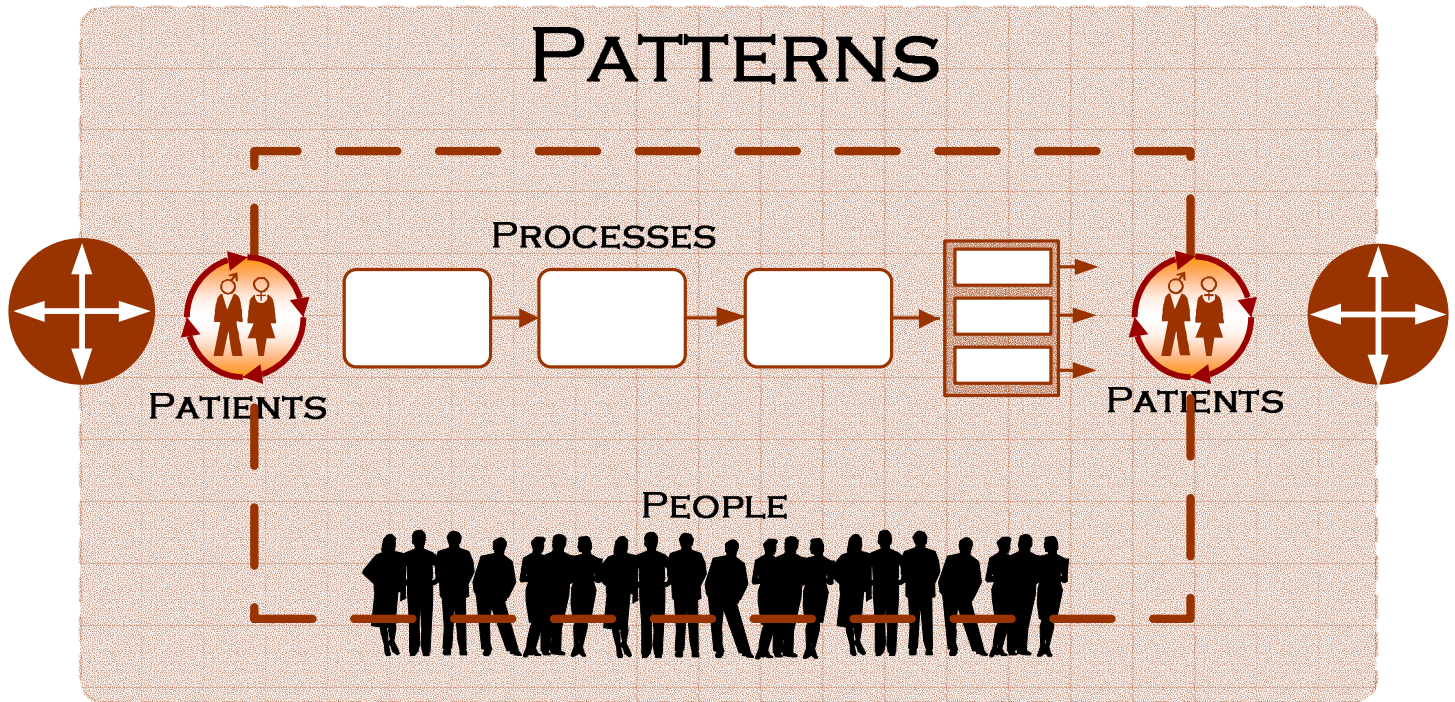




ASSESSING YOUR PRACTICE

“THE GREEN BOOK”



“KNOW YOUR PATIENTS”

“KNOW YOUR PEOPLE”

“KNOW YOUR PROCESSES”

“KNOW YOUR PATTERNS”

www.clinicalmicrosystem.org

ASSESSING YOUR PRACTICE

Introduction

Clinicians work very hard in today's healthcare environment. Finding the time and tools to critically reflect and analyze practice is hard to do. This workbook is a "map" that can be customized to local context and needs in order to support practice evaluation and improvement, Identification of "broken" processes, wastes and delays, and deeper knowledge of patients and people can improve patient care, outcomes and staff work life.

Aim

Provide an organized, locally adaptable method to assist practices in collecting information and data to identify opportunities which can lead to significant improvements that improve patient care, outcomes, and staff work life.

A. Know Your Patients (Practice Profile)

See Items: 1 2 3

Understand the Needs of Your Patient

- Estimate the number of patients in your practice
- List the age distribution of patient population
- List % of Females
- List your practice's top 10 conditions
- List your top 10 "high utilizers"
- Measure daily demand
- List the number of patients seen in a day
- List the number of patients seen in the last week
- List the number of *NEW* patients in the last month
- List other clinical microsystems you regularly interact with
- List health outcome measures (see Appendix Chart Review Form, pg A19, A20)
- List the number of dis-enrolling patients in the last month
- List encounters per provider per year. Attach a separate list of the providers with actual number of encounters per year. If part-time provider, annualize the number.
- Measure patient satisfaction
- Note the number of Out of Practice Visits which occur each year: Condition Sensitive Hospital Rate and Emergency Room Visit Rate
- Utilize www.howsyourhealth.org

B. Know Your People (Practice Profile) See Items:

4 5

Assess Your Personnel

- Identify members of staff (Add additional page if necessary)
- Identify FTE by member (Clarify clinical time vs. other responsibilities)
- Define roles
- List hours of operation
- Measure daily capacity
- Measure backlog (3rd available appointment)
- List current appointment types and duration
- List services currently offered, e.g. group visits, E-mail, patient Website, etc.
- Measure staff satisfaction
- Note if every member of the practice meets regularly
- Note your operating margin (revenue minus expense)
- Evaluate Individual skills and needs

C. Know Your Processes (Activity Surveys, Occurrence Tracking, Telephone Logs, Unplanned Activities, Walk-through worksheet)

See Items: 6 7 8 9 10 11 12 13 14 17

- Measure Office visit cycle time (Patient Cycle Tool - sample one day of patients which includes all providers)
- Complete Activity Survey Sheets (per staff member)
- Complete Telephone Tracking Log (one week)
- Complete Demand (Specialty) Tracking Log (one week)
- Complete Nurse Triage Tracking Sheet (one week)
- Track Visit and Non-visit activities occurrences (one week)
- Track Unplanned Activities (sample one day for provider)
- Complete a "walk-through" of your practice from the patient perspective
- Complete the Practice Core and Supporting Process Assessment.

D. Know Your Patterns (Practice Profile, Patient Satisfaction Survey, Patient Cycle Tool)

1 2 4 11 12 15 16 18 19 20

- 3rd available appointment by provider (backlog)
- Office visit cycle time (Patient Cycle Tool)
- Daily demand
- Daily capacity
- Patient satisfaction
- Staff satisfaction
- Assessment tool for core/key processes (Appendix page A14, A15)
- Operating Margin
- Note if every member of the practice meets regularly
- List things you are most proud of
- List things you have successfully changed
- Identify how safety and reliability issues are discussed
- Strategize improvement based on assessments
- Outcome measures (Appendix, pg. A19, A20)

NOTE: We have developed this workbook with tools to give ideas to those interested in improving healthcare. Dartmouth- Hitchcock Medical Center and the developers of this workbook are pleased to grant use of these materials without charge, providing that recognition is given for their development, that any alterations to the documents for local suitability and acceptance are shared in advance, and that the uses are limited to their own use and not for re-sale."

Primary Care Practice Profile

Aim of Our Clinical Microsystem:

| | | |
|--------------------------|----------------------|--------------------|
| Site Name: | Site Contact: | Date: |
| Practice Manager: | MD Lead: | Nurse Lead: |

A. ¹ Know Your Patients: Take a close look into your practice, create a "high-level" picture of your PATIENT POPULATION that you serve. Who are they? What resources do they use? How do the patients view the care they receive?

| Est. Age Dist. of Pts: | % | Patients who are Frequent Users of Your Practice Services and Their Reasons for Seeking Frequent Interactions and Visits | Other Clinical Microsystems we interact with regularly, as we provide care for our patients. (eg. OR, VNA) | 2 Access/Pt. Satis. Scores (pg 6 or 7) | % Excellent |
|---|---|--|--|---|-------------|
| birth - 10 years | | | | Experience via Phone | |
| 11 - 18 years | | | | Length of time to get your appointment | |
| 19 - 45 years | | | | Saw who I wanted to see | |
| 46 - 64 years | | | | Time spent with person saw today | |
| 65 - 79 years | | | | | |
| 80+ years | | | | | |
| % Females | | | | | |
| Est. # (unique) pts. in Practice | | 10 Most Frequent Conditions/Diagnoses | Top Referrals (e.g. GI, Cardiology) | Pt. Population: Do these numbers change by season? (Y/N) | |
| | | | | # Patients seen in a day | # Y/N |
| | | | | # Patients seen in last week | |
| | | | | # New patients in last month | |
| | | | | # Disenrolling patients in last month | |
| | | | | # Encounters per provider per year | |
| Out of Practice Visits | | | | | |
| Disease Specific Health Outcomes (pg A21) | | | | | |
| Diabetes HgA1c = | | | | | |
| Hypertension B/P = | | | | | |
| LDL <100 = | | | | | |
| Condition Sensitive Hospital Rate | | | | | |
| Emergency Room Visit Rate | | | | | |

B. Know Your People: Create a comprehensive picture of your practice. Who does what? What hours are you open for business? How many and what is the duration of your appointment types? How many exam rooms do you currently have? What is the morale of your staff?

| Current Staff | FTE | Comment/Function | 3rd Next Avail. | 11 Cycle Time | Days of Operation | Hours Open | Do you offer any of the following? <i>Check all that apply.</i> |
|---|-----|------------------|-----------------|--|--|------------|---|
| Enter names below totals <small>Use separate sheet, if needed</small> | | | PE | Non-Urgent | Monday | | <input type="checkbox"/> group visit |
| MDs Total | | | | Range | Tuesday | | <input type="checkbox"/> E-mail |
| | | | | | Wednesday | | <input type="checkbox"/> Web site |
| | | | | | Thursday | | <input type="checkbox"/> RN clinics |
| | | | | | Friday | | <input type="checkbox"/> phone follow-up |
| | | | | | Saturday | | <input type="checkbox"/> phone care management |
| NP/PAs Total | | | | | Sunday | | <input type="checkbox"/> disease registries |
| | | | | | # Exam Rooms | | <input type="checkbox"/> protocols/guidelines |
| | | | | | | | <input type="checkbox"/> _____ |
| | | | | | | | <input type="checkbox"/> _____ |
| | | | | | | | <input type="checkbox"/> _____ |
| RNs Total | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| LPNs Total | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| LNA/MAs Total | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Secretaries Total | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Others: | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| C. Know Your Processes: | | | | | | | |
| | | | | <p>11</p> <p>1. Track cycle time for patients from the time they check in until they leave the office using the Patient Cycle Tool. List ranges of time per provider on this table. (pg. 17,18)</p> | | | |
| | | | | <p>12</p> <p>2. Complete the Core and Supporting Process Assessment Tool to identify improvements. (pg. 19-21)</p> | | | |
| Complete Personal Skills Needs Assessment, pg 8 | | | | | | | |
| | | | | | <p>4 Staff Satisfaction Scores (pg. 8)</p> <p>How stressful is practice? % Not: _____</p> <p>Recommend place to work? % Agree: _____</p> | | |
| | | | | | <p>D. Know Your Patterns:</p> <p>Does every member of the practice meet regularly? How frequently?</p> <p>Margin after costs: _____</p> <p>What are you most proud of?</p> <p>What have you changed successfully?</p> <p>Do the members of the practice regularly review and discuss safety and reliability issues?</p> | | |

Inpatient Care Unit Profile

Aim: Provide an organized method to assist practices in collecting information and data to identify opportunities which can lead to significant improvements which improve patient care and outcomes, and staff work life.

| | | |
|----------------------|--------------------------|------------------------|
| Site Name: | Site Contact: | Date: |
| Unit Manager: | Medical Director: | Nurse Director: |

A. 1 Know Your Patients: Take a close look into your unit, create a "high-level" picture of your PATIENT POPULATION that you serve. Who are they? What resources do they use? How do the patients view the care they receive?

| Est. Age Distribution of Pts: | % |
|-------------------------------|---|
| birth - 10 years | |
| 11-24 years | |
| 25-64 years | |
| 65+ years | |
| % Females | |

| List Your Top 10 Diagnoses/Procedures | |
|---------------------------------------|--|
| | |
| | |
| | |
| | |
| | |

| 2 Patient Satisfaction Scores | % Excellent |
|-------------------------------|-------------|
| | |
| | |
| | |

| Health Outcomes by subpopulation | |
|----------------------------------|--|
| | |
| | |
| | |
| | |
| Mortality rate | |

| List Your Top 10 Admitting Physicians | |
|---------------------------------------|--|
| | |
| | |
| | |
| | |
| | |

| Pt. Population Census: Do these numbers change by season? (Y/N) | # | Y/N |
|---|---|-----|
| Pt. Census by hour | | |
| Pt. Census by day | | |
| Pt. Census by week | | |
| Pt. Census by year | | |
| Readmission rate | | |
| Frequency of "divert" or inability to admit patients | | |

| % of Emergency Patients | |
|-------------------------|--|
| | |

B. Know Your People: Create a comprehensive picture of your unit. Who does what? What hours are you open for business? What are your patient's length of stay (LOS)? How many beds do you currently have?

| Current Staff | FTE | Hours | | | | | | | On-call | Over Time |
|--------------------------|-----|------------------------------|-----|----|----|-----|-----|-----|---------|-----------|
| | | Key: D=Day; E=Even; N=Nights | | | | | | | | |
| Enter names below totals | | Su | Mo | Tu | We | Th | Fr | Sa | | |
| MDs Total | | | | | | | | | | |
| Ex: Blake, Henry | 1 | D-8 | D-8 | X | X | D-8 | E-8 | E-8 | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| RNs Total | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| LPNs Total | | | | | | | | | | |
| | | | | | | | | | | |
| LNA's Total | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Patient Techs Total | | | | | | | | | | |
| | | | | | | | | | | |
| CNS Total | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Residents Total | | | | | | | | | | |
| | | | | | | | | | | |
| Secretaries Total | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Others: | | | | | | | | | | |

5 Complete Personal Skills Needs Assessment, pg 9 "Activity Survey"
C. Know Your Processes:

- 11 1. Create process map of routine processes:
a) Admission to unit
b) Usual care process
c) Discharge process
d) Adverse event process
e) Change of shift process
- 12 2. Complete the Core and Supporting Process Assessment Tool to identify improvements. (pg 19-21)

Do you use any of the following?
Check all that apply.
 Standing orders Guidelines
 Critical pathways

| Operational hours | # Beds |
|-------------------|--------|
| | |

| Patient Type | LOS avg. | Range |
|--------------|----------|-------|
| | | |
| | | |

Supporting diagnostic departments (e.g. respiratory, lab, cardiology)

Connected clinical microsystem (eg. OR, ICU)

| 4 Staff Satisfaction Scores (Pg 8) | % |
|------------------------------------|---|
| How stressful is practice? % Not: | |
| Recommend place to work? % Agree: | |

D. Know Your Patterns

- Does every member of the practice meet regularly as a team? How frequently?
- Margin after costs: _____
- What are you most proud of?
- What have you successfully changed?
- Do the members of the unit regularly review and discuss safety and reliability issues?
- How do the members communicate regularly with "connected" microsystems?

