

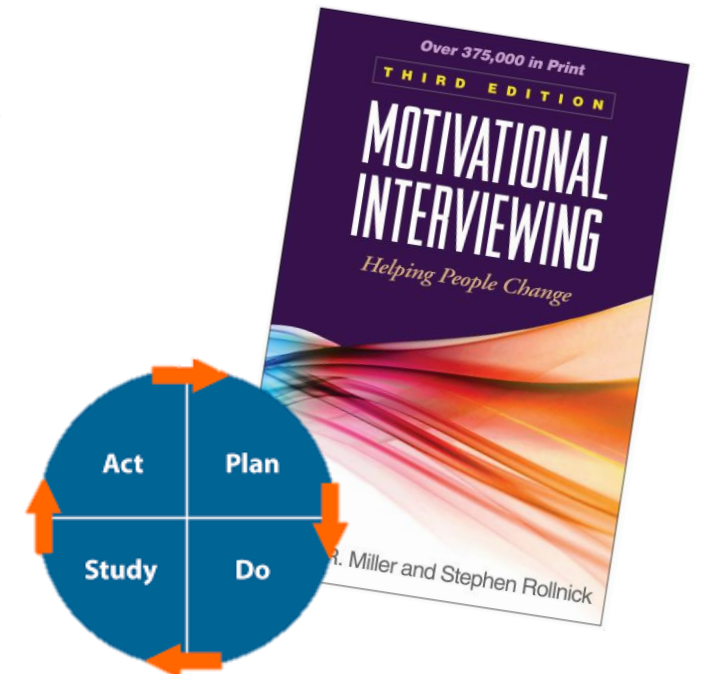
What Matters: MI and QI to Reduce Assessment Burden

Damara Gutnick, MD

Senior Director, OCPH, Montefiore Medical Center
Associate Professor, Albert Einstein College of Medicine
Motivational Interviewing Network of Trainers (MINT)

Children & Youth with
Special Health Care Needs (CYSHCN)

December 15, 2021



About Me



Damara Gutnick, MD

“Passionate about incorporating patient voice into health systems redesign AND program co-design”

- Senior Director
Office Community & Population Health
- Medical Director (former)
Montefiore Hudson Valley Collaborative, NYS DSRIP Program
- Motivational Interviewing Trainer (MINT)
- GNYHA Clinical Quality Fellowship
- Associate Professor,
 - Epidemiology and Population Health
 - Family and Social Medicine
 - Psychiatry & Behavioral Sciences

Disclosures

The speaker has nothing to declare except her passion for the topic!



What Matters to You

Spirit of Motivational
Interviewing (MI)

Framing Required
Assessments

Plan-Do-Study-Act (PDSA):
script making



Poll #1

Select the choice that best describes your most recent data collection experience with a family calling/emailing for CYSHCN support?

- Family member completed assessment without issue
- Family member expressed frustration, but completed the assessment
- Family member started assessment, but did not finish
- Family member got frustrated, and therefore only completed part of the assessment
- Family member refused to complete assessment

Poll #2

Select the choice that best describes how you felt after your most recent data collection experience with a family calling/emailing for CYSHCN support.

- Content** (*I felt that I was helpful to the family, I think they felt this too.*)
- Neutral**
- Frustrated or stressed** (*the encounter was stressful; for me and/or the family*)



ADD TO THE CHAT



What do you think mattered most to the last family who called you to request CYSHCN support?



