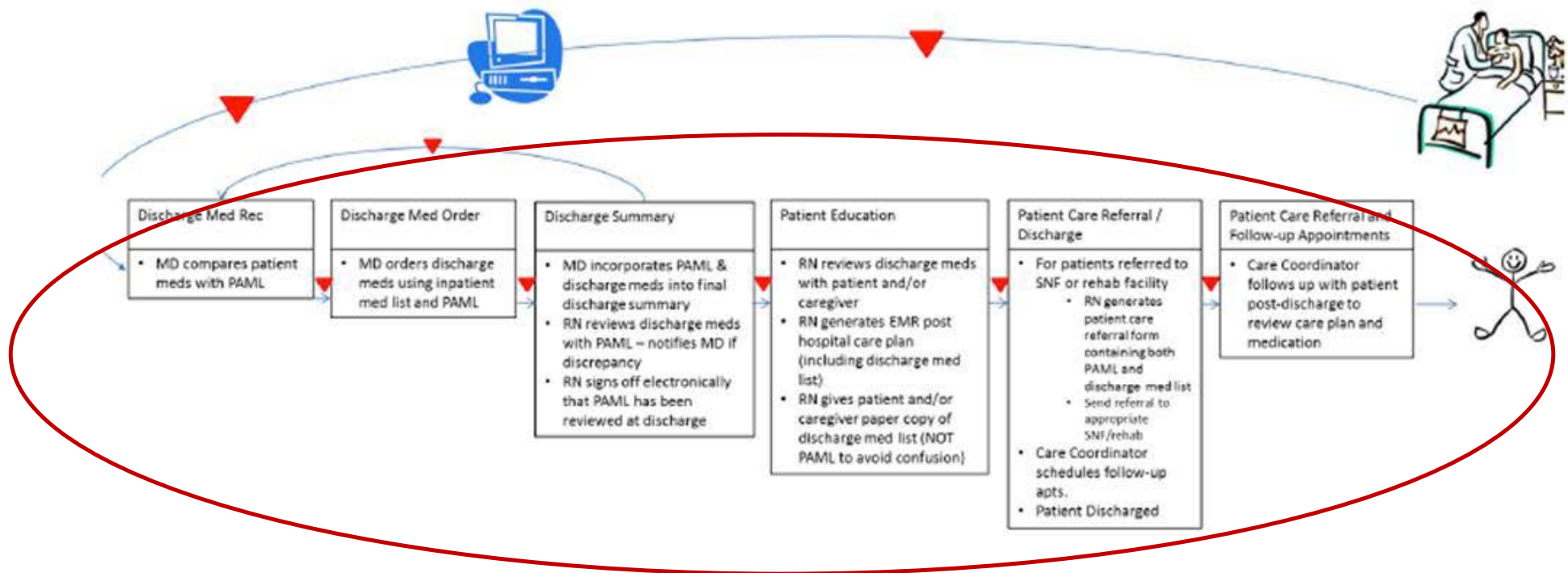
# Step 2: VSM – Request Phase

Name: T. Sabin  
Date: 06.15.16  
Process: Discharge Medication Process



# Step 2: VSM – Process Boxes

Name: T. Sabin  
Date: 06.15.16  
Process: Discharge Medication Process

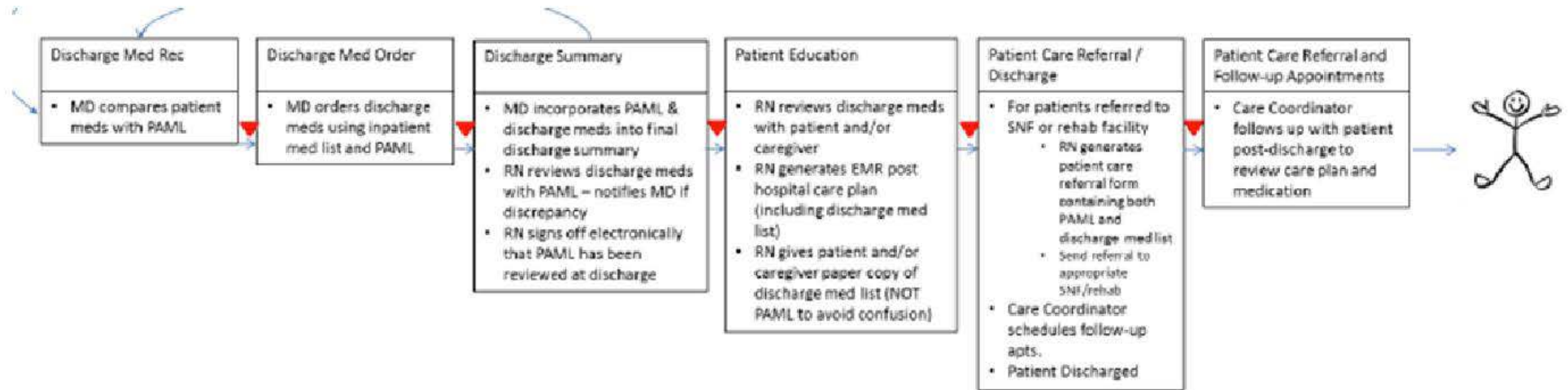


Hi: 540 min Lo: 2 min Ave: 183 min	Hi: 25 min Lo: 2 min Ave: 8 min	Hi: 14 min Lo: 1 min Ave: 5 min	Hi: 162 min Lo: 5 min Ave: 18 min	Hi: 45 min Lo: 9 min Ave: 10 min	Hi: 25 min Lo: 2 min Ave: 8 min	Hi: 48 min Lo: 6 min Ave: 14 min