Patient Satisfaction with Access Survey - "Point of Service"

Patients have valuable insight into the quality and process of care we provide. You can choose to measure patient feedback specific to "access" to care - how patients experience getting an appointment by using the *Patient Access Survey* below (see *Appendix page A9* for a tally sheet). This point of service survey can be completed at the time of the visit to give "real time" measurement of satisfaction.

You can also choose to measure the total visit experience using the *Office Practice Patient Viewpoint Survey* on Page 7. There is a tally sheet available in the **Appendix on pages A10-A12**.

Patient Access Survey

1. How would you rate your satisfaction with getting through to the office by phone?

Excellent Very Good Good Fair Poor

2. How would you rate your satisfaction with the length of time you waited to get your appointment today?

Excellent Very Good Good Fair Poor

3. Did you see the clinician, or staff member, that you wanted to see today?

Yes No Did not matter who I saw today

4. How would you rate your satisfaction with the personal manner of the person you saw today (courtesy, respect, sensitivity, friendliness)?

Excellent Very Good Good Fair Poor

5. How would you rate your satisfaction with the time spent with the person you saw today?

Excellent Very Good Good Fair Poor

Comments:

2 Office Practice Patient Viewpoint Survey

Today's Office Visit

Here are some questions about the visit you just made to this office. We would like to know how you would rate each of the following?

| | Excellent | Very Good | Good | Fair | Poor |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. How long you waited to get an appointment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Convenience of the location of the office? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Getting through to the office by phone? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Length of time waiting at the office? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Time spent with the person you saw? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Explanation of what was done for you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The technical skills (thoroughness, carefulness, competence) of the person you saw? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The personal manner (courtesy, respect, sensitivity, friendliness) of the person you saw? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. How would you rate your Clinician's sensitivity to your special needs or concerns? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. How would you rate your satisfaction with getting the help that you needed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. How do you feel about the quality of the visit overall? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

General Questions

Here are some general questions about your satisfaction with this practice.

12. If you could go anywhere to get health care, would you choose this office practice or would you prefer to go someplace else?
- Would choose this practice Might prefer someplace else Not sure
13. "I am delighted with everything about this practice because my expectations for service and quality of care are exceeded."
- Agree Disagree Not sure
14. In the last 12 months, how many times have you gone to the emergency room for your care?
- None One Time Two times Three or more times
15. In the last 12 months, was it always easy to get a referral to a specialist when you felt like you needed one?
- Yes No Does not apply to me
16. In the last 12 months, how often did you have to see someone else when you wanted to see your personal doctor or nurse?
- Never Sometimes Frequently
17. Are you able to get to your appointments when you choose?
- Never Sometimes Always
18. Is there anything our practice can do to improve the care and services for you?
- No, I'm satisfied with everything
- Yes, **some things** can be improved: *(please specify)* _____
- Yes, **lots of things** can be improved: *(please specify)* _____
19. Did you have any good or bad surprises while receiving your care?
- Good Bad No Surprises
- Please Describe: _____

About You

20. In general, how would you rate your overall health?
- Excellent Very good Good Fair Poor
21. What is your age?
- Under 25 years 25 - 44 years 45 - 64 years 65 years or older
22. Are you male or female?
- Male Female

3

Obtaining deeper information about your patients can be difficult. One method is to use the **HowYourHealth** website www.howsyourhealth.org. A beginning step would be to have all the practice staff complete the survey to gain insight into the process for patients and for the practice to see how aggregate data about a group can help develop plans of care.

www.howsyourhealth.org: Go to www.howsyourhealth.org for more information. On the front page, choose, "For Health Professionals". This will tell you about the features of this program and how to customize it for your setting.

Getting Good Medical Care and Improving Your Health. . .

Lots you are supposed to do!



Our Proven WEB SITE will help you!

www.howsyourhealth.org

- What matters to you: fun, easy, brief, for ages 9-99
- Instant, personalized information
- Completely confidential with no advertising
- Gets you and your doctor on the same page
- And Much More !!

. . . May Seem Confusing



Lots of information!

How do you use the web site?

Go to www.howsyourhealth.org. On the front page, choose "For Health Professionals" to get information on the features of the program and how to customize it for your setting.



4

Creating a joyful work environment starts with a basic understanding of staff perceptions of the practice. Each staff member should complete this survey. Provide a box for staff to drop completed surveys into. (See page A13 for Tally Sheet)

Clinical Microsystem Staff Survey

Choose only one response for items 1 - 8.

1. I am treated with respect every day by everyone that works in this practice/unit.

- Strongly agree Agree Disagree Strongly Disagree

2. I am given everything I need — tools, equipment, and encouragement — to make my work meaningful to my life.

- Strongly agree Agree Disagree Strongly Disagree

3. When I do good work, someone in my practice/unit notices that I did it.

- Strongly agree Agree Disagree Strongly Disagree

4. How stressful would you say it is to work in this practice/unit?

- Very stressful Somewhat stressful A little stressful Not stressful

5. How easy is it to ask anyone a question about the way we care for patients?

- Very easy Easy Difficult Very difficult

6. How would you rate other people's attitudes about working here, or their morale?

- Excellent Very Good Good Fair Poor

7. This practice/unit is a better place to work now than it was 12 months ago.

- Strongly agree Agree Disagree Strongly Disagree

8. I would recommend this office practice/unit as a great place to work.

- Strongly agree Agree Disagree Strongly Disagree

9. What would make this practice/unit **much better for patients**?

10. What would make this practice/unit **much better for those who work here**?

5 Microsystem Resources - Personal Skills Needs Assessment

Development of each member in the practice is key to success. The Personal Skills Assessment tool can help determine education and training needs of each staff member. Each member completes an individual survey and then discusses the action plan with leadership and other staff. A plan is developed to help members achieve goals and be the best they can be.

Personal Skills Needs Assessment Skill Needs Assessment Tool

Name: _____

Unit: _____

Role: _____

Date: _____

| Technical Skills: | Work | Home | Want to Learn | Never Use | | | Occasionally | | | | Frequently | | |
|--|--------------------------|--------------------------|--------------------------|-----------|---|---|--------------|---|---|---|------------|---|----|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <i>Please rate the following on where and how often you use them</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| CIS* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| E-mail | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Central Dictation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Digital Dictation Link | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| PDA (i.e. Palm Pilot) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Word Processing (e.g. Word) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Spreadsheet (e.g. Excel) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Presentation (e.g. Power Point) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Database (e.g. Access or File Maker Pro) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Patient database/statistics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Internet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Printer access | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Fax | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Copier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Telephone system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Voice Mail | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Clinical Information Systems: | Want to Learn | Never Use | | | Occasionally | | | | Frequently | | | |
|--|--------------------------|-----------|---|---|--------------|---|---|---|------------|---|----|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| <i>What features and functions do you use?</i> | | | | | | | | | | | | |
| Provider Schedule | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Patient Demographics | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Lab Results | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Pathology | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Problem List | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Review Reports/Notes | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Documentation | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Direct Entry | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Note Templates | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Medication Lists | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Medication Ordering | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Action Taken on Surgical Pathology | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

*NOTE: CIS (clinical information systems) refers to hospital or clinic-based computers used for such functions as checking in patients, electronic medical records, accessing lab and x-ray information, etc. Customize your list of CIS features to determine skills needed by various staff members to optimize their roles.

5 Microsystem Resources - Personal Skills Needs Assessment - Page 2

Development of each member in the practice is key to success. The Personal Skills Assessment tool can help determine education and training needs of each staff member. Each member completes an individual survey and then discusses the action plan with leadership and other staff. A plan is developed to help members achieve goals and be the best they can be.

Personal Skills Needs Assessment Skill Needs Assessment Tool

| Meeting & Interpersonal Skills: | Want to Learn | Never Use | | | Occasionally | | | | Frequently | | |
|--|--------------------------|-----------|---|---|--------------|---|---|---|------------|---|----|
| <i>What skills do you currently use?</i> | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Agendas | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Role assignments during meetings | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Brainstorming | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Multi-voting | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Open and effective communication | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Feedback - provide and receive | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Managing conflict | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Improvement Skills and Knowledge: | Want to Learn | Never Use | | | Occasionally | | | | Frequently | | |
|---|--------------------------|-----------|---|---|--------------|---|---|---|------------|---|----|
| <i>What improvement tools do you currently use?</i> | <input type="checkbox"/> | | | | | | | | | | |
| Flowcharts/Process mapping | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Trend charts | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Control charts | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Plan/Do/Study/Act (PDSA) improvement model | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Aim Statements | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Fishbones | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Measurement Feedback | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Patient Surveys | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Staff Surveys | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Other Needs:

6 Activity Survey Sheets: What do you spend YOUR time doing? What is your best estimation of how much time you spend doing it? Each person in the practice fills out the activity survey which is a listing of the activities they perform and the amount of time they think they spend doing them.

A second option is for each member to make a list of activities performed over the course of a week. Once one of these options is completed, the group can discuss which activities are or are not appropriate for the individual's level of education, training, licensure and more appropriately match function and role. **Transfer the activities from the Activity Survey Sheets to the Activity Occurrence Sheet on Page 12. See Page A3-A8 for blank surveys.**

Example

| Position: MD | |
|--|-------------|
| Activity | % of Time |
| Activity: <u>See Patients in Clinic</u> Specific Items Involved: • Review chart history • Assess/diagnose patient • Determine treatment plan | 39% |
| Activity: <u>See Patients in Hospital</u> | 2% |
| Activity: <u>See Patients in Nursing Home</u> | 2% |
| Activity: <u>Dictate/Document Patient Encounter</u> Specific Items Involved: • Dictate encounter • Review transcriptions and sign off | 25% |
| Activity: <u>Write Prescriptions</u> | 5% |
| Activity: <u>Complete Forms</u> Specific Items Involved: • Referrals • Camp/school physicals | 5% |
| Activity: <u>Follow up Phone Calls</u> Specific Items Involved: • Answer patient messages and requests | 10% |
| Activity: <u>Evaluate Test Results</u> Specific Items Involved: • Review results and determine next actions | 5% |
| Activity: <u>Manage Charts</u> | 5% |
| Activity: <u>Miscellaneous</u> Specific Items Involved: • CME; attend seminars; attend weekly meetings | 2% |
| Total | 100% |

Example

| Position: RN | |
|---|-------------|
| Activity | % of Time |
| Activity: <u>Triage Patient Issues/Concerns</u> Specific Items Involved: • Phone • Face to Face | 15% |
| Activity: <u>Patient Education</u> Specific Items Involved: | 3% |
| Activity: <u>Direct Patient Care</u> Specific Items Involved: • See patients in clinic • Injections • Assist Provider with patients | 30% |
| Activity: <u>Follow up Phone Calls</u> Specific Items Involved: • | 22% |
| Activity: <u>Review and Notify Patients of Lab Results</u> Specific Items Involved: • Normal with follow-up • Drug adjustments | 5% |
| Activity: <u>Complete Forms</u> Specific Items Involved: • Referrals • Camp/School Physicals | 20% |
| Activity: <u>Call in Prescriptions</u> Specific Items Involved: | 5% |
| Activity: <u>Miscellaneous</u> Specific Items Involved: | |
| Total | 100% |

7 Activity Occurrence Example

Role: RN

Date:

Day of Week: Monday

| Visit Activities | AM | PM | Total |
|---|-----------|-----------|------------|
| Triage Patient Concerns | | | 6 |
| Patient Education | | | 15 |
| Direct Patient Care | | | 50 |
| | | | |
| | | | |
| | | | |
| | | | |
| Non-Visit Activities | | | |
| Follow up Phone Calls | | | 22 |
| Review and Notify Patients of Lab Results | | | 23 |
| Complete Forms | | | 37 |
| Call in Prescriptions | | | 18 |
| Miscellaneous: | | | |
| | | | |
| | | | |
| Total | 88 | 83 | 111 |

7 Activity Occurrence Tracking: *The next step? Insert the activities from the Activity Survey Here. See Example, Pg. 11*

Activities are combined by role from the data collected in Step 6. This creates a master list of activities by role. Fill in **THE NUMBER OF TIMES PER SESSION (AM AND PM) THAT YOU PERFORM THE ACTIVITY**. Make a mark by the activity each time it happens, per session. Use one sheet for each day of the week. Once the frequency of activities is collected, the practice should review the volumes and variations by session, day of week, and month of year. This evaluation increases knowledge of predictable variation and supports the practice to more closely match resources based on demand.

| Role: | Date: | Day of Week: | |
|-----------------------------|-----------|--------------|--------------|
| Visit Activities | AM | PM | Total |
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| Non-Visit Activities | | | |
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| Total | | | |