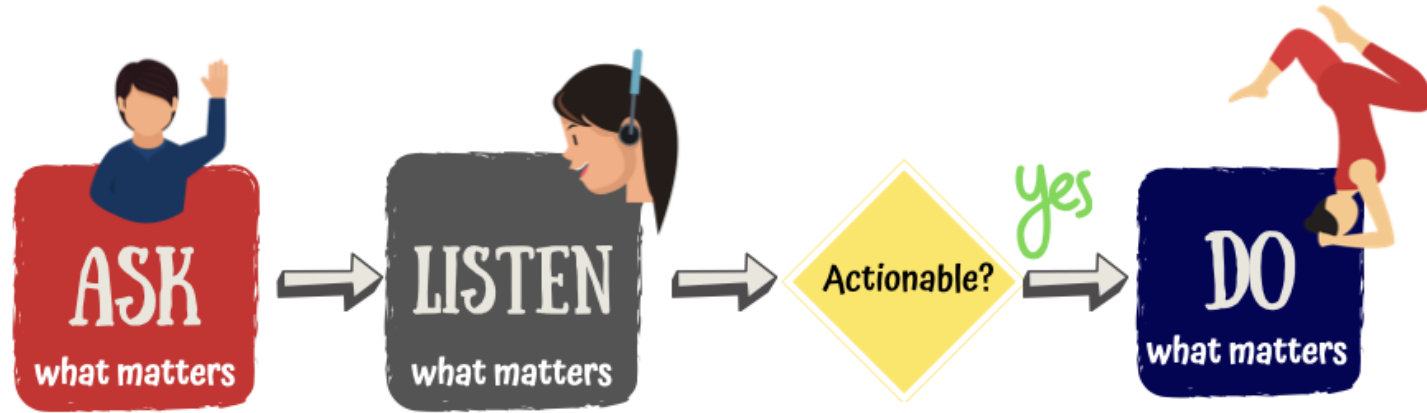


Maureen Bisognano
(Former CEO of Institute of HealthCare Improvement)

“Let’s flip Healthcare from. . .



What Matters to You?



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What Mattered was
having lunch with his
ROMEIO group (Retired
Old Men Eating Out)



Doing What Matters!



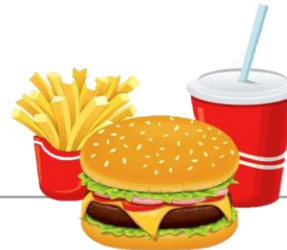
CHF Treatment Plan

- Manage signs & symptoms of heart failure exacerbation
- **Low sodium diet**
- Fluid restrictions



Patient Goal WMTY

- *Weekly Lunch with my ROMEO Group (**Retired Old Men Eating Out**)*



WMTY Aligned Care Plan

- Extra water pill after high salt meals





"How can I help you?"

*"I want to file a complaint
about the _____"*

"What Matters to You?"

*"That Joey is treated with
dignity and respect by his
care team"*



The Evidence

WMTY conversations help healthcare teams understand what is “most important” to our **patients**, leading to *high quality care delivery, improved PX, and improved patient-provider relationships.*

Shared Decision Making – The Pinnacle of Patient-Centered Care

Barry M & Edgman-Levitan S NEJM 2012

One of 5 strategies with potential to enhance physician presence & meaningful connection with patients during the clinical encounter

Zulman DM et.al. JAMA 2020

Applied to the Orthopedic Care Journey

DiGloia AM et.al. Patient Experience Journal 2016

Motivational Interviewing Evidence

Miller & Rollnick, Motivational Interviewing, Helping People Change

One of the Age-Friendly Health System’s 4Ms **-What Matters -Medications -Mentation -Mobility**

Age Friendly Health Systems: Guide. 2019 (available at IHI)

