

Train the Trainer Series

Care Coordination Activities

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SPECIFIC COURSE ACTIVITIES: String Activity – In-Person

Instructions: String Activity IN-PERSON Version

1. Activity will be illustrated using a spool of yarn or string. Each time the “patient” interacts with a healthcare site
2. Develop a patient story, or your own personal journey navigating through healthcare. Journey should be complex and have multiple healthcare interactions.
3. Volunteers
 - Ask for volunteers to be:
 - Patient
 - PCP
 - Specialist
 - Hospital
 - Lab
 - X-ray
 - Pharmacy
 - Volunteers should be spread out around the room to better illustrate transportation and access to care issues
4. Instructor holds the end of the string, and gives the “patient” the spool of string. Patient will take string to different healthcare stops along their journey. Each stop will hold part of the string, while the patient continues on with the spool, leaving a trail of the complex and difficult journey through healthcare
5. The patient journey begins (Example Journey below)
 - Patient has severe arthritis in her left foot
 - Patient goes to PCP (Patient volunteer leaves section of string with PCP volunteer)
 - PCP sends patient for X-rays
 - Patient goes to x-ray (Patient volunteer leaves section of string with x-ray volunteer)
 - Patient goes to PCP to review x-ray (Patient volunteer leaves section of string with PCP volunteer)
 - PCP sends patient to Specialist
 - Patient goes to Specialist to review x-ray and chart (Patient volunteer leaves section of string with Specialist volunteer)
 - Specialist schedules a surgery
 - Patient goes to Lab for pre-op bloodwork (Patient volunteer leaves section of string with lab volunteer)
 - Patient goes to Specialist to review labs (Patient volunteer leaves section of string with Specialist volunteer)
 - Patient goes to Hospital for surgery (Patient volunteer leaves section of string with Hospital volunteer)
 - Patient goes to Pharmacy for post-surgery pain meds (Patient volunteer leaves section of string with Pharmacy volunteer)

- Patient goes to Specialist for post-surgery follow-up (Patient volunteer leaves section of string with Specialist volunteer)
6. Stop at various points of healthcare contact to ask the patient how they feel
 7. At the end of the journey, look at the tangled string that represents the patient's journey through healthcare.
 - Side note to the above journey. The titanium screw that they put in the foot broke, and they had to go in for another surgery, so the journey begins all over again.

SPECIFIC COURSE ACTIVITIES: String Activity – Virtual

Instructions: String Activity Virtual Version

(Slide 4 on the Care Coordination presentation)

- Same instructions for the in-person activity, but instead of using the string, use the “annotate” tool on zoom and the graphic below to follow the patient journey using the pen tools.





Sample Script for String Activity:

Let's look at the life of an average patient with a chronic illness.

OK...let's follow Mrs. Marcus.

She is a 76 year with type 2 Diabetes and Hypertension. She suffers from extremely painful diabetic neuropathy so using a wheelchair is how she is able to get around. Her daughter is not able to help her today so a close friend and neighbor are her transportation.

Her appointment today is at 9:00 am with Dr. Hammermill, her provider, he wants to talk to her about her ever increasing A1C which is now 8.9. and her blood pressure 150/90.

After looking at her blood lab test results, Dr. Hammermill discusses increasing her medications and wants her to go to the infusion center and get shot of vitamin D and B because her levels are just too low. Luckily they have an open appointment this afternoon around 1:00 pm.

So after the provider, she goes to the pharmacy. Before going to the infusion center, she needs to have lunch. To make life easier, Mrs. Marcus and her friends head to the hospital which is close to the infusion center and have a nice lunch in the cafeteria. She treats her friends.

While in the infusion center, Mrs. Marcus gets call from her cardiologist and he needs to see her to go over her X-rays by the end of the week...unless she can come in by 4:00 pm today. The shot takes only 20 minutes so she can make the appointment.

The cardiologist does not like the spot he sees on her X-rays and wants her to go back to the hospital and get a CT scan. She will have to make an appointment when she gets home.

When Mrs. Marcus gets home, she is exhausted...can you blame her? After she goes to get a CT scan, she will start the circle once again.