8 Demand Tracking Log via Telephone

This tracking log will assist you in understanding the practice phone call volume and why patients are calling. Put a tally mark each time one of the phone calls is for one of the listed categories. Total the calls for the day, and then total for the week for each category. Note which days are "high volume" days and sessions which are high volume. Monday, Tuesday and Friday are typical high volume days in office practice. **See page 16 for an example.**

| Week of: _____ | Appointment for Today | | Appointment for Tomorrow | | Appointment for Future | | Test Results | | Nurse Care | | Prescription Refill | | Referral Information | | Need Information | | Message for Provider | | Talk with Provider | | Other | | TOTAL |
|-----------------------------|-----------------------|----|--------------------------|----|------------------------|----|--------------|----|------------|----|---------------------|----|----------------------|----|------------------|----|----------------------|----|--------------------|----|-------|----|-------|
| | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | |
| Monday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Saturday/ Sunday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Weekly Total | | | | | | | | | | | | | | | | | | | | | | | |

9 Appointment Demand Tracking Log - Specialty Demand (Primary Care Version)

This tracking log will assist you in understanding the practice demand for appointments. Demand for appointments can originate from many sources. Put a tally mark in one of the listed categories each time the event occurs. Total the demand for the day, and then total for the week for each category. Note which days are "high volume" days and sessions which are high volume. Monday, Tuesday and Friday are typical high volume days in office practice.

| Week of: _____ | Calls to Admin. for Appointment | | E-mail to MD for Appointment | | Inpatient Consults | | Ad lib MD Call Consults | | Ad lib MD Consult for Appointment | | Letters for Appointment | | Voice Mail | | Other | | Other | | TOTAL |
|-----------------------------|---------------------------------|----|------------------------------|----|--------------------|----|-------------------------|----|-----------------------------------|----|-------------------------|----|------------|----|-------|----|-------|----|-------|
| | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | |
| Monday | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | |
| Saturday/ Sunday | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | |
| Weekly Total | | | | | | | | | | | | | | | | | | | |

10 Nurse Triage Demand Tracking Log

This tracking log will assist you in understanding the nurse triage phone call volume, why patients are calling, and what actions the RNs are taking. These data can help identify opportunities to change processes and roles to support the RN to function in roles to support patient care. Put a tally mark each time one of the phone calls is for one of the listed categories. Total the calls for the day, and then total for the week for each category. Note which days are "high volume" days and sessions which are high volume. Monday, Tuesday and Friday are typical high volume days in office practice. **See page 16 for an example.**

| Week of: | Phone Advice | | Need to Check with Provider for Advice | | Message for Provider | | Appointment for Today | | Appointment for Tomorrow | | Appointment for Future | | Test Results | | Prescription Refill | | Referral Information | | Other | | Other | | TOTAL |
|-----------------------------|--------------|----|--|----|----------------------|----|-----------------------|----|--------------------------|----|------------------------|----|--------------|----|---------------------|----|----------------------|----|-------|----|-------|----|-------|
| | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | |
| Monday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Saturday/ Sunday | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | | | | | | |
| Weekly Total | | | | | | | | | | | | | | | | | | | | | | | |

8 9 10 Telephone Tracking Log Example - Use this example as a guide for filling in the Demand Tracking Log via Telephone, Nurse Triage Telephone Tracking and Specialty Demand logs

This tracking log will assist you in understanding the practice phone call volume and why patients are calling. Put a tally mark each time one of the phone calls is for one of the listed categories. Total the calls for the day, and then total for the week for each category. Note which days are "high volume" days and sessions which are high volume. Monday, Tuesday and Friday are typical high volume days in office practice. The "circled" data indicate volumes to review and further evaluate.

| Week of: 2/5/01 | Appointment for Today | | Appointment for Tomorrow | | Appointment for Future | | Test Results | | Nurse Care | | Prescription Refill | | Referral Information | | Need Information | | Message for Provider | | Talk with Provider | | Other | | TOTAL | |
|-----------------------------|-----------------------|------------|--------------------------|------------|------------------------|-------------------|-------------------|------------|------------|------------|---------------------|-------------------|----------------------|------------|------------------|------------|----------------------|------------|--------------------|------------|------------|------------|------------|--|
| | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | AM | PM | | |
| Monday | /// /// | /// /// | /// /// | /// /// | /// /// /// | /// /// /// | /// /// /// | /// /// | /// /// | /// /// | /// /// | /// /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | |
| Total | 10 | 9 | 10 | 4 | 15 | 12 | 10 | 7 | 10 | 5 | 7 | 5 | 5 | | 5 | 2 | 6 | 5 | 10 | 6 | 10 | 5 | 158 | |
| Tuesday | /// / | /// /// | /// /// | /// /// | /// /// / | /// /// | /// / | / | /// /// | /// /// | /// /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | |
| Total | 6 | 8 | 10 | 4 | 11 | 10 | 5 | 1 | 10 | 7 | 8 | 5 | 4 | | 5 | 4 | 5 | 1 | 10 | 8 | 7 | 5 | 134 | |
| Wednesday | /// | /// | /// / | /// /// | /// /// | /// /// | /// | | /// /// | /// /// | /// /// | /// /// | /// /// | /// / | /// /// | | /// / | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | |
| Total | 3 | 3 | 6 | 7 | 5 | 5 | 3 | | 5 | 2 | 5 | 2 | 5 | 1 | 5 | | 6 | 5 | 5 | 5 | 9 | 5 | 92 | |
| Thursday | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// / | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// / | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | |
| Total | 8 | 9 | 13 | 18 | 8 | 5 | 6 | 5 | 10 | 6 | 5 | 5 | 5 | 5 | 5 | 1 | 5 | 3 | 10 | 7 | 5 | 5 | 149 | |
| Friday | /// /// | /// /// | /// /// | | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// /// | /// / | /// /// | /// /// | /// /// | /// / | /// /// | /// /// | /// /// | /// /// | |
| Total | 10 | 15 | 9 | | 10 | 10 | 11 | 10 | 10 | 9 | 12 | 10 | 5 | 2 | 6 | 5 | 7 | 5 | 6 | 5 | 10 | 8 | 175 | |
| Saturday/ Sunday | /// | | | | /// | | /// | | /// /// | /// /// | /// /// | | | | /// /// | | /// /// | | /// /// | | / | | | |
| Total | 4 | | | | 3 | | 2 | | 5 | 3 | 2 | | | | 2 | | 3 | | 5 | | 1 | | 30 | |
| Week Total | 41 | 44 | 48 | 33 | 52 | 42 | 37 | 23 | 50 | 32 | 39 | 27 | 24 | 8 | 28 | 12 | 32 | 19 | 46 | 31 | 42 | 28 | 738 | |

Patient Cycle Tool

One key measure of clinical microsystem efficiency is the patient cycle time. It is important to understand that cycle time is a result of systems, processes and individual style. This is defined as the time a patient enters the practice until they leave. The Patient Cycle Tool can be administered in several ways: a) Patients can carry the clipboard through their visit and note the times, b) Staff can write the times as the patient travels through the practice, c) Patients can be "shadowed" by a person to document the times. There is space to write comments in along the way.

Instructions: Please fill in the time at each point during your visit.

Date: _____

Scheduled appointment time: _____

Provider you are seeing today: _____

Time

1. Time you checked in (e.g. 1:53 pm)

2. Time you sat in the waiting room (e.g. 2:03 pm)

3. Time staff came to get you (e.g. 2:12 pm)

4. Time staff member left you in exam room(e.g. 2:17 pm)

5. Time provider came in room (e.g. 2:32 pm)

6. Time provider left the room (e.g. 2:47 pm)

7. Time you left the exam room (e.g. 2:50 pm)

8. Time you arrived at check out (e.g. 2:51 pm)

9. Time you left practice (e.g. 2:55 pm)

COMMENTS:

Patient Cycle Tool - Academic Example

We are constantly trying to improve the care we deliver. We are currently trying to improve the process of care when you come for an appointment. We are interested in having detailed time information of your visit. To obtain the information we need, we have an appointment time tracking sheet for you to complete during your visit.
 Thank you very much for assisting us with this improvement activity.

Instructions: Please fill in the time at each point during your visit

Type of Visit: _____

Date: _____

Scheduled appointment time: _____

Provider you are seeing today: _____

Time

1. Time you checked in (e.g. 1:53 pm)

2. Time you sat in the waiting room (e.g. 2:03 pm)

3. Time staff came to get you (e.g. 2:12 pm)

4. Time staff member left you in exam room(e.g. 2:17 pm)

5. Time provider came in room (e.g. 2:32 pm)

6. Time provider left the room (e.g. 2:47 pm) If the provider left the room more than once, please note the times:

1

2

3

Time Left

Time Returned

7. Time you left the exam room (e.g. 2:50 pm)

8. Time you arrived at check out (e.g. 2:51 pm)

9. Time you left practice (e.g. 2:55 pm)

COMMENTS:

12 Know Your Processes- Practice Core and Supporting Processes Assessment: Ask each member of the staff to rate the core and supporting processes using this worksheet. Based on these findings, staff members choose what to work on improving. Rate each process by putting a tic mark under the heading which most closely matches your understanding of the process. Also mark if the process is a source of patient complaints. (See Appendix, page A14-A16 for the Pareto worksheet and example to help you analyze the data.)

Steps for Improvement: Each of the processes below should be flowcharted in their current state. Explore improvements for each process based on the outcomes of the assessment tool. Once you have flowcharted the current state of your processes and determined your change ideas use the PDSA Cycle Worksheet on page 26 to run tests of change and to measure. The collection of flowcharts will create your Practice Playbook (see page 29).

| Processes | Works Well | Not a Problem | Small Problem | Real Problem | Totally Broken | Cannot Rate | We're Working On It | Source of Patient Complaint |
|--|------------|---------------|---------------|--------------|----------------|-------------|---------------------|-----------------------------|
| Answering phones | | | | | | | | |
| Appointment system | | | | | | | | |
| Messaging | | | | | | | | |
| Scheduling procedures | | | | | | | | |
| Reporting diagnostic test results | | | | | | | | |
| Prescription renewals | | | | | | | | |
| Making referrals | | | | | | | | |
| Pre-authorization for services | | | | | | | | |
| Billing/Coding | | | | | | | | |
| Phone advice | | | | | | | | |
| Assignment of patients to your practice | | | | | | | | |
| Orientation of patients to your practice | | | | | | | | |
| New patient work ups | | | | | | | | |
| Education for patients/families | | | | | | | | |
| Prevention assessment/activities | | | | | | | | |
| Chronic disease management | | | | | | | | |

Know Your Processes- Practice Core and Supporting Processes Assessment: Ask each member of the staff to rate the core and supporting processes using this worksheet. Based on these findings, staff members choose what to work on improving. Rate each process by putting a tic mark under the heading which most closely matches your understanding of the process. Also mark if the process is a source of patient complaints. (See Appendix, page A14-A16 for the Pareto worksheet and example to help you analyze the data.)

Steps for Improvement: Each of the processes below should be flowcharted in their current state. Explore improvements for each process based on the outcomes of the assessment tool. Once you have flowcharted the current state of your processes and determined your change ideas use the PDSA Cycle Worksheet on page 26 to run tests of change and to measure. The collection of flowcharts will create your Practice Playbook (see page 29).

| Processes | Works Well | Not a Problem | Small Problem | Real Problem | Totally Broken | Cannot Rate | We're Working On It | Source of Patient Complaint |
|--|------------|---------------|---------------|--------------|----------------|-------------|---------------------|-----------------------------|
| Answering phones | | | | | | | ✓ | |
| Appointment system | | ✓ | | | | | | |
| Messaging | | | | ✓ | | | | ✓ |
| Scheduling procedures | | | | | | | | |
| Reporting diagnostic test results | | | ✓ | | | | | |
| Prescription renewals | | | | | ✓ | | | ✓ |
| Making referrals | ✓ | | | | | | | |
| Pre-authorization for services | | ✓ | | | | | | |
| Billing/Coding | | | ✓ | | | | | |
| Phone advice | | ✓ | | | | | | |
| Assignment of patients to your practice | | | | ✓ | | | | |
| Orientation of patients to your practice | | ✓ | | | | | | |
| New patient work ups | | ✓ | | | | | | |
| Education for patients/families | | | | ✓ | | | | |
| Prevention assessment/activities | | | ✓ | | | | | |
| Chronic disease management | | ✓ | | | | | | |

Practice Core and Supporting Processes Assessment Tally Sheet. Tally the total responses to each category and enter the number under the appropriate heading. Use the Pareto Diagram Worksheet to create a data display of your results (Appendix, Page A16)

| Processes | Works Well | Not a Problem | Small Problem | Real Problem | Totally Broken | Cannot Rate | We're Working On It | Source of Patient Complaint |
|-----------|------------|---------------|---------------|--------------|----------------|-------------|---------------------|-----------------------------|
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Unplanned Activity Tracking Card

13

The Unplanned Activity Tracking Card assists the staff in identifying waits and delays in the process of providing smooth and uninterrupted patient care. Each provider carries the card during a patient session and documents when and why patient care is delayed or interrupted. Put a "tic" mark for each incident of unplanned activity, or Indirect Patient Care "Pulls". This collection tool can be adapted for any role in the practice to discover interruptions in work flow. Circles in the example indicate processes to further evaluate for possible improvements.

| Unplanned Activity Tracking | | |
|--|-------------|--|
| Provider Name: _____ | Date: _____ | |
| _____ | Time: _____ | |
| Place a "tic" mark for each incident of an unplanned activity. | Total | |
| • Phone Interruptions | | |
| • Support Staff Interruptions | | |
| • RN Interruptions | | |
| • Provider Interruptions | | |
| • Hospital Admissions | | |
| • Patient Phone Calls | | |
| • Pager | | |
| • Missing Equipment/Supplies | | |
| • Missing Chart: SD Patient | | |
| • Missing Chart: Scheduled Pt. | | |
| • Missing Test Results | | |
| • _____ | | |

| Unplanned Activity Tracking | | |
|--|-----------------------------------|------|
| Provider Name: _____ | Date: <u>2/12/01</u> | |
| Dr. Pierce | Time: <u>8:30 - 12:00</u> | |
| Place a "tic" mark for each incident of an unplanned activity. | Total | |
| • Phone Interruptions | /// /// | (8) |
| • Support Staff Interruptions | /// /// /// | (13) |
| • RN Interruptions | /// / | 6 |
| • Provider Interruptions | /// | 3 |
| • Hospital Admissions | / | 1 |
| • Patient Phone Calls | // | 2 |
| • Pager | /// / | (6) |
| • Missing Equipment/Supplies | /// | (5) |
| • Missing Chart: SD Patient | /// // | (7) |
| • Missing Chart: Scheduled Pt. | //// | 4 |
| • Missing Test Results | | |
| • _____ | | |

14 "Through the Eyes of Your Patients"

Gain insight into how your patients experience your practice. One simple way to understand both patient flow and patient experience through a practice is to experience the care through the eyes of a patient. Members of your staff should do a "walk through" of your practice. Try to make this experience as real as possible, this form can be used to document the experience.