Hi: 25 min Lo: 0 min Ave: 2 min	Hi: 23 min Lo: 0 min Ave: 4 min	Hi: 364 min Lo: 2 min Ave: 48 min	Hi: 25 min Lo: 2 min Ave: 8 min	Hi: 20160 min Lo: 4320 min Ave: 10080 min	Total Time: 10,380 mins	

Value Quotient= PT/TT

1% = 63/10380

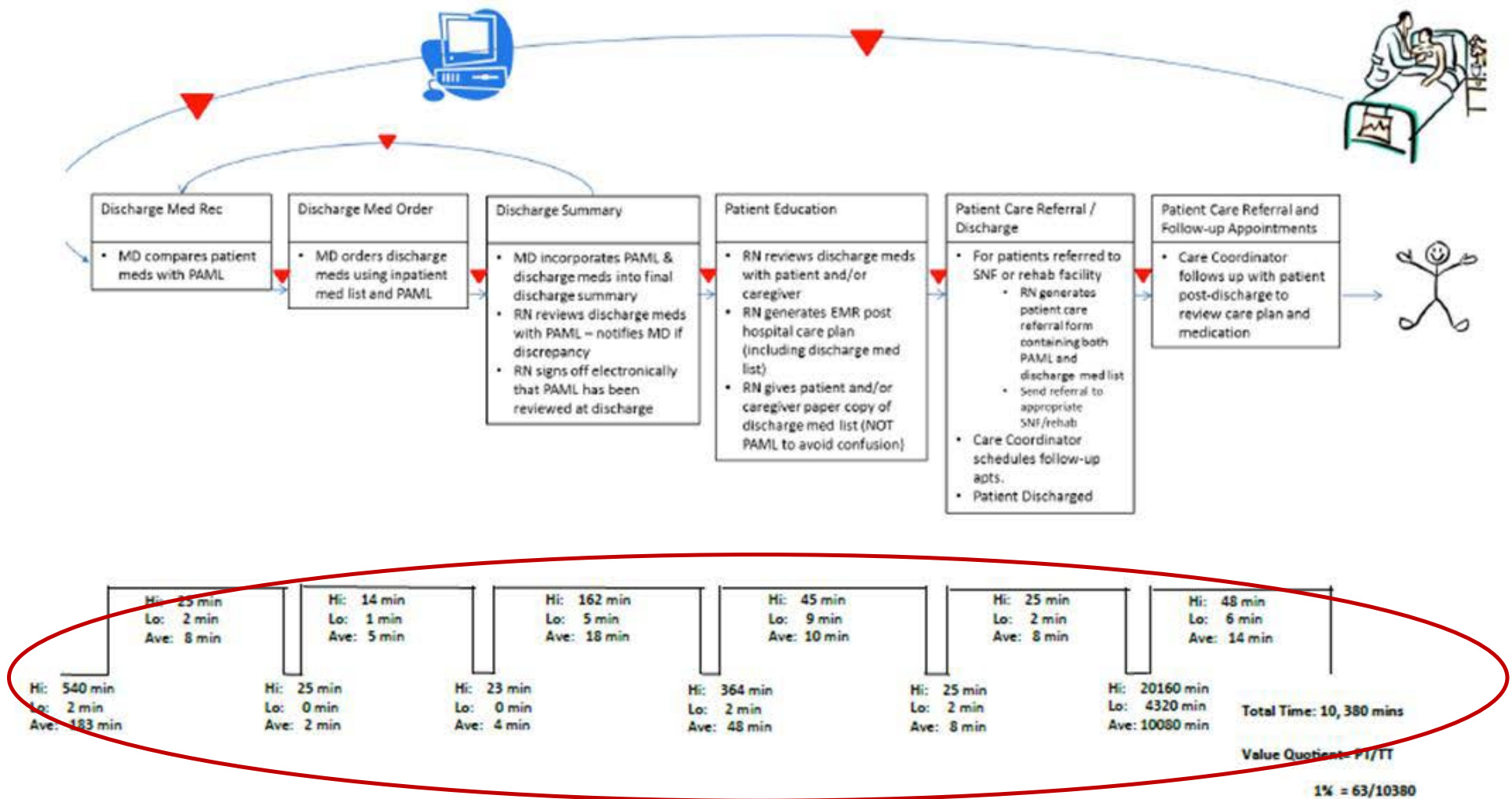
## Step 2: VSM – Process Boxes



- Process boxes indicate each **step** required to fulfill the request
- Each process box indicates the start and stop of a particular set of activities that complete the step
- Capture when nothing is happening = No Change ▼