SPECIFIC COURSE ACTIVITIES: CAHPS Survey Question

Instructions: CAHPS Survey Question Activity
(Slide 6 of the Care Coordination presentation)

1. In-person or Virtual training
 - Here are a few examples of the type of questions that our patients are asked to answer. Poll the audience on each of the questions, using the CAHPS survey options for a response.
 - How often was it easy to get appointments with specialists? (Getting Needed Care)
 - How often did you see the person you came to see within 15 minutes of your appointment time? (Getting Appointments and Care Quickly)
 - How often did you and your personal doctor talk about the prescription medications you were taking? (Care Coordination)
 - Discuss answers to each of the questions (can be done as a large group or in breakout sessions)
 - Ask for examples from participants
 - Discuss the difference between their experiences and patient experiences

SPECIFIC COURSE ACTIVITIES: Eight Principles of Patient-Centered Care

Instructions: Eight Principles of Patient-Centered Care Activity

1. In-person Training

- Review the Eight Principles of Patient-Centered Care (slide 13)
- Break participants into smaller groups (4-8 participants/group is best)
 - Option 1: Assign each group one of the 8 principles of patient-centered care
 - Option 2: Each group will choose one of the 8 principles of patient-centered care to focus on
- Each group will answer the following:
 - Why did you choose this principle or why is the principle important?
 - Brainstorm what you could do in your office to demonstrate that patient-centered care principle

2. Virtual Training

- Review the Eight Principles of Patient-Centered Care (slide 13)
- Break participants into smaller groups, depending on the size of the group
 - Option 1: Assign each group one of the 8 principles of patient-centered care
 - Option 2: Each group will choose one of the 8 principles of patient-centered care to focus on
 - Zoom:
 - 1. use breakout rooms as you would in person groups
 - Other virtual platforms:
 - 1. Breakout rooms might not be available. A full group discussion, round robin, is an option that will allow the participants a chance to share
- Each group will answer the following:
 - Why did you choose this principle or why is the principle important?
 - Brainstorm what staff could do in the office in order to demonstrate the patient-centered care principle
- Report back and discussion:
 - Each group will report back to the full session answering the questions above.
 - As a large group, discuss
 - 1. Similarities among the 8 principles
 - 2. What they are currently doing in the office to meet the principles
 - 3. Where staff could improve

Generic Activities: Brainstorming Activity

Instructions: Brainstorming

Purpose: Encourage new ideas, new ways of doing things, and being creative or thinking “outside of the box”.

1. Facilitator Role
 - Define your problem, issue or challenge
 - Give a time limit or idea limit
 - Encourage everyone to participate
 - Record ideas
 - Be brief, but try to use participant’s words
 - Put a check mark when ideas are repeated
2. Brainstorming Rules
 - Shout out ideas quickly
 - Think fast; reflect later.
 - Keep ideas short and simple
 - The more ideas, the more potential solutions
 - No discussion during brainstorm ... ideas only
 - No criticizing, arguing, agreeing or evaluating.... No discussion
 - Hitchhiking – build on other ideas for inspiration to create new ideas
3. Concluding the Brainstorm
 - Facilitator:
 - Reads the list of ideas
 - Ask if there are any additions or corrections
 - Group:
 - Chooses the top 3 – 5 ideas
 - Facilitator:
 - Make sure everyone participates
 - Circles the top ideas

Generic Activities: Discussion Groups

Instructions: Discussion Groups

1. Be inclusive
 - Allow individual introductions
 - Share objectives, expectations or intentions of the discussion
 - Get clarification, if needed, on participant questions or comments.
 - Treat participants with respect and consideration.
 - Give time for participants to gather their thoughts and contribute to discussions.
 - Provide opportunities for participants to pair-share.
2. Discussions should be constructive and positive
 - Establish ground rules
 - Try to keep the group on task without rushing them
 - If the group starts to veer in the direction of negativity and/or pointless venting, ask them how they would like to address this
 - Step back when a group is functional/functioning – help participants become independent learners; take control of their learning
3. Encourage participation
 - Capture participants' comments on a whiteboard
 - Ask follow-up questions, and paraphrase comments for all to think about
 - Incorporate previous contributions into the conversation
 - Encouraging others to add their reactions or ideas to build on someone's comment.
 - It's okay if you don't know – invite others to provide resources
 - Discomfort and silence are ok; it allows participants time to think

Generic Activities: Case Study

Instructions for drafting a Case Study:

1. Introduction
 - Identify the key problems and issues in the case study.
 - Formulate and include a thesis statement, summarizing the outcome of your analysis in 1–2 sentences.
2. Background
 - Set the scene: background information, relevant facts, and the most important issues.
 - Demonstrate that you have researched the problems in this case study.
3. Alternatives
 - Outline possible alternatives (not necessarily all of them)
 - Explain why alternatives were rejected
 - Constraints/reasons
 - Why are alternatives not possible at this time?
4. Proposed Solution
 - Provide one specific and realistic solution
 - Explain why this solution was chosen
 - Support this solution with solid evidence
 - Concepts from class (text readings, discussions, lectures)
 - Outside research
 - Personal experience (anecdotes)
5. Recommendations
 - Determine and discuss specific strategies for accomplishing the proposed solution.
 - If applicable, recommend further action to resolve some of the issues
 - What should be done and who should do it?