You can also "Narrate the Walk" by making an audio or videotape to capture your comments and observations about the walk.

Tips for making the "walk through" most productive:

1. Determine with your staff where the starting point and ending points should be, taking into consideration issues of appointment making, the actual office visit process, follow-up, and other issues you may suspect are problems.
2. Two members of the staff should do the walk through together if at all possible, with each playing a role: patient and partner or parent and child.
3. Set aside a reasonable amount of time to do this. Consider the usual amount of time patients spend in your clinic.
4. Make it real. Have a real appointment with a real clinician. Include time with lab tests and arranging for reports to be available. Sit where the patients sit. Wear what patients wear. Make a realistic paper trail of chart, lab reports, referrals, payment arrangements, etc.
5. During the walk through, note both positive and negative experiences, as well as any surprises. What was frustrating? What was gratifying? What was confusing? Again, an audio or video tape can be helpful.
6. Debrief your staff on what you did and what you learned.

Date: _____ Staff Members: _____

Walk Through Begins When: _____ Ends When: _____

| Positives | Negatives | Surprises | Frustrating/Confusing | Gratifying |
|-----------|-----------|-----------|-----------------------|------------|
| | | | | |

15 Strategizing Office Improvements Using Patient, People and Process Knowledge

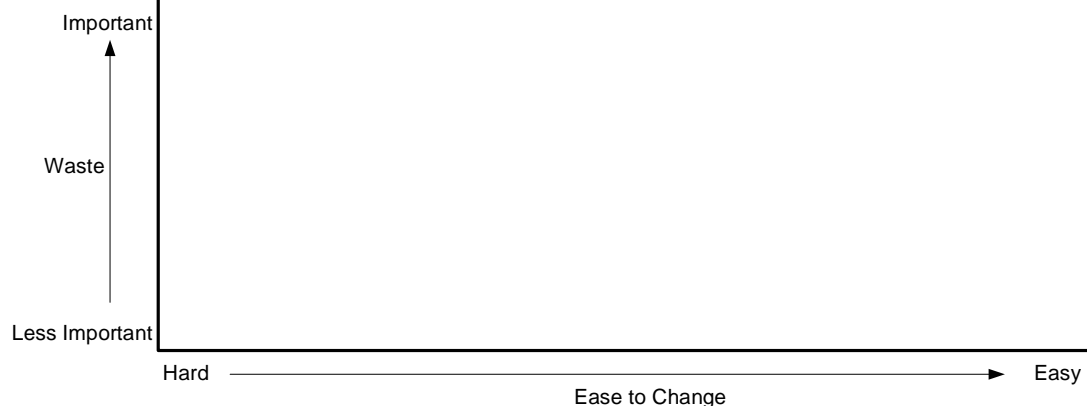
You have collected data about your patients, your practice and the processes of patient care. This worksheet will help you put all your new information together to analyze your practice to identify opportunities for improvements and then plan PDSA cycles to test your new changes. (See Page 25 for example)

Step #1: Collect practice data using this workbook to identify strengths and improvement opportunities
Step #2: Insert improvement opportunities into the following table
Step #3: Identify specific causes linked to improvement opportunities

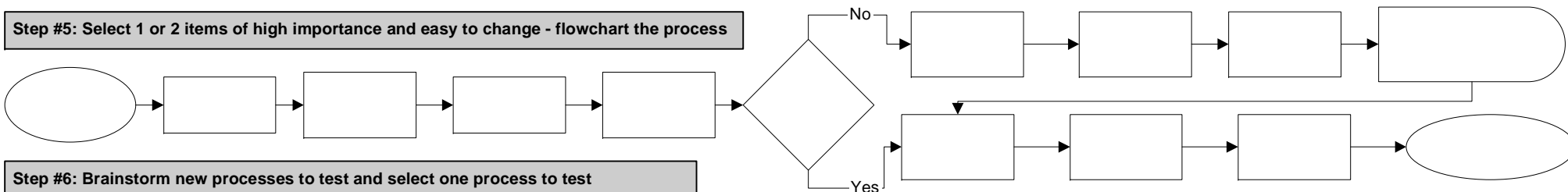
| Patient Improvements (Satisfaction, Walk Through) | Specific Cause | Provider Improvements (Unplanned Activity Cards) | Specific Cause | People Improvements (Activity Survey Sheets) | Specific Cause | Process Improvements (Cycle Time, Process Assessment) | Specific Cause |
|--|----------------|---|----------------|---|----------------|--|----------------|
| 1. _____ | _____ | 5. _____ | _____ | 9. _____ | _____ | 13. _____ | _____ |
| 2. _____ | _____ | 6. _____ | _____ | 10. _____ | _____ | 14. _____ | _____ |
| 3. _____ | _____ | 7. _____ | _____ | 11. _____ | _____ | 15. _____ | _____ |
| 4. _____ | _____ | 8. _____ | _____ | 12. _____ | _____ | 16. _____ | _____ |

Step #4: From the above, Identify importance of waste and ease to change

Using this graph, plot each of the above waste/delays by number. Consider where the waste/delay falls on the continuum of waste and the ease to change. Those numbers that fall in the upper right hand quadrant will be the important waste issues and the easiest to change. Start with these first as you roll out PDSA cycles.



Step #5: Select 1 or 2 items of high importance and easy to change - flowchart the process



Step #6: Brainstorm new processes to test and select one process to test



Step #7: Once tested, Implement new way and integrate into Practice Schedule

Symbol Key:

- Process beginning or end
- Decision points
- Process flow direction
- Activity step
- Waits and delays
- Connector (e.g. off page)

15 Example Strategizing Office Improvements Using Patient, Provider, and Process Knowledge

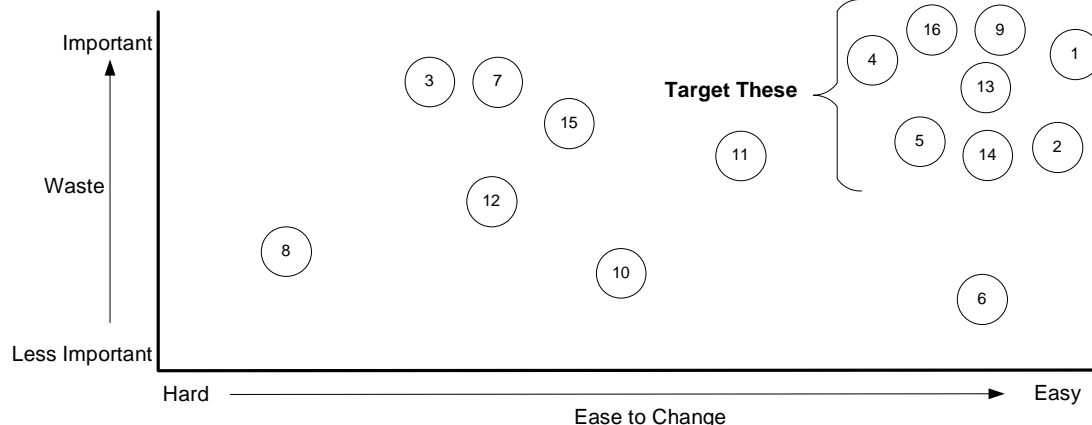
You have collected data about your patients, your people and the processes of patient care. This worksheet will help you put all your new information together to analyze your practice to identify opportunities for improvements and then plan PDSA cycles to test your new changes.

- Step #1: Collect practice data using this workbook to identify strengths and improvement opportunities**
- Step #2: Insert improvement opportunities into the following table**
- Step #3: Identify specific causes linked to improvement opportunities**

| Patient Improvements (Satisfaction, Walk Through) | Specific Cause | Provider Improvements (Unplanned Activity Cards) | Specific Cause | People Improvements (Activity Survey Sheets) | Specific Cause | Process Improvements (Cycle Time, Process Assessment Tool) | Specific Cause |
|--|-----------------------------------|---|-------------------------|---|----------------------------------|---|--|
| 1. Staff Variation in office/phone procedure | Staff not trained | 5. Waiting for supplies | Room not stocked | 9. Data Management | EMR, Staff Compliance with Input | 13. Long check-in time | Receptionist answers phone and registering |
| 2. No scheduled time for staff communication | No staff meetings to discuss pts. | 6. Missing forms | Not stocked/anticipated | 10. Staff have fixed roles | No cross training | 14. Messaging | Everyone takes messages differently |
| 3. Exam rooms dirty | No one assigned to cleaning | 7. Phone Interruptions | Necessary/Unnecessary | 11. Staff Communication | No tools/process/meeting | 15. Test Reporting | Long process |
| 4. Poor pt. education about processes | No time for education | 8. Too much e-mail | Communication vs. info | 12. Interpretation of Info | Human variation | 16. Rooming patients varies | No standardization |

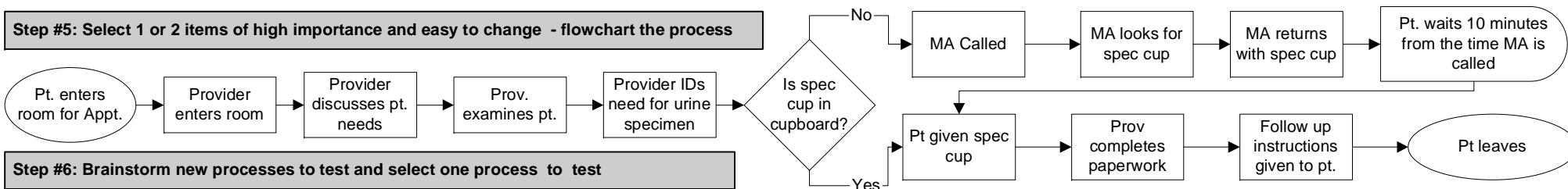
Step #4: From the above, Identify importance of waste and ease to change

Using this graph, plot each of the above waste/delays by number. Consider where the waste/delay falls on the continuum of importance of waste and the ease to change. Those numbers that fall in the upper right hand quadrant will be the important waste issues and the easiest to change. Start with these first as you roll out PDSA cycles.



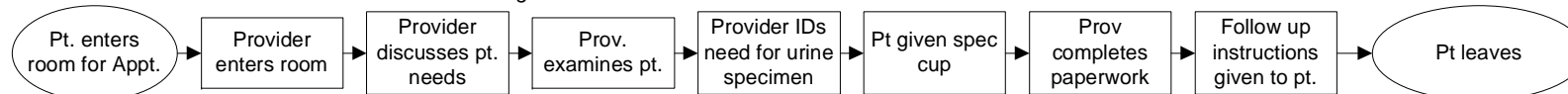
****** Upon review of Step #4, we decide to flow chart #5, "Waiting for Supplies". See steps 5 and 6.

Step #5: Select 1 or 2 items of high importance and easy to change - flowchart the process



Step #6: Brainstorm new processes to test and select one process to test

Standardized exam rooms with scheduled re-stocking



Step #7: Once tested, implement new way and integrate into Practice Schedule



Total Analysis: Variation and Mismatch Review “Putting It All Together”

Step back and look at all the data and information

Things to look for:

- Are the right services being provided for patients?
- What new services could patients benefit from?
- Are the hours of the practice meeting patient needs?
- Are the right people doing the right things?
- Are there new roles needed to better meet patients needs?
- Does technology help each role?
- Where do you see variation?
- What processes can be eliminated?
- Can you identify peaks and flows in the work flow that can be smoothed out?

Explore the Mismatch:

- Mismatch between role and activity
- State/Professional guidelines and current role
- Mismatch between activity and patient need
- Mismatch between volume of resources and demand on certain days/hours
- Mismatch between resources and demand by season

Review the “4P's” data and information. Use the blank form on page 27 to fill in your own information to help discover opportunities to redesign & improve patient care. The example on page 28 focuses on Matching Home Health Aide Capacity to Demand. Data and information about the patients, people, and processes help raise questions to discover improved processes & new delivery models.

