

Nursing Home Quality Improvement Module 1 Transcript

Introduction

Welcome to Module 1 on Person-Centered Care.

To begin this module, we've provided you with a pre-test, which you can administer to staff. If staff take the pre-test, be sure to provide them with the post-test after this education.

Module 1 provides education around three specific topics that can be taught all in one training session, or can be split into three separate trainings.

- 1) Survey Process
- 2) Resident's Rights and Family Engagement
- 3) QAPI Concepts to include teamwork and leadership

Key Takeaways

After participating in this module, your staff will have a better understanding around the survey and certification process, resident's rights and family engagement, how the Eden Alternative Domains of Well-being tie back to resident rights, and finally, a better understanding of Quality Assurance Performance Improvement concepts and principals like effective teamwork, leadership, as well as techniques like, Root Cause Analysis and problem solving techniques like "the 5 Whys".

The Survey Process

Slides 3-15 explain the survey process and provide an overview of scope and severity.

Keep in mind, the current long-term care survey process is resident-centered, which means resident-specific concerns identified through resident observations and resident or representative interviews are emphasized.

Additionally, the survey process allows the autonomy of surveyors to make decisions based on their expertise and judgment.

And, the new survey process is now an automated process.

Residents Rights and Family Engagement

Slides 17-26 explain survey tags around Residents Rights and Family Engagement.

Be sure to emphasize that Section 6121 of the Affordable Care Act of 2010 requires CMS to ensure that nurse aides receive regular training on caring for residents with dementia and on preventing abuse.

Domains of Well-Being

Slides 27 and 28 focus around Eden Alternative Domains of Well-Being.

The ultimate goal of culture change is well-being for all – all care partners (employees, family members, volunteers, and the elder themselves), the organization and ultimately the larger community.

How can you take the concept of well-being and make it come alive for those who live and work in your community?

The Eden Alternative has answered this need by identifying seven Domains of Well-Being: identity, growth, autonomy, security, connectedness, meaning and joy.

Eden Alternative have created assessment tools have been created to measure well-being for individuals, teams and groups.

Once understood, the language of the seven domains can be woven into daily living.

Well-being, as a frame of reference, requires a focus on strengths, possibilities, dreams and goals for each individual.

Well-being presents the opportunity to define quality of life in terms of what each individual can do and what they have to offer their communities.

Activity

This is a good place to pause and play the YouTube video “Everyone Has a Story to Tell” by Jay-Newton Small.

After showing the video have a group discussion of how important it is for caregivers to know a person’s story in providing person-centered care.

Quality Assurance and Performance Improvement

What does QAPI stand for?

When you reach this section in Module 1, you will be teaching your staff about Quality Assurance Performance Improvement or QAPI.

Notice on each slide that there are links to videos, tools, and resources to help you grow your knowledge about QAPI and to share with your staff in your training sessions.

QAPI is a data-driven, proactive approach to improving the quality of life, care, and services in nursing homes.

Share with your staff that the QAPI efforts in your facility help to identify any possible gaps in systems or processes of care including clinical care, quality of life, resident choice, and care transitions

And if a gap is identified your QAPI team works to develop and implement a Process Improvement Plan to work on improvement efforts as they continuously monitor the effectiveness of the interventions.

Elements of QAPI

During these next slides you will share that QAPI includes both elements and steps.

You can provide your staff with a short overview of the five elements of QAPI by summarizing that your QAPI Design and Scope explains how your program will be ongoing and comprehensive while looking all of the services offered at your facility.

With the Governance and Leadership element, share how your facility leadership supports QAPI efforts and that your administration is focused on seeking input from staff, residents, and families.

When sharing about Feedback, Data Systems and Monitoring, you can speak about how your facility gathers feedback from staff, residents, and families, and how you investigate and monitor for adverse events.

You can share what data is being tracked for the improvement efforts in your facility and then explain how your facility monitors and tracks improvement efforts.

You could also explain your facility's action plans and how they work to prevent recurrences.

When you speak about Performance Improvement Projects, or PIPs, share with your staff that a PIP is a focused effort on a specific opportunity for improvement that your facility is working on.

You could share about any active PIP going on in the facility when you give this presentation and you may even want to invite your staff to join a PIP in the facility.

The last QAPI element is the Systematic Analysis and Systematic Action element.

Share with your staff how your facility analyzes potential opportunities for improvement, including how the team is notified of a possible need for improvement, what information do they gather to decide the possible causes of the gap, and how they identify if a change will lead to an improvement.

Steps of QAPI

Next you will quickly provide your staff with knowledge of the 12 steps of QAPI.

Explain to them that there are twelve action steps on the pathway to QAPI implementation, but these steps do not need to be achieved in order.

This may be another great time to share actual examples from your facility so they can visualize this information better.

Root Cause Analysis, Five Whys and PDSA Cycles

These next slides will cover information on root cause analysis, Five Whys, and PDSA cycles.