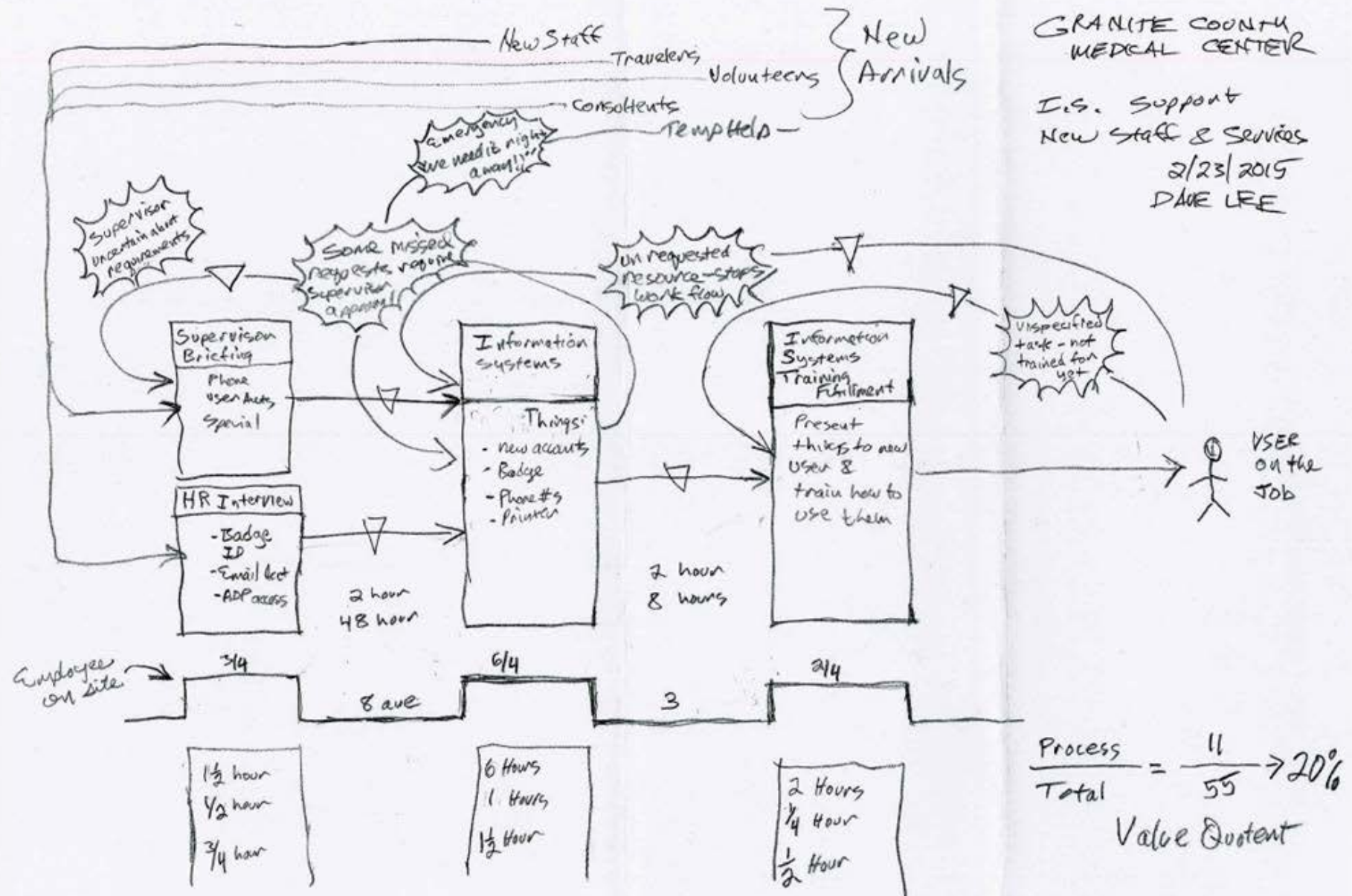
# Step 2: VSM – Data

Name: T. Sabin  
Date: 06.15.16  
Process: Discharge Medication Process





# Step 2: VSM – Example



## *Step 3: Data Collection*

Create an ***understanding*** of current state

- **Recommend 30 data sets**

- Statistical significance

- **Use common sense**

- How many events are needed to truly understand the process?
- Is a snapshot enough or do you need a selection of data over time?
- How many event observations are realistic given time constraints?
  - Simulate? Role play?
- Can others help with data collection?