New Process: Based upon your findings, what are you going to improve? What PDSA (Plan-Do-Study-Act) cycles can you run to test your ideas? Using the PDSA Worksheet as a guide, plan your practice tests of change. Remember you can not fill out the "Study" and "Act" until you have conducted the test!

| Cycle for Learning and Improvement | |
|--|--|
| <p>Objective/Aim:</p> <p>Plan:</p> <p>Plan for change or test: who, what, when, where</p> <p>Plan for collection of data: who, what, when, where</p> | |
| <p>Do: Carry out the change or test; collect data and begin analysis.</p> | |
| <p>Study: Once you are implementing the change, do a complete analysis of data; summarize what was learned upon completion.</p> | |
| <p>Act: Are we ready to make a change? Do we need to make modifications? What is the next change cycle?</p> | |

16 “Putting It All Together” - EXAMPLE

Review the “4P’s” data and information. Fill in the table below to help discover opportunities to redesign & improve patient care. This example focuses on matching Home Health Aide Capacity to Demand & help to raise questions to discover improved processes & new delivery models.

| DEMAND | CAPACITY | Matching questions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------------|----------------------|----------------------|---------------------|-----------|---------------|---------------------|--------------|--|---|-------------|--|----|------------|--|--|----------------|----------------|------------------|------|----------|--|-------|----------|--|-----|----------|--|-----------------|--|--|----------------|--|--|---------------|--|--|-------|---------------------|-----|-------|---------------------|-----|-------|---------------------|-----|----|--|--|---|--|--|----|--|--|--|
| <p>350 Active Patients (avg. age 62, 68% female)</p> <ul style="list-style-type: none"> ○ 27% circulatory problems ○ 33% wounds (62% surgical, 27% pressure) ○ 9% endocrine ○ 21% ADL limitations /received PT <p>28% Received HHA Services (type from PPOC?) (roughly 98 patients – 66 female, 32 male)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"># patients</th> <th style="text-align: center;">LOS</th> <th style="text-align: center;">HHA hours on average</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">47</td> <td style="text-align: center;">≤ 30 days</td> <td></td> </tr> <tr> <td style="text-align: center;">32</td> <td style="text-align: center;">30 – 60 days</td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">61-120 days</td> <td></td> </tr> <tr> <td style="text-align: center;">14</td> <td style="text-align: center;">> 120 days</td> <td></td> </tr> </tbody> </table> <p>64% African American, 28% Hispanic</p> <ul style="list-style-type: none"> ○ 79% english language, 19% Spanish <p>68% hospital d/c (Jamaica, Brookdale) and to where?</p> <p>33% Medicare FFS, 48% Medicaid FFS</p> | # patients | LOS | HHA hours on average | 47 | ≤ 30 days | | 32 | 30 – 60 days | | 5 | 61-120 days | | 14 | > 120 days | | <p>69 HHA Assigned to Team. X% are female</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Hours per Week</th> <th style="text-align: center;">% HHAs working</th> <th style="text-align: center;">Avg. # cases/HHA</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0-20</td> <td style="text-align: center;">36% (25)</td> <td></td> </tr> <tr> <td style="text-align: center;">21-40</td> <td style="text-align: center;">39% (27)</td> <td></td> </tr> <tr> <td style="text-align: center;">41+</td> <td style="text-align: center;">25% (17)</td> <td></td> </tr> </tbody> </table> <p>HHA Knowledge of ADL self management, circulatory problems, wounds</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Primary (1) 78%</th> <th colspan="3" style="text-align: center;">Back Up (1) 8%</th> <th colspan="3" style="text-align: center;">Other (5) 14%</th> </tr> <tr> <th style="text-align: center;">Cases</th> <th style="text-align: center;">Hours (Short, long)</th> <th style="text-align: center;">LOS</th> <th style="text-align: center;">Cases</th> <th style="text-align: center;">Hours (Short, long)</th> <th style="text-align: center;">LOS</th> <th style="text-align: center;">Cases</th> <th style="text-align: center;">Hours (Short, long)</th> <th style="text-align: center;">LOS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">47</td> <td></td> <td></td> <td style="text-align: center;">9</td> <td></td> <td></td> <td style="text-align: center;">10</td> <td></td> <td></td> </tr> </tbody> </table> <p>*average monthly (over 7 months)</p> <p>4-6 Replacements per patient. Reasons. And number by 3 categories.</p> <p>Rejection Report</p> <p>What language do HHAs speak?</p> <p>Where do HHAs assigned live?</p> | Hours per Week | % HHAs working | Avg. # cases/HHA | 0-20 | 36% (25) | | 21-40 | 39% (27) | | 41+ | 25% (17) | | Primary (1) 78% | | | Back Up (1) 8% | | | Other (5) 14% | | | Cases | Hours (Short, long) | LOS | Cases | Hours (Short, long) | LOS | Cases | Hours (Short, long) | LOS | 47 | | | 9 | | | 10 | | | <p>How many HHAs should comprise <i>core assigned</i> that can be guaranteed 20-40 hours per week?</p> <p>What skills and knowledge do HHAs need to serve this population?</p> <p>Do the hours that HHAs want (e.g. only mornings) meet the requests for patient need?</p> <p>How many hours assigned to a back up agency will sustain a relationship?</p> <p>What do we know about patients who have LOSs > 120 days?</p> <p>How can we shape the demand for replacements?</p> <p>What are the reasons patients assigned to other agencies, are not with primary and back up? Or other programs?</p> <p>Can the HHAs assigned as <i>core</i> meet the language needs of population?</p> <p>Are HHAs geographically assigned?</p> |
| # patients | LOS | HHA hours on average | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 47 | ≤ 30 days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 32 | 30 – 60 days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 61-120 days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | > 120 days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hours per Week | % HHAs working | Avg. # cases/HHA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0-20 | 36% (25) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21-40 | 39% (27) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41+ | 25% (17) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Primary (1) 78% | | | Back Up (1) 8% | | | Other (5) 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cases | Hours (Short, long) | LOS | Cases | Hours (Short, long) | LOS | Cases | Hours (Short, long) | LOS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 47 | | | 9 | | | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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18 Managing Staff Resources - Huddles

- Huddles - What can we proactively anticipate and plan for in our work day/week? **See Huddle Worksheet, page 30,31.**
 - Beginning of day: review of the day, review coming week and next week
 - Mid day review/End of day review
 - Frequency of daily review dependent on situation
 - To keep huddle focused and short, no one should sit
- A Practice Manager who oversees day-to-day operations can help keep the staff on track and focused on improvements.
- It is key to identify seasonal variation which should result in variable schedules.
- Flexible multi-skilled staff add flexibility to resources as needed.
- The example of a generic huddle sheet can be modified to add more detail to the content and purpose of the huddle.

19 Practice Playbook

An ultimate goal might be for a clinical microsystem to build its own “playbook” that can be used for training, performance management, and improvement. A playbook is an organized collection of systems and processes for the practice.

- A microsystem’s playbook includes flowcharts that display the standard method, or typical process, that is followed to accomplish a core or supporting process.
- The playbook can be used for educating new staff, cross-training staff, managing performance, and for “trouble shooting” by providing a reference on how processes should/do work.

20 Overall Action Plan/ Gantt Chart

- Fill in the Action Plan on **Page 32** with the Next Steps, To Dos, Owners and Timeline for completion in order to keep your staff on track. Update and revise the Action Plan as you move forward.
- Remember to review the Action Plan with the practice staff periodically to remind everyone of the successful progress being made. Practice staff can become discouraged with the hard work of improvement and review of progress can help keep morale and energy renewed.

18 Huddle Sheet

What can we proactively anticipate and plan for in our work day/week? At the beginning of the day, hold a review of the day, review of the coming week and review of next week. Frequency of daily review is dependent on the situation, but a mid-day review is also helpful. This worksheet can be modified to add more detail to the content and purpose of the huddles.

Huddle Sheet

Practice: _____

Date: _____

Aim: Enable the practice to proactively anticipate and plan actions based on patient need and available resources, and contingency planning.

Follow ups from Yesterday

“Heads Up” for Today: (include special patient needs, sick calls, staff flexibility, contingency plans)

Meetings:

Review of Tomorrow and Proactive Planning

Meetings:

18 Huddle Sheet - EXAMPLE

What can we proactively anticipate and plan for in our work day/week? At the beginning of the day, hold a review of the day, review of the coming week and review of next week. Frequency of daily review is dependent on the situation, but a mid-day review is also helpful. This worksheet can be modified to add more detail to the content and purpose of the huddles.

Huddle Sheet

Practice: Cedars Family Practice

Date: October 31, 2002

Aim: Enable the practice to proactively anticipate and plan actions based on patient need and available resources, and contingency planning.

Follow ups from Yesterday

- Green, Yoder, Wheeler, Foster - check labs and do follow up per Dr. Martin (Carol)
- Need to plot phone volume on data wall and check to see if any trends are obvious (Susie)

"Heads Up" for Today: (include special patient needs, sick calls, staff flexibility, contingency plans)

- Mrs. Smith coming in today - usually brings her husband for blood pressure check (add 10 minutes to appointment time); Be sure they both receive flu shot
- If Mrs. Walker calls, Dr. Orzo wants to be interrupted

Meetings:

Patrick at Manager's Meeting from 8-9:30 am

Staff:

Mary leaving early for Halloween, John can cover her evening hours.
George can be on call this evening if more patients due to Halloween.

Review of Tomorrow and Proactive Planning

- Call Mrs. Jones . . . She has missed 2 appointments
- Since we mailed out lab tests on Mr. Wood - call lab if results are not received today
- Nancy Bacon was seen yesterday - cancel this appointment

Meetings:

Staff meeting 12-1

Staff:

Unit:

Action Plan

Date:

| Action Plan | Owner | Month: | | | | Month: | | | | Month: | | | | Month: | | | | Month: | | | | |
|-------------|-------|--------|------|------|------|--------|------|------|------|--------|------|------|------|--------|------|------|------|--------|------|------|------|--|
| | | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 1 | Wk 2 | Wk 3 | Wk 4 | |
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Appendix

1. Discoveries and Actions Table/Common Oversights and Wastes Table
2. Activity Data Sheets
3. Tally Sheets
 - Patient Access Survey
 - Office Practice Patient Viewpoint Survey
 - Practice Core and Supporting Processes Worksheet
4. Additional Related Worksheets
 - Pareto Worksheet
 - Primary Care Specific Outcomes Chart Review Form

1. The Assessing Your Practice Discoveries and Actions table highlights the efforts of prior microsystems. The Common Oversights and Wastes table provides a list of high leverage changes to improve efficiency.
2. Review the activity sheets by role and identify opportunities to optimize each role and tests of change which could be implemented. The Blank Activity Survey forms are for you to use in your practice.
3. Use the blank tally sheets to tally the various worksheets.
4. The additionally referenced worksheets can be used to help gain further insight and to assist in analyzing your data.

Assessing Your Practice Discoveries and Actions

| Know Your Patients | Discoveries | Actions Taken |
|-----------------------------|--|---|
| 1. Age distribution | 1. 30% of our patients are > 65 years old | 1. Designed special group visits to review specific needs of this age group including physical limitations, dietary considerations. |
| 2. Disease identification | 2. We do not know what percent of our patients have diabetes. | 2. Staff reviewed coding/billing data to determine approximate numbers of patients with diabetes. |
| 3. Health outcomes | 3. We do not know what the range of HgA1C is for our patients with diabetes or if they are receiving appropriate ADA recommended care in a timely fashion. | 3. Staff conducted a chart audit with 50 charts during a lunch hour. Using a tool designed to track outcomes, each member of the staff reviewed 5 charts and noted their findings on the audit tool. |
| 4. Most frequent diagnosis | 4. We learned we had a large number of patients with stable hypertension and diabetes, seeing the physician frequently. We also learned that during certain seasons we had huge volumes of acute diseases such as URI, pharyngitis and poison ivy. | 4. Designed and tested a new model of care delivery for stable hypertension and diabetes optimizing the RN role in the practice using agreed upon guidelines, protocols and tools. |
| 5. Patient satisfaction | 5. We don't know what patients think unless they complain to us. | 5. Implemented the "point of service" patient survey that patients completed and left in a box before leaving the practice. |
| Know Your People | Discoveries | Actions Taken |
| 1. Provider FTE | 1. We were making assumptions about provider time in the clinic without really understanding how much time providers are OUT of the clinic with hospital rounds, nursing home rounds, etc. | 1. Changed our scheduling process, utilized RNs to provide care for certain subpopulations. |
| 2. Schedules | 2. Several providers are gone at the same time every week, so one provider is often left and the entire staff work overtime that day. | 2. Evaluated the scheduling template to even out each provider's time to provide consistent coverage of the clinic. |
| 3. Regular meetings | 3. The doctors meet together every other week. The secretaries meet once a month. | 3. Entire practice meeting every other week on Wednesdays. |
| 4. Hours of operation | 4. The beginning and the end of the day are always chaotic. We realized we are on the route for patients between home and work and want to be seen when we are not open. | 4. Opened one hour earlier and stayed open one hour later each day. The heavy demand was managed better and overtime dropped. |
| 5. Activity Surveys | 5. All roles are not being used to their maximum. RNs only room patients and take vital signs, medical assistants doing a great deal of secretarial paperwork and some secretaries are giving out medical advice. | 5. Roles have been redesigned and matched to individual education, training and licensure. |
| Know Your Processes | Discoveries | Actions Taken |
| 1. Cycle time | 1. Patient lengths of visits vary a great deal. There are many delays. | 1. The staff identified actions to eliminate, steps to combine, and learned to prepare the charts for the patient visit before the patient arrives. The staff also holds daily "huddles" to inform everyone on the plan of the day and any issues to consider throughout the day. |
| 2. Key supporting processes | 2. None of us could agree on how things get done in our practice. | 2. Detailed flow charting of our practice to determine how to streamline and do in a consistent manner. |
| 3. Indirect patient pulls | 3. The providers are interrupted in their patient care process frequently. The number one reason is to retrieve missing equipment and supplies from the exam room. | 3. The staff agreed on standardization of exam rooms and minimum inventory lists that were posted in the inside cabinet doors. A process was also determined on WHO and HOW the exam rooms would be stocked regularly and through the use of an assignment sheet, a person was identified and held accountable. |
| Know Your Patterns | Discoveries | Actions Taken |
| 1. Demand on the practice | 1. There are peaks and lows of the practice depending on day of the week, session of the day or season of the year. | 1. Resources and roles are matched to demand volumes. Schedules are created which match resources to variation |
| 2. Communication | 2. We do not communicate in a timely way, nor do we have a standard forum to communicate | 2. Every other week practice meetings to help communication and e-mail use of all staff to promote timely communication. |
| 3. Cultural | 3. The doctors don't really spend time with non-doctors. | 3. The staff meetings heightened awareness of behaviors have helped to improve this. |
| 4. Outcomes | 4. We really have not paid attention to our practice outcomes. | 4. Began tracking and posting on a data wall to keep us alert to outcomes. |
| 5. Finances | 5. Only the doctors and the practice manager know about the practice money. | 5. Finances are discussed at the staff meetings and everyone is learning how we make a difference in our financial performance. |