Provide a short overview of each of these topics so your staff will understand the processes involved in conducting QAPI programs at your facility.

Explain that a root cause analysis is used to uncover causes of problems.

Use examples from your facility.

How did you identify the true cause of a problem? Was it easy to identify the cause or did it take a lot of effort to figure it out?

Your facility may have used the 5 Whys to find the root cause.

In these slides you can explain that 5 Whys is technique used to explore the cause-and-effect relationships underlying a particular opportunity for improvement.

The primary goal of the 5 why technique is to determine the root cause of the problem by repeating the question "Why?"

Each answer to the "Why?" forms the basis of the next question until you can identify the root cause.

Goals

This slide will give you a chance to explain how your facility has set goals by ensuring they were SMART goals, or specific, measurable, attainable, relevant, and timely.

This is another great place to share actual SMART goals your facility has worked on.

PDSA Cycles

When explaining what a PDSA cycle is, you may want to share about one that was conducted in the facility.

Explain to your staff that a PDSA cycle is a technique used to spread change efforts in your facility by planning it, doing it, studying the results, and acting on what is learned.

QAPI Video

When you reach this slide you will click on the link on the slide to show a short video explaining QAPI to your staff.

PDSA Video

When you reach this slide you will click on the link to share a video about PDSA cycles.

This will conclude the Quality Assurance Performance Improvement (QAPI) section of this module

Puzzle Activity

For the puzzle activity you will need two similar puzzles with no more than 25 pieces.

Divide your audience into two groups of no more than six people.

If you have more than 12 people, ask for volunteers and tell the others that they will simply observe.

Allow one group to communicate with each other and give them a picture of the finished puzzle.

The second group will not be allowed to talk or will not receive a picture.

If you choose, this group also can have one piece removed.

Dump the puzzle pieces out on each table and begin.

Give each team enough time to finish their puzzle before stopping the activity.

Use what you observed during the activity to discuss the different concepts covered in the rest of this presentation.

The Change Package - Strategies 1-5, Team STEPPS, and atom Alliance resources can also be used to assist with this section of the presentation.

Leadership

To start, find out if anyone assumed a leadership role during the activity? Did staff believe they had all the resources needed to complete the task?

Make sure your staff know that a leader doesn't have to just be a Director of Nursing or Administrator - it can be anyone in the facility.

Ask staff if they know of any great leaders at your building or somewhere else.

Have them give you some characteristics that make that person a great leader.

You might actually find out that you have many leaders in your building.

Review the characteristics on slide 52 in more detail by asking questions such as "What does an open-door policy mean to you?" or "How can a leader show that they honor staff and resident opinions?"

Teamwork Videos

On slide 53, there are two links to videos that your staff will need to watch.

You can have staff watch them as pre-work or watch them together during your meeting.

What did they think about the geese video? What could we learn from geese? How could we use what we learned in our building?

Get staff to share what they thought and engage them in the conversation.

Ask your staff what could be some barriers to team performance.

Going back to the puzzle exercise, what were the barriers to their completing the task? Did the lack of role-clarity cause problems?

With either group, did you have people sitting back and not helping because they didn't have clearly defined roles? Were there any misinterpretation of cues?

Ask staff, "Did I communicate my instructions well? What if I didn't want you to complete the puzzle but wanted you to put the puzzle back in the bag?"

Go over some of the barriers to team performance on slide 54 if they haven't already been covered.

You will also need to discuss the 4 C's of effective teams and how to create a strong team.

Communication

Ask your group if the lack of communication made their task more difficult.

Get them to explain how it made it more difficult.

Ask staff what could be some challenges to communication and have them give you practical examples of each challenge listed on slide 57.

After you have covered the challenges, you will need to discuss standards of effective communication: complete, clear, brief, and timely.

You could also have your staff give you an example of effective communication.

Situation Monitoring

Situation monitoring is a way for team members to be aware of what is going on around them.

It allows for mutual support through the ability to anticipate other team members' needs with accurate knowledge of their responsibilities.

Did anyone during the puzzle activity anticipate what another team member might need?

Did they realize that another staff member needed help finding the last edge piece and help them look for it?

With slide 60, let your staff know that sharing information with other team members is necessary to establish and maintain a shared mental model.

Open up the discussion with staff and ask if they can give you an example of when staff used a shared mental model or when information should be shared.

Perspective Activity

Each team member has a unique perspective and information that benefits the team as a whole when shared.

Have your staff look at the pictures on the next few slides.

Use these slides to express how people may see the same thing differently from varying perspectives.

Mutual Support

Explain what mutual support involves.

During the activity, did any staff when their work was complete help someone else?

Did any staff members help by encouraging others? Could that have helped the group?

You could also ask your staff if they feel like they can ask for assistance if they need it.

Finish the presentation by going over the characteristics of high performing teams and reinforce the concepts you have gone over today.

At the end of the module, if you gave your staff the pre-test, be sure to provide attendees with the post-test.

In this module, you will find additional resources, toolkits, and activities to customize your training.