Framework for Improving Joy in Work

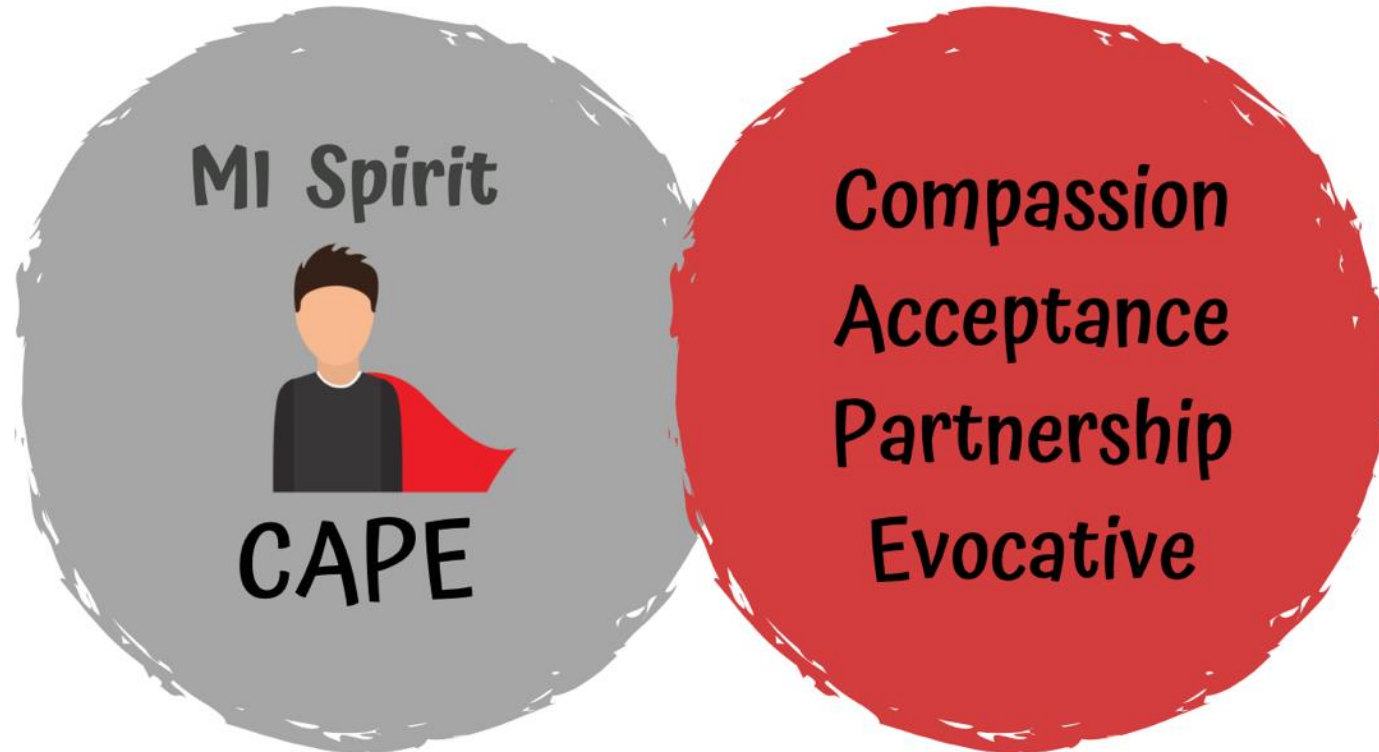
Perlo J, Balik B, Swensen S, et al 2017.
IHI White Paper.

Agreeing on “*what matters*” identified as one of 5 practices with potential to enhance physician presence and meaningful connection with patients in the clinical encounter



Zulman DM, et al. *Practices to Foster Physician Presence and Connection with Patients in the Clinical Encounter*. *JAMA*. 2020;323(1):70-81.

What Matters to You?



Miller & Rollnick, *Motivational Interviewing, Helping People Change*

Slide credit:
Damara Gutnick, MD

The Spirit of Motivational Interviewing

- Compassion
- Acceptance
- Partnership
- Evocation

Actively promoting the other's welfare and giving priority to the other's needs.



Calling forth the person's strengths and resources for change.

Active collaboration between experts.