Common Oversights and Wastes

| Common High Yield Wastes | Recommended Method to Reduce Waste | Traps to Avoid |
|---|---|---|
| 1. Exam rooms not stocked or standardized - missing equipment or supplies | <ul style="list-style-type: none"> ➤ Create standard inventory supplies for all exam rooms ➤ Design process for regular stocking of exam rooms with accountable person ➤ Standardize and utilize all exam rooms | <ul style="list-style-type: none"> ➤ Don't assume rooms are being stocked regularly - track and measure ➤ Providers will only use "their own" rooms ➤ Providers cannot agree on standard supplies; suggest "testing" |
| 2. Too many appointment types which create chaos in scheduling | <ul style="list-style-type: none"> ➤ Reduce appointment types to 2-4 ➤ Utilize standard building blocks to create flexibility in schedule | <ul style="list-style-type: none"> ➤ Frozen schedules of certain types ➤ Use one time (e.g. 10-15 minute "building blocks") |
| 3. Poor communication amongst the providers and support staff about clinical sessions and patient needs | <ul style="list-style-type: none"> ➤ Conduct daily morning "huddles" to provide a forum to review the schedule, anticipate needs of patients, plan supplies/information needed for a highly productive interaction between patient and provider | <ul style="list-style-type: none"> ➤ People not showing up for scheduled huddles. Gain support of providers who are interested, test idea and measure results ➤ Huddle lasts longer than 15"; use worksheet to guide huddle ➤ Don't sit down |
| 4. Missing information or chart for patient visit | <ul style="list-style-type: none"> ➤ Review patient charts BEFORE the patient arrives - recommended the day before to ensure information, tests results are available to support the patient visit | <ul style="list-style-type: none"> ➤ Avoid doing chart review when patient is present ➤ If you have computerized test results, don't print the results |
| 5. Confusing messaging system | <ul style="list-style-type: none"> ➤ Standardize messaging process for all providers ➤ Educate/train messaging content ➤ Utilize a process with prioritization methods such as a "bin" system in each provider office. | <ul style="list-style-type: none"> ➤ Providers want their "own" way - adding to confusion to support staff and decreases ability for cross coverage ➤ Content of message can't be agreed upon - test something |
| 6. High prescription renewal requests via phone | <ul style="list-style-type: none"> ➤ Anticipate patient needs ➤ Create "reminder" systems in office, e.g. posters, screensavers ➤ Standardize information that support staff obtain from patients before the provider visit - include prescription information and needs | <ul style="list-style-type: none"> ➤ Doesn't need to be the RN - Medical Assistants can obtain this information |
| 7. Staff frustrated in roles and unable to see new ways to function | <ul style="list-style-type: none"> ➤ Review current roles and functions using activity survey sheets ➤ Match talent, education, training, licensure to function ➤ Optimize every role ➤ Eliminate functions | <ul style="list-style-type: none"> ➤ Be sure to focus on talent, training and scope of practice not individual people |
| 8. Appointment schedules have limited same day appointment slots | <ul style="list-style-type: none"> ➤ Evaluate follow-up appointments and return visit necessity ➤ Extend intervals of standard follow-up visits ➤ Consider RN visits ➤ Evaluate the use of protocols and guidelines to provide advice for home care - www.icsi.org ➤ Consider phone care | <ul style="list-style-type: none"> ➤ Do not set a certain number of same day appointments without match to variations throughout the year |
| 9. Missed disease-specific/preventive interventions and tracking | <ul style="list-style-type: none"> ➤ Utilize flow sheets to track preventive activities and disease-specific interventions ➤ Utilize "stickers" on charts to alert staff to preventive/disease specific needs ➤ Review charts before patient visit ➤ Create registries to track subpopulation needs | <ul style="list-style-type: none"> ➤ Be alert to creating a system for multiple diseases and not have many stickers and many registries |
| 10. Poor communication and interactions between members | <ul style="list-style-type: none"> ➤ Hold weekly staff meetings to review practice outcomes, staff concerns, improvement opportunities ➤ Education and Development | <ul style="list-style-type: none"> ➤ Hold weekly meetings on a regular day, time, and place. ➤ Do not cancel - make the meeting a new habit |
| 11. High no-show rate | <ul style="list-style-type: none"> ➤ Consider improving same day access ➤ Reminder systems | <ul style="list-style-type: none"> ➤ Automated reminder telephone calls are not always well received by patients |
| 12. Patient expectations of visit not met, resulting in phone calls and repeat visits | <ul style="list-style-type: none"> ➤ CARE vital sign sheet (www.howsyourhealth.com) ➤ Evaluating patient at time of visit if their needs were met | <ul style="list-style-type: none"> ➤ Use reminders to question patient about needs being met ➤ New habits not easily made |

Activity Survey - Blank Forms

Position: _____

Name: _____

Instructions: The purpose of this worksheet is to gather data on the amount of time you spend performing various activities. Please indicate (estimate) the percentage of time spent performing each activity listed below. Keep in mind, we are seeking to obtain data related to a "typical" period of work. Estimate the average amount of time, over the course of a typical work period (e.g. a week or a month), you spend on the activities listed on the attached table. Try not to represent either a worst case scenario (i.e., a crisis) or a best case scenario. Estimate the average amount of time (as a percentage of your total time) you typically spend on these activities during a "normal" period. This is not a detailed time study. If an activity you perform is not included, please add to the list. Make sure that all of your activities are included. The sum of "% of your time" column should equal 100%.

| <u>Activity</u> | <u>% of Your Time</u> |
|--|-----------------------|
| Activity: _____ <i>Specific items involved:</i> • • • | |
| Activity: _____ <i>Specific items involved:</i> • • • | |
| Activity: _____ <i>Specific items involved:</i> • • • | |
| Activity: _____ <i>Specific items involved:</i> • • • | |
| Activity: _____ <i>Specific items involved:</i> • • • | |
| Activity: _____ <i>Specific items involved:</i> • • • | |
| TOTAL | 100% |

Activity Survey - Blank Forms

Position: **Providers** MD NP PA Resident (Circle One) Name: _____

Instructions: The purpose of this worksheet is to gather data on the amount of time you spend performing various activities. Please indicate (estimate) the percentage of time spent performing each activity listed below. Keep in mind, we are seeking to obtain data related to a "typical" period of work. Estimate the average amount of time, over the course of a typical work period (e.g. a week or a month), you spend on the activities listed on the attached table. Try not to represent either a worst case scenario (i.e., a crisis) or a best case scenario. Estimate the average amount of time (as a percentage of your total time) you typically spend on these activities during a "normal" period. This is not a detailed time study. If an activity you perform is not included, please add to the list. Make sure that all of your activities are included. The sum of "% of your time" column should equal 100%.

| Activity | % of Your Time |
|---|-----------------------|
| See Patients in Clinic <ul style="list-style-type: none"> • review chart history • assess/diagnose patient • determine treatment plan | |
| See Patients in Hospital <ul style="list-style-type: none"> • • | |
| Dictate/Document Patient Encounter <ul style="list-style-type: none"> • dictate encounter • review transcriptions & sign off | |
| Write Prescriptions <ul style="list-style-type: none"> • • | |
| Complete Forms <ul style="list-style-type: none"> • referrals • camp/school physicals | |
| Follow Up Phone Calls <ul style="list-style-type: none"> • answer patient messages & requests | |
| Evaluate Test Results <ul style="list-style-type: none"> • review results and determine next actions | |
| Manage Charts <ul style="list-style-type: none"> • • | |
| Miscellaneous <ul style="list-style-type: none"> • CME; attend seminars; attend weekly meeting • • • | |
| TOTAL | 100% |

Activity Survey - Blank Forms

Position: RN

Name: _____

Instructions: The purpose of this worksheet is to gather data on the amount of time you spend performing various activities. Please indicate (estimate) the percentage of time spent performing each activity listed below. Keep in mind, we are seeking to obtain data related to a "typical" period of work. Estimate the average amount of time, over the course of a typical work period (e.g. a week or a month), you spend on the activities listed on the attached table. Try not to represent either a worst case scenario (i.e., a crisis) or a best case scenario. Estimate the average amount of time (as a percentage of your total time) you typically spend on these activities during a "normal" period. This is not a detailed time study. If an activity you perform is not included, please add to the list. Make sure that all of your activities are included. The sum of "% of your time" column should equal 100%.

| <u>Activity</u> | <u>% of Your Time</u> |
|---|-----------------------|
| Triage Patient Issues/Concerns <ul style="list-style-type: none"> • phone • face-to-face | |
| Patient Education <ul style="list-style-type: none"> • • | |
| Direct Patient Care <ul style="list-style-type: none"> • see patients in Clinic • injections • assist provider with patient visit | |
| Follow-Up Phone Calls <ul style="list-style-type: none"> • • | |
| Review and Notify Patients of Lab Results <ul style="list-style-type: none"> • normal and follow -up • drug Adjustments | |
| Complete Forms <ul style="list-style-type: none"> • referrals • camp/school physicals | |
| Call in Prescriptions <ul style="list-style-type: none"> • • | |
| Miscellaneous <ul style="list-style-type: none"> • • • • | |
| TOTAL | 100% |

Activity Survey - Blank Forms

Position: **LPN**

Name: _____

Instructions: The purpose of this worksheet is to gather data on the amount of time you spend performing various activities. Please indicate (estimate) the percentage of time spent performing each activity listed below. Keep in mind, we are seeking to obtain data related to a "typical" period of work. Estimate the average amount of time, over the course of a typical work period (e.g. a week or a month), you spend on the activities listed on the attached table. Try not to represent either a worst case scenario (i.e., a crisis) or a best case scenario. Estimate the average amount of time (as a percentage of your total time) you typically spend on these activities during a "normal" period. This is not a detailed time study. If an activity you perform is not included, please add to the list. Make sure that all of your activities are included. The sum of "% of your time" column should equal 100%.

| <u>Activity</u> | <u>% of Your Time</u> |
|--|-----------------------|
| Direct Patient Care <ul style="list-style-type: none"> • See patients in clinic • injections • assist provider with patient visits | |
| Patient Flow <ul style="list-style-type: none"> • greet and escort patients to room • take vitals | |
| Clean/Set up Rooms Between Visits <ul style="list-style-type: none"> • • | |
| Perform Procedures <ul style="list-style-type: none"> • EKGs • | |
| Prepare Charts <ul style="list-style-type: none"> • prepare charts for next day day appointments • | |
| Manage Patient Messages & Requests <ul style="list-style-type: none"> • • | |
| Notify Patients of Lab Results <ul style="list-style-type: none"> • normal - mail aways • | |
| Health Forms <ul style="list-style-type: none"> • • | |
| Order Supplies and Stock Rooms <ul style="list-style-type: none"> • • | |
| Miscellaneous <ul style="list-style-type: none"> • • • | |
| TOTAL | 100% |

Activity Survey - Blank Forms

Position: **MA**

Name: _____

Instructions: The purpose of this worksheet is to gather data on the amount of time you spend performing various activities. Please indicate (estimate) the percentage of time spent performing each activity listed below. Keep in mind, we are seeking to obtain data related to a "typical" period of work. Estimate the average amount of time, over the course of a typical work period (e.g. a week or a month), you spend on the activities listed on the attached table. Try not to represent either a worst case scenario (i.e., a crisis) or a best case scenario. Estimate the average amount of time (as a percentage of your total time) you typically spend on these activities during a "normal" period. This is not a detailed time study. If an activity you perform is not included, please add to the list. Make sure that all of your activities are included. The sum of "% of your time" column should equal 100%.

| <u>Activity</u> | <u>% of Your Time</u> |
|--|-----------------------|
| Patient Flow <ul style="list-style-type: none"> • greet & escort patients to room • take vitals | |
| Clean/Set Up Rooms Between Visits <ul style="list-style-type: none"> • • | |
| Perform Procedures <ul style="list-style-type: none"> • EKGs • | |
| Prepare Charts <ul style="list-style-type: none"> • prepare charts for next day appointments | |
| Manage Patient Messages & Requests <ul style="list-style-type: none"> • • | |
| Notify Patients of Lab Results <ul style="list-style-type: none"> • normal - mail aways | |
| Health Forms <ul style="list-style-type: none"> • • | |
| Order Supplies and Stock Rooms <ul style="list-style-type: none"> • • | |
| Miscellaneous <ul style="list-style-type: none"> • • • • | |
| TOTAL | 100% |

Activity Survey - Blank Forms

Position: **Secretary/Receptionist**

Name: _____

Instructions: The purpose of this worksheet is to gather data on the amount of time you spend performing various activities. Please indicate (estimate) the percentage of time spent performing each activity listed below. Keep in mind, we are seeking to obtain data related to a "typical" period of work. Estimate the average amount of time, over the course of a typical work period (e.g. a week or a month), you spend on the activities listed on the attached table. Try not to represent either a worst case scenario (i.e., a crisis) or a best case scenario. Estimate the average amount of time (as a percentage of your total time) you typically spend on these activities during a "normal" period. This is not a detailed time study. If an activity you perform is not included, please add to the list. Make sure that all of your activities are included. The sum of "% of your time" column should equal 100%.

| <u>Activity</u> | <u>% of Your Time</u> |
|--|-----------------------|
| Manage Incoming Phone Calls <ul style="list-style-type: none"> • schedule appointments • take referral request information • transfer to triage • take messages for patient requests • route calls | |
| Reschedule Patient Appointments <ul style="list-style-type: none"> • call "bumped" and/or "no show" patients to reschedule | |
| Call Confirmation to Patients <ul style="list-style-type: none"> • • | |
| Manage Front Desk/Patient Requests <ul style="list-style-type: none"> • greet patients; answer questions • schedule labs, referrals, etc. after office visit | |
| Service Sheets/Paperwork <ul style="list-style-type: none"> • review service sheets • prepare batching sheet | |
| Miscellaneous <ul style="list-style-type: none"> • • • • | |
| TOTAL | 100% |

Patient Access Survey Manual Tally

| Questions | Excellent | Very Good | Good | Fair | Poor |
|--|-----------|-----------|----------------|------|------|
| 1. How would you rate your satisfaction with getting through to the office by phone? | | | | | |
| 2. How would you rate your satisfaction with the length of time you waited to get your appointment today? | | | | | |
| 3. See Below | | | | | |
| 4. How would you rate your satisfaction with the personal manner of the person you saw today (courtesy, respect, sensitivity, friendliness)? | | | | | |
| 5. How would you rate your satisfaction with the time spent with the person you saw today? | | | | | |
| | | | | | |
| | Yes | No | Did not matter | | |
| 3. Did you see the clinician, or staff member you wanted to see today? | | | | | |