## Step 3: Data Collection

- Data elements match process boxes on VSM
- Identify first and last activity for each box
- Use clear, descriptive terms

**Review discharge meds with patient**  
**Provide patient discharge med list**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_  
Initials

- Make it simple and easy to read
  - Print on bright colored paper
- Validate understanding with staff who will collect data
- Calculate the delay/wait times
- Use consistent time measurement throughout
  - Minutes, hours, days

### Patient Education

- RN reviews discharge meds with patient and/or caregiver
- RN generates EMR post hospital care plan (including discharge med list)
- RN gives patient and/or caregiver paper copy of discharge med list (NOT PAML to avoid confusion)



# Step 3: Data Collection Tool

	Sample # _____	<u>Notes</u>
Log into EHR	_____:	
Compare active patient meds with PAML	_____:	
.....	..... Initials _____	
Begin discharge meds order	_____:	
Complete discharge meds order	_____:	
.....	..... Initials _____	
Add PAML/discharge meds into final discharge summary	_____:	
RN signs off on PAML reviewed at discharge	_____:	
.....	..... Initials _____	
Review discharge meds with patient	_____:	
Provide patient discharge med list	_____:	
.....	..... Initials _____	
Generate patient care referral form	_____:	
Discharge patient	_____:	
.....	..... Initials _____	
Call patient for post-discharge follow-up	_____:	
Update patient record	_____:	
.....	..... Initials _____	



# Step 3: Data Collection Tool

Log into EHR	_____:	Room # :	
Compare active patient meds with PAML	_____:	Date:	
.....	Initials _____		
Begin discharge meds order	_____:	<b>Unused Toiletries - throw away</b>	
Complete discharge meds order	_____:	toothbrush	
.....	Initials _____	toothpaste	
Add PAML/discharge meds into final discharge summary	_____:	mouthwash	
RN signs off on PAML reviewed at discharge	_____:	half moon tray	
.....	Initials _____	shampoo	
Review discharge meds with patient	_____:	conditioner	
Provide patient discharge med list	_____:	lotion	
.....	Initials _____	comb	
Generate patient care referral form	_____:	brush	
Discharge patient	_____:	hand sanitizer	
.....	Initials _____	kleenex	
Call patient for post-discharge follow-up	_____:	razor	
Update patient record	_____:	aborsent pad	
.....	Initials _____	adult diapers	
		baby diapers	
		soap	
		Total items	
		<b>Clean Laundry - to rewash</b>	
		pillow case	
		sheet	
		fitted sheet	
		mattres pad	
		towel	
		washcloth	
		blanket	
		half sheet	
		gown	
		baby blanket	
		Total items	
		<b>Other</b>	
		Total items	

## *Step 3: Validate*

- Allows every worker to participate in the improvement, *in the course of work*
  - Validate with all affected staff and customers – front line, administration, patients, IT, etc.
- Insures truth in understanding
- Captures potential flaws in improvement
- Aligns culture and strategy
- Breeds mutual respect
- Builds relationships
- Checks safety





# *Homework*

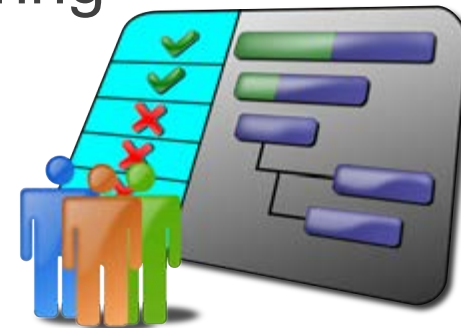
**Prior to next session, please complete the following tasks and email related documents to:**

[dhunter@ncha.org](mailto:dhunter@ncha.org)

- Observe Process (Observation Sheet)
- Visually depict current state (VSM/Flowchart)
- Collect and analyze data (Data Collection Tool)
- Validate with affected workers (patients too)

# *Project Schedule*

- ✓ February 13<sup>th</sup> – Webinar 1: Defining the Project Scope
- ✓ March 7<sup>th</sup> – Webinar 2: Analyzing the Current State
- **March 23<sup>rd</sup> – In-Person Workshop: Process Mapping, Issue Prioritization, and Root Cause Analysis**
- April 17<sup>th</sup> – Webinar 3: Right Side of the A3
- May 4<sup>th</sup> – Webinar 4: A3 Tools Review and Sharing







Thank  
you!!