WMTY is one of 4 steps for leaders outlined in the IHI Joy in Work Framework



4. Use improvement science to test approaches to improving joy in work in your organization

3. Commit to a systems approach to making joy in work a shared responsibility at all levels of the organization

2. Identify unique impediments to joy in work in the local context

1. Ask staff, "What matters to you?"



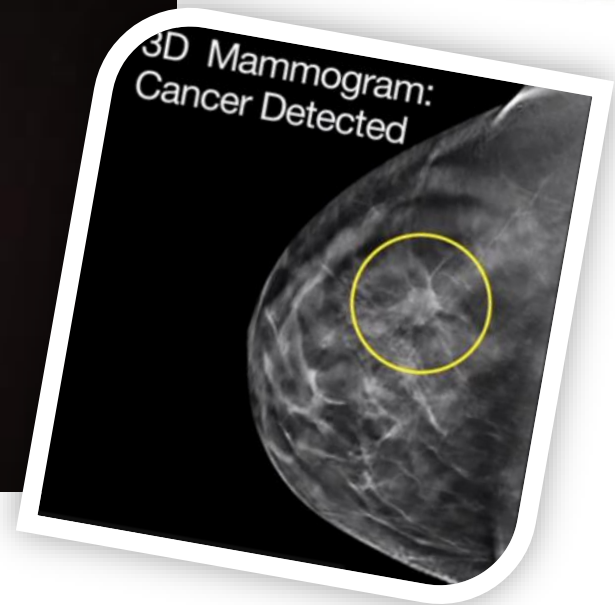
Perlo J, Balik B, Swensen S, et al. *IHI Framework for Improving Joy in Work*. IHI White Paper. Cambridge, Massachusetts: Institute for Healthcare Improvement; 2017. (Available at ihi.org)



What Matters to You?



A Personal Story: Jennifer What Matters to You?



What Matters May Include... Social Determinants of Health (SDH)

What Matters
to You?



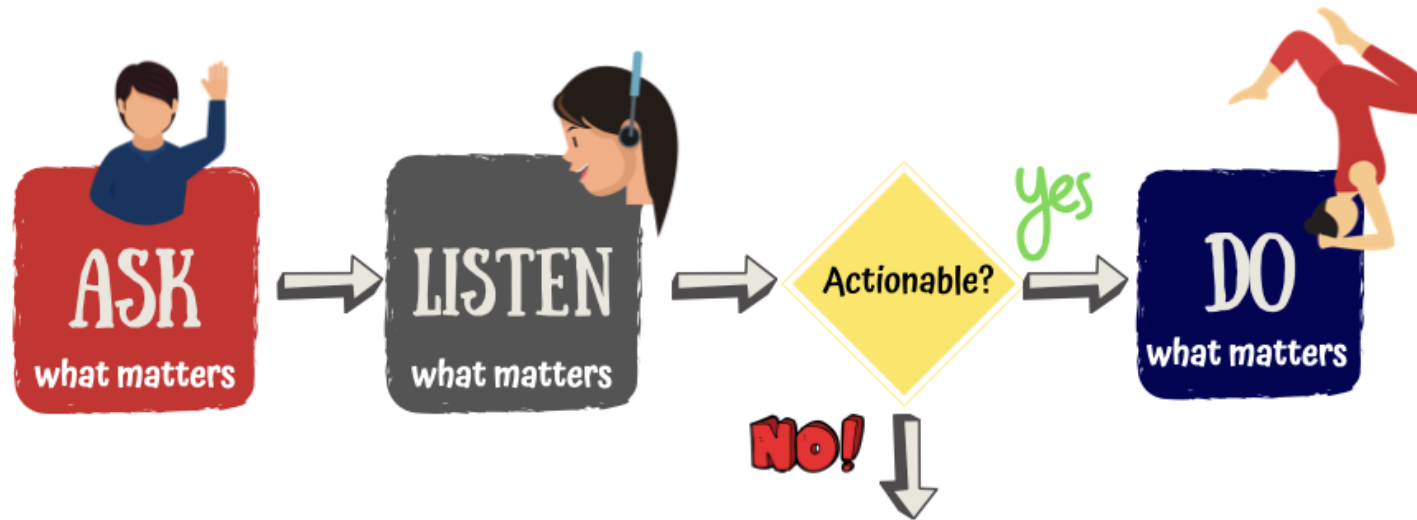
I am being
evicted.