Clinical Microsystem Patient Viewpoint Survey Manual Tally

| Questions | Excellent | Very Good | Good | Fair | Poor | |
|--|--------------|-----------|-----------|------|------|---------------|
| 1. How long for appointment | | | | | | |
| 2. Convenience of location of office | | | | | | |
| 3. Getting through to office by phone | | | | | | |
| 4. Length of time waiting at office | | | | | | |
| 5. Time spent with person you saw | | | | | | |
| 6. Explanation of what was done for you | | | | | | |
| 7. Technical skills | | | | | | |
| 8. Personal Manner | | | | | | |
| 9. Clinician's sensitivity | | | | | | |
| 10. Satisfaction with getting help needed | | | | | | |
| 11. Overall Quality | | | | | | |
| 12. If you could go anywhere, would you choose this practice | Would choose | Elsewhere | Not sure | | | |
| | | | | | | |
| 13. I am delighted with everything and expectations are exceeded | Agree | Disagree | Not Sure | | | |
| | | | | | | |
| 14. In the past 12 months, number of times went to Emergency Room for care | None | One Time | Two Times | | | Three or More |
| | | | | | | |

| | | | | | | | |
|---|---------------|-----------|----------------|--|--|-------------|------|
| 15. In the past 12 months, it was easy to get referral to a specialist when needed | Yes | No | Does not apply | | | | |
| | | | | | | | |
| 16. In the past 12 months, how often saw someone else instead of personal doctor or nurse | Never | Sometimes | Frequently | | | | |
| | | | | | | | |
| 17. Able to get appointments when you choose | Never | Sometimes | Always | | | | |
| | | | | | | | |
| 18. Is there anything practice can do to improve care and services | No, Satisfied | Yes, Some | Yes, Lots | | | | |
| | | | | | | | |
| 19. Good or bad surprises | Good | Bad | None | | | | |
| | | | | | | | |
| 20. Rate overall Health | Excellent | Very Good | Good | | | Fair | Poor |
| | | | | | | | |
| 21. What is your age | Under 25 | 25-44 | 45-64 | | | 65 or older | |
| | | | | | | | |
| 22. Male or Female | Male | Female | | | | | |
| | | | | | | | |

Clinical Microsystem Patient Viewpoint Survey Tally Sheet. Tally up the responses from the Patient Viewpoint Survey and enter the percentages as noted below.

| Patient Viewpoint Scores | Percent Excellent |
|--|-------------------|
| How long to get an appointment | |
| Convenience of office location | |
| Getting through via phone | |
| Length of time waiting at the office | |
| Time spent with the person you saw | |
| Explanation of what was done for you | |
| Technical skills of person you saw | |
| Personal manner of person you saw | |
| Clinician's sensitivity to your needs and concerns | |
| Satisfaction with getting help you needed | |
| Quality of overall visit | |
| Would you choose this practice? (% choose this practice) | |
| I am delighted with everything about this practice (% agree) | |
| How many times to ER in last 12 months (% none) | |
| Easy to get referral to specialist in last 12 months? (% yes) | |
| How often you saw someone besides your personal provider (% never) | |
| Can you get appointments when you want them (? always) | |
| Anything to improve care and services (% no) | |
| Any good or bad surprises? (% good) | |
| Your overall health (% excellent) | |
| Age group (%) | |
| Male or Female (% female) | |

Clinical Microsystem Staff Survey Tally Sheet

| | | | | | |
|--|----------------|-----------|-----------|-------------------|------|
| 1. I am treated with respect every day by everyone that works in this practice/unit. | Strongly Agree | Agree | Disagree | Strongly Disagree | |
| | | | | | |
| 2. I am given everything I need — tools, equipment, and encouragement — to make my work meaningful to my life. | Strongly Agree | Agree | Disagree | Strongly Disagree | |
| | | | | | |
| 3. When I do good work, someone in my practice/unit notices that I did it. | Strongly Agree | Agree | Disagree | Strongly Disagree | |
| | | | | | |
| 4. How stressful would you say it is to work in this practice/unit? | Very Stressful | Somewhat | A Little | Not Stressful | |
| | | | | | |
| 5. How easy is it to ask anyone a question about the way we care for patients? | Very Easy | Easy | Difficult | Very Dfficult | |
| | | | | | |
| 6. How would you rate other people's attitudes about working here, or their morale? | Excellent | Very Good | Good | Fair | Poor |
| | | | | | |
| 7. This practice/unit is a better place to work now than it was 12 months ago. | Strongly Agree | Agree | Disagree | Strongly Disagree | |
| | | | | | |
| 8. I would recommend this office practice/unit as a great place to work. | Strongly Agree | Agree | Disagree | Strongly Disagree | |
| | | | | | |

Pareto Diagram Worksheet

Steps to create a Pareto diagram:

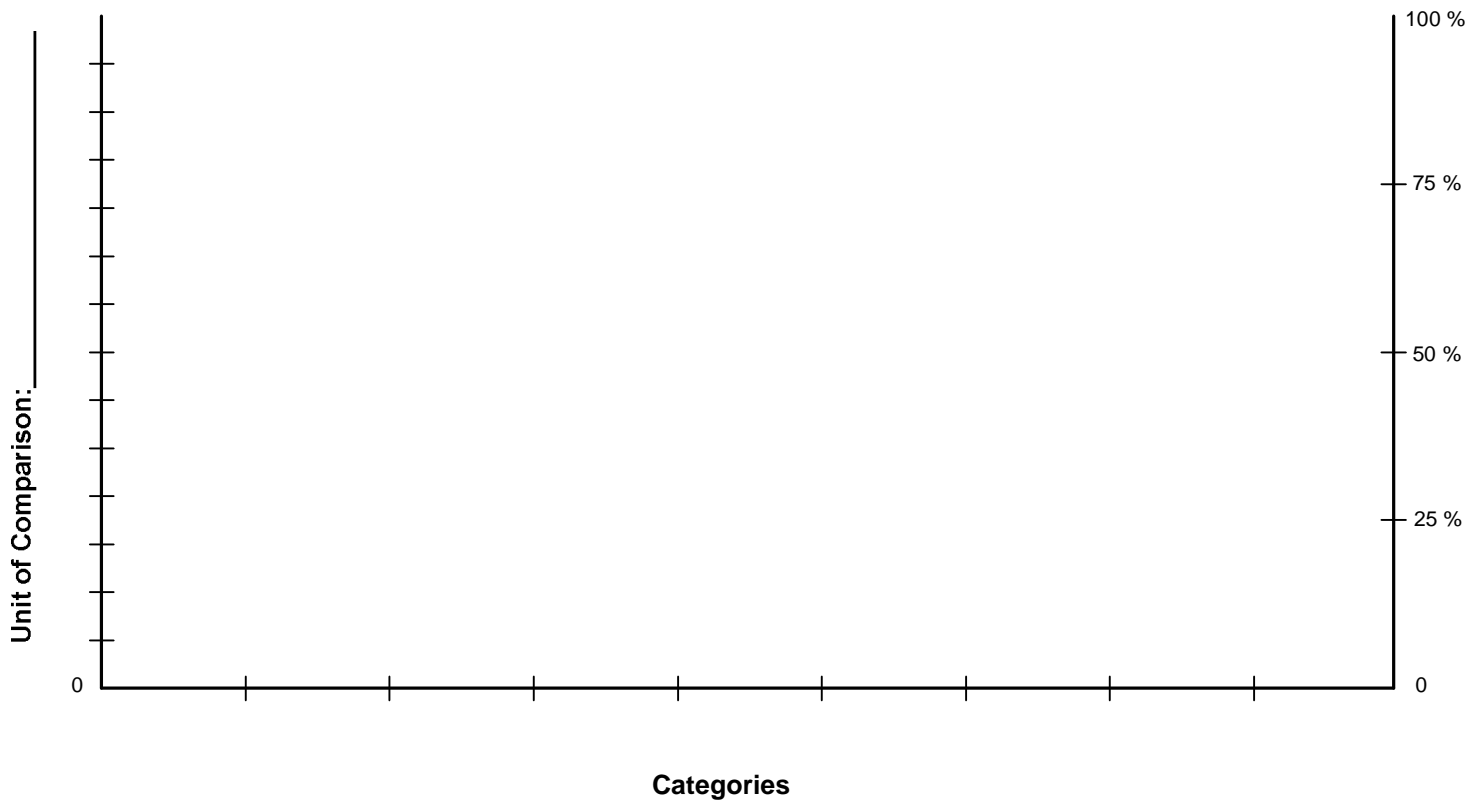
1. Determine the categories and the units for comparison of the data, such as frequency, time, or cost.
 - ♦ Categories are independent of each other (no overlapping categories)
 - ♦ Helpful to have at least 30 data points if 4-6 categories ; 60 data points for 7-10 categories; 100 data points for 11 or more
2. Order the data categories from largest to smallest.
 - ♦ Insignificant categories can be grouped to make an "other" category and placed at end of list
 - ♦ "Other" category should not be more than 20% of the grand total
3. Calculate the percentage of the total that each category represents.
4. Working from the largest category to the smallest (or other) category, calculate the cumulative percentage for each category with all pervious categories.

| Category | Frequency | Percent of Total | Cumulative Percent |
|--------------------|-----------|------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Grand Total | | | |

5. Use the attached sheet to label the left vertical axis with the unit of comparison. Scale this axis from 0 to the grand total of all categories.
6. Label the horizontal axis with the categories, largest to smallest, left to right.
7. Draw bars for each category. Each bar's height should be the category sum as measured on the left vertical axis.
 - ♦ Bars should be equal width
 - ♦ Bars should "touch" each other
 - ♦ Largest bar also touch the vertical axis.
8. Draw and label the right vertical axis from 0 to 100 percent. with the 100% value at the same height as the grand total mark on the left vertical axis.
 - ♦ This axis touches the right hand side of the right-most bar.
9. Draw a line graph of the cumulative percentage, beginning with the lower left corner of the largest category the "0" point).
 - ♦ For each category, the cumulative percentage is plotted above the right side of the category's bar.
10. Title the Pareto diagram and note the source of the data, date and data collector.