My kids are
hungry

I can't get to
appointments

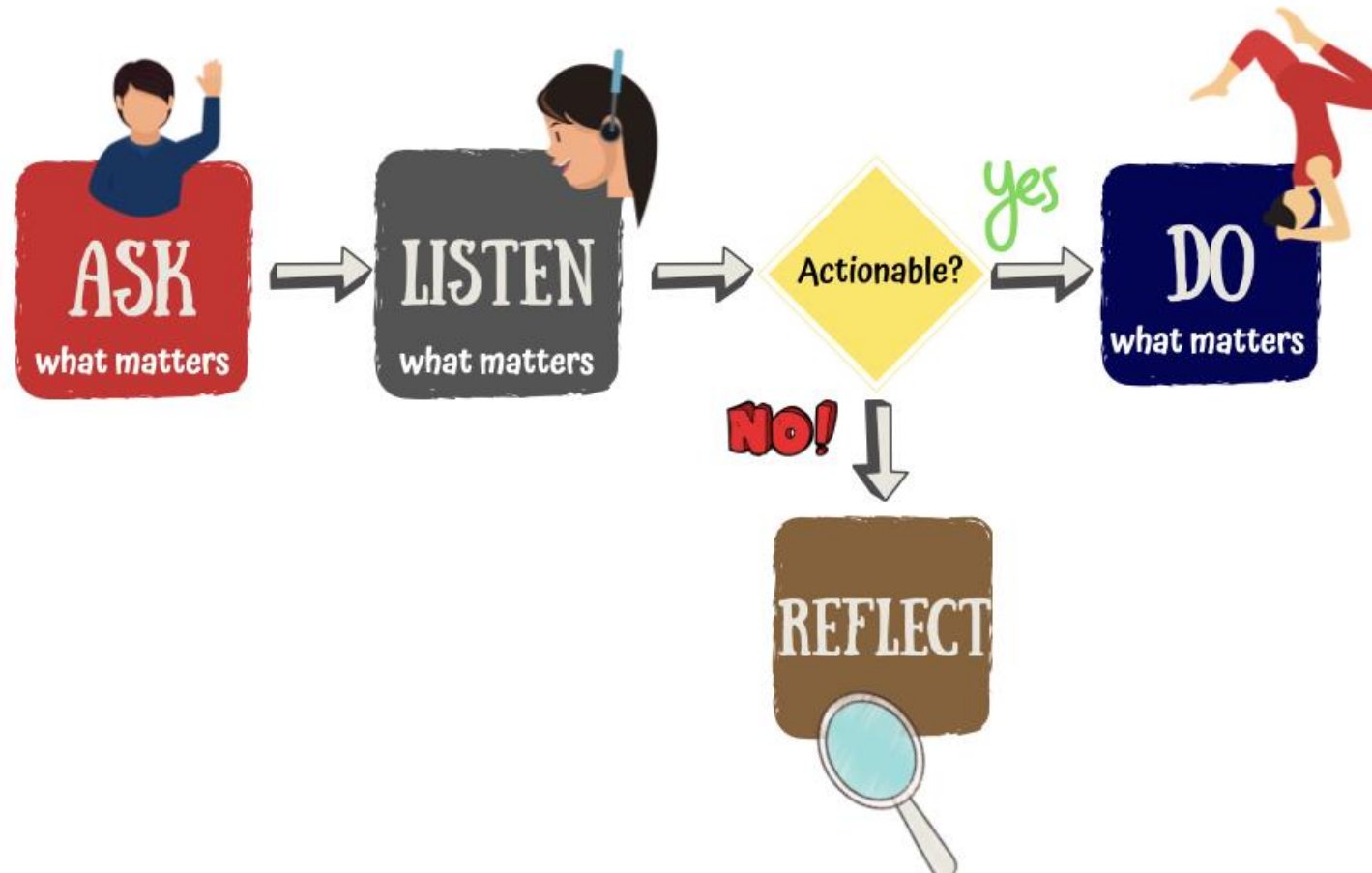
My son
uses drugs

What Matters to You?



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What Matters to You?



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Aligned with Motivational Interviewing Spirit



*Slide credit:
Damara Gutnick, MD*

What Matters to You?