Pareto Diagram - Blank Chart

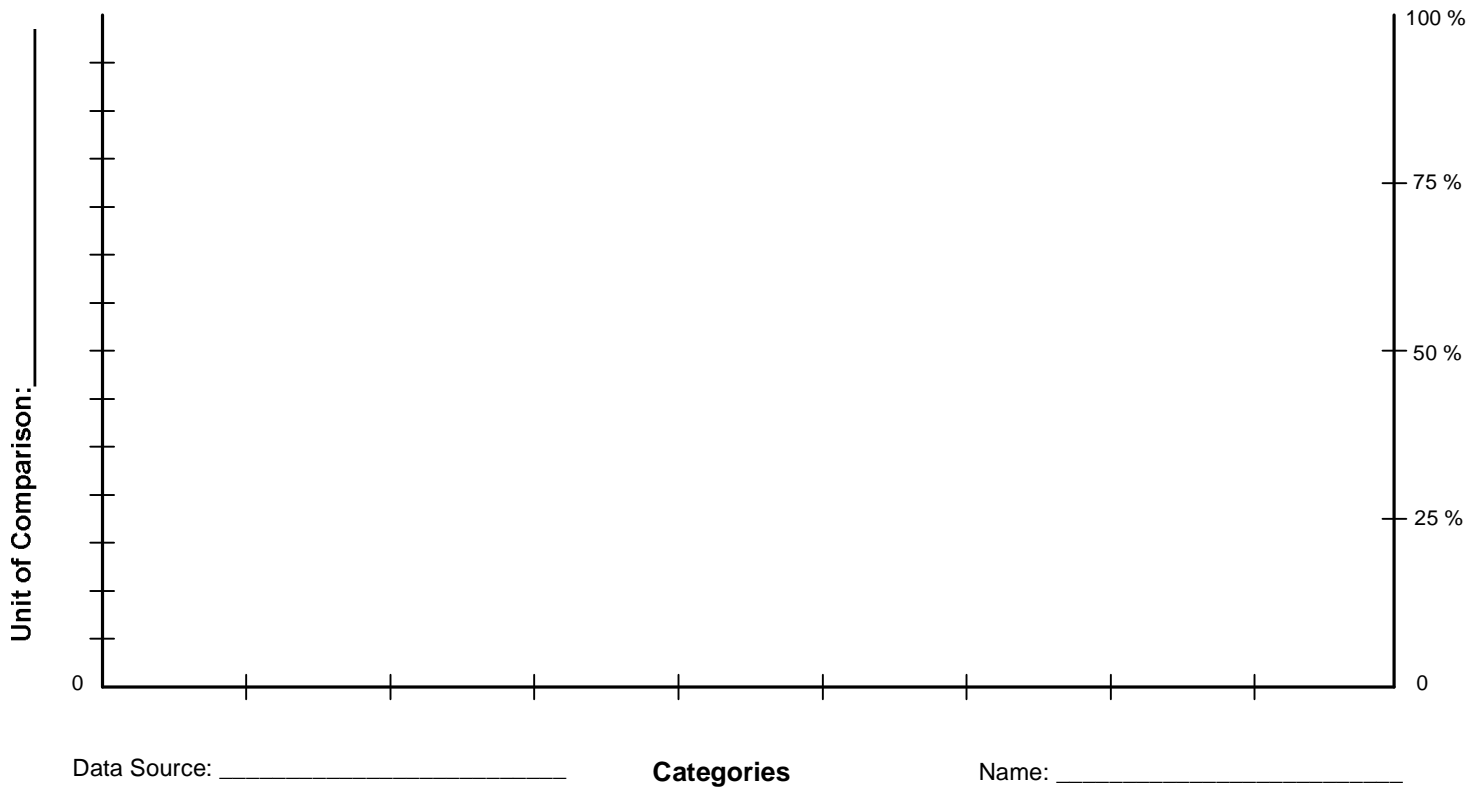
Title: _____



Data Source: _____

Name: _____

Title: _____

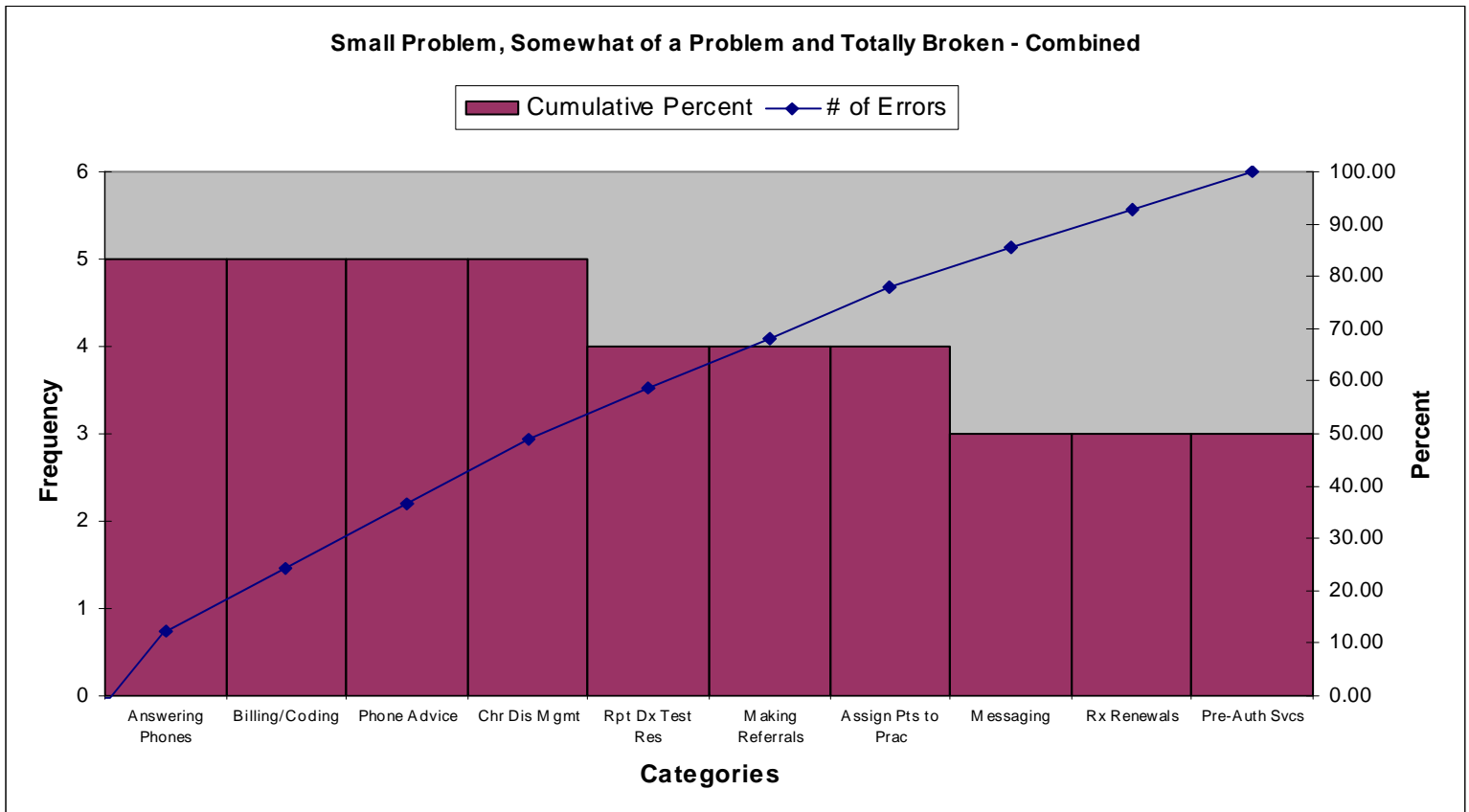


Data Source: _____

Name: _____

Pareto Example

| Category | Frequency | Percent of Total | Cumulative Percent |
|-----------------------|-----------|------------------|--------------------|
| Answering Phones | 5 | 12.20 | 12.20 |
| Billing/Coding | 5 | 12.20 | 24.39 |
| Phone Advice | 5 | 12.20 | 36.59 |
| Chronic Dis Mgmt | 5 | 12.20 | 48.78 |
| Rpt Dx Test Results | 4 | 9.76 | 58.54 |
| Making Referrals | 4 | 9.76 | 68.29 |
| Assign of Pts to Prac | 4 | 9.76 | 78.05 |
| Messaging | 3 | 7.32 | 85.37 |
| Rx Renewals | 3 | 7.32 | 92.68 |
| Pre-Auth for Svcs | 3 | 7.32 | 100.00 |
| | | | |
| Grand Total | 41 | 100 | 100 |



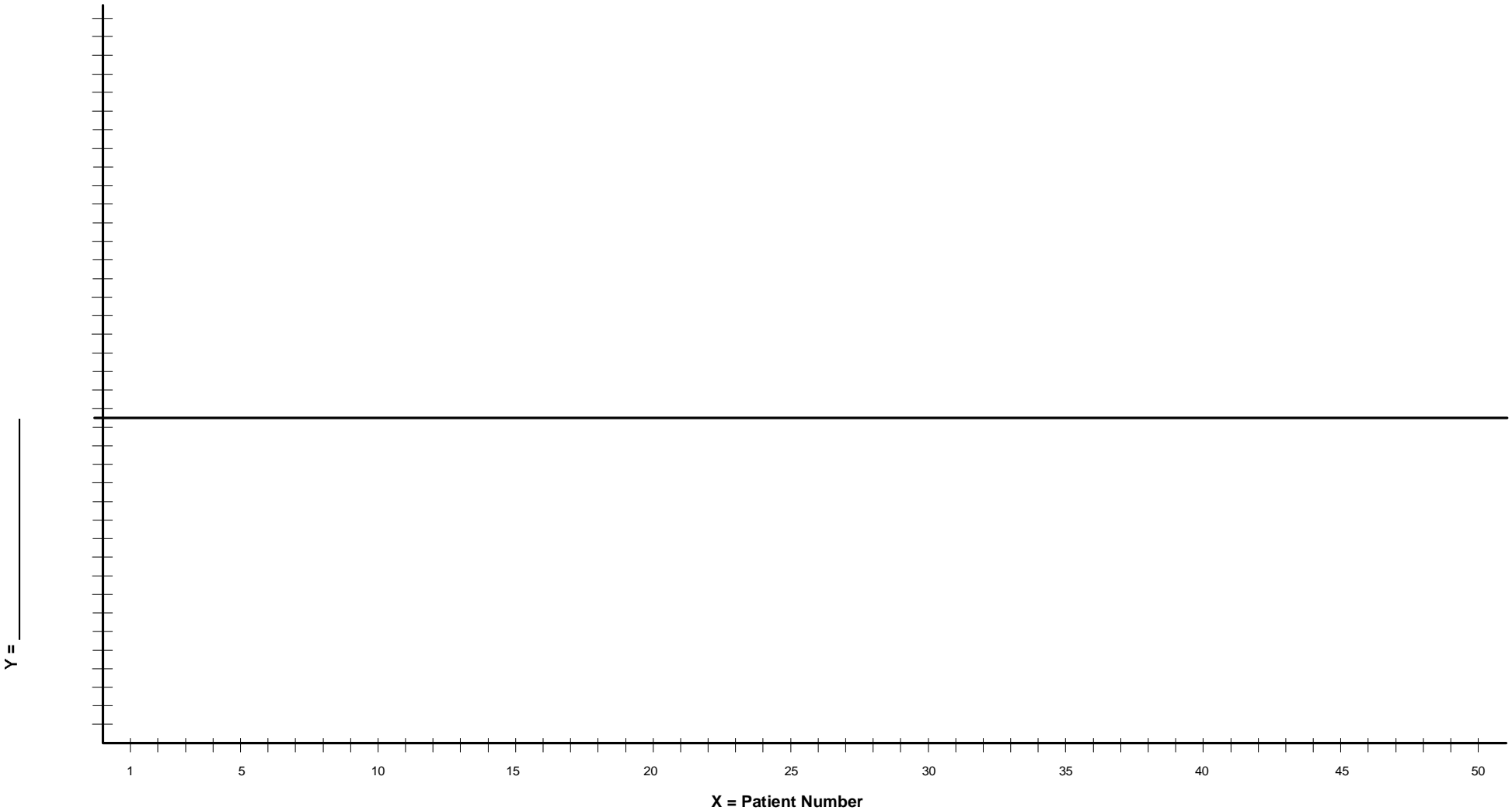
Rev: June 18, 2002 From: Continual Improvement Handbook by Executive Learning, Inc.

Primary Care: Disease Specific Health Outcomes Chart Review Form.

Instructions:

1. Use this form to graph values for Diabetic, Hypertensive or patients with Hyperlipidemia
2. Use this form for EACH disease. You will have 3 completed graphs when finished
3. Randomly select 50 patients from one of the above diseases
4. Fill in the Values along the Y axis:
Diabetes Value = HgA1c (range 5-30)
Hypertension Value = B/P (<140/85)
Hyperlipidemia Value = LDL (<110 desirable, >130 is high)
5. Repeat the sampling process for the next 2 diseases

- Diabetes
- Hypertension
- Hyperlipidemia

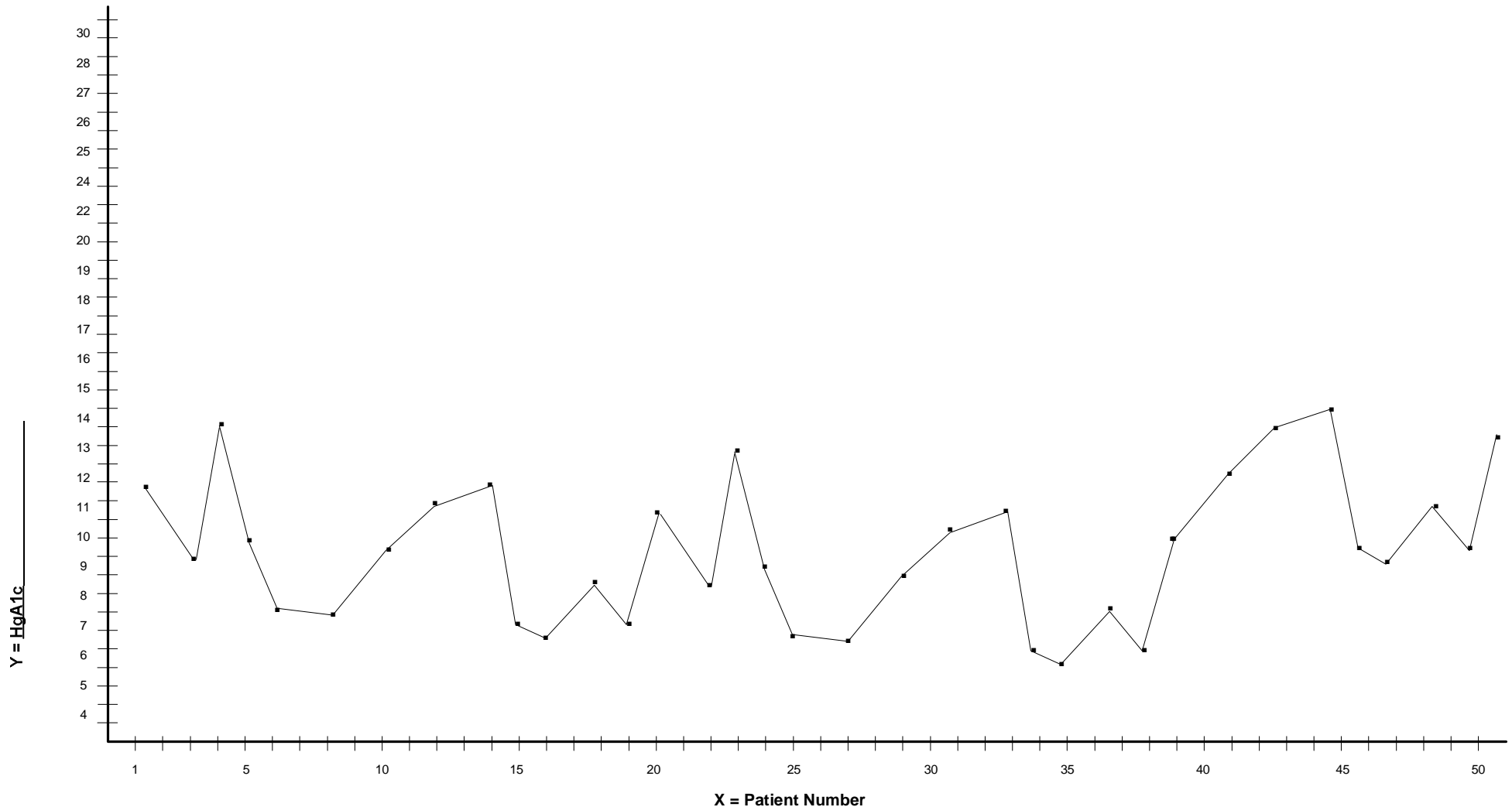


Primary Care: Disease Specific Health Outcomes Chart Review Form.

Instructions:

1. Use this form to graph values for Diabetic, Hypertensive or patients with Hyperlipidemia
2. Use this form for EACH disease. You will have 3 completed graphs when finished
3. Randomly select 50 patients from one of the above diseases
4. Fill in the Values along the Y axis:
Diabetes Value = HgA1c (range 5-30)
Hypertension Value = B/P (<140/85)
Hyperlipidemia Value = LDL (<110 desirable, >130 is high)
5. Repeat the sampling process for the next 2 diseases

- Diabetes
- Hypertension
- Hyperlipidemia



What is a Clinical Microsystem?¹

Microsystems include patients, staff, processes, and recurring patterns - cultural patterns, information flow patterns, and results patterns. Microsystems in healthcare can be defined in the following way:

A health care clinical microsystem can be defined as the combination of a small group of people who work together on a regular basis-or as needed-to provide care AND the individuals who receive the care (who can also be recognized as a discrete subpopulations of patients.)

It has clinical and business aims, linked processes, a shared information environment and produces services and care which can be measured as performance outcomes. These systems evolve over time and are (often) embedded in larger organizations.

As any living adaptive system, the microsystem must: (1) do the work, (2) meet staff needs, (3) maintain themselves as a clinical unit.

Microsystems are:

- Small group of doctors, nurses, other clinicians
- Some administrative support
- Some information, information technology
- A small population of patients
- Interdependent for a common aim, purpose

Isn't "clinical microsystem" just a different name for what others have called, the health care "team"?

- No, the clinical microsystem includes the small population of patients as part of the same system as the providers and,
- it includes information and information technology as a "full" participant.

Why are Clinical Microsystems Important?¹

To move toward a "perfected" system of care, the performance of each individual microsystem must be optimized and the linkages between different clinical microsystems must be seamless, timely, efficient, and thoroughly reliable. Although change is required at all levels of the system, the powerful new idea here is that the microsystem concepts offers an opportunity to transform health care at the front line of service delivery.

A seamless, patient-centered, high-quality, safe, and efficient health system cannot be realized without the transformation of the essential building blocks that combine to form the care continuum.

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