Resources available at:

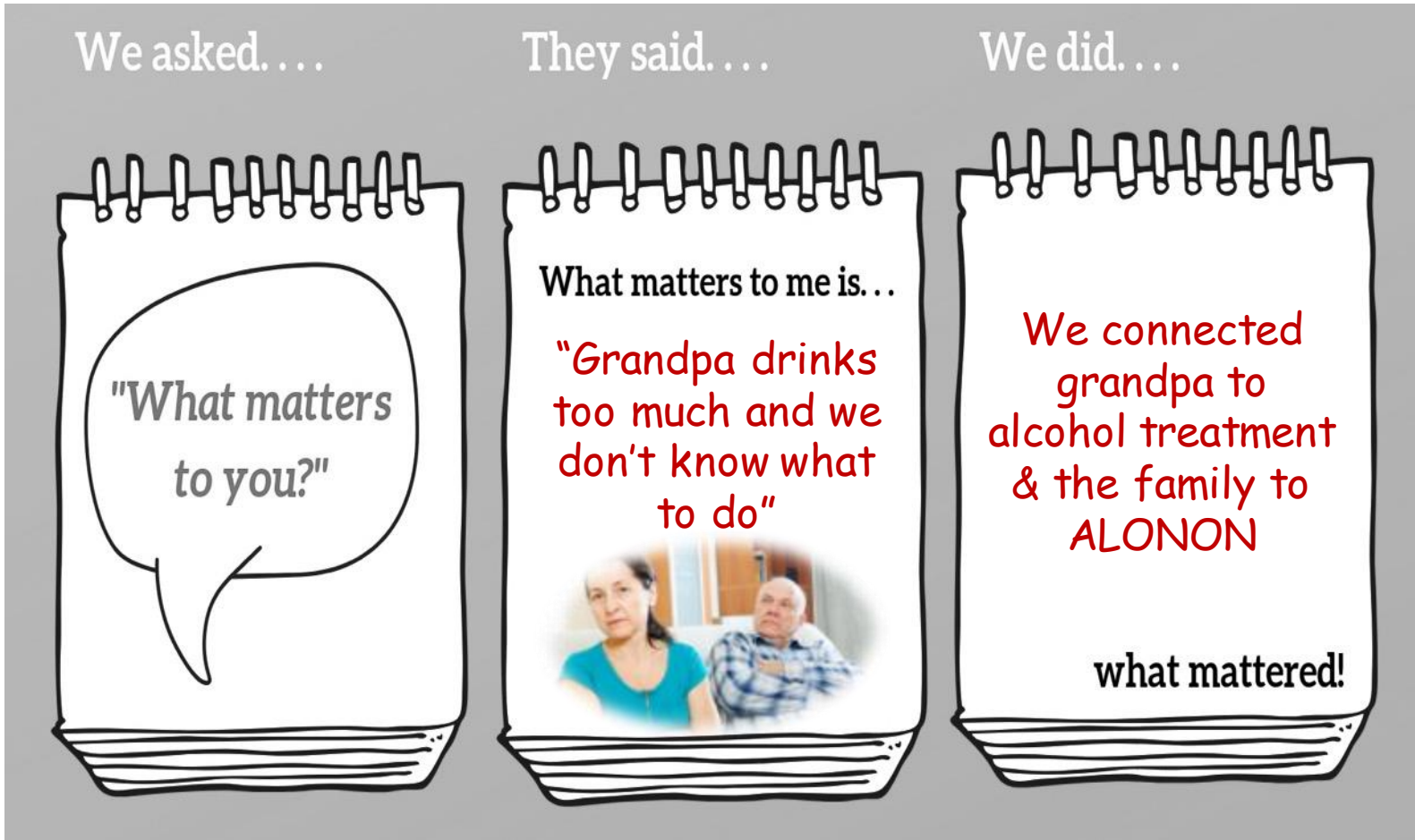
<https://montefiorehvc.org/what-matters-to-you/>

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Digging Deeper: Identifying Root Causes



Capturing WMTY Stories of Impact



WMTY: A Global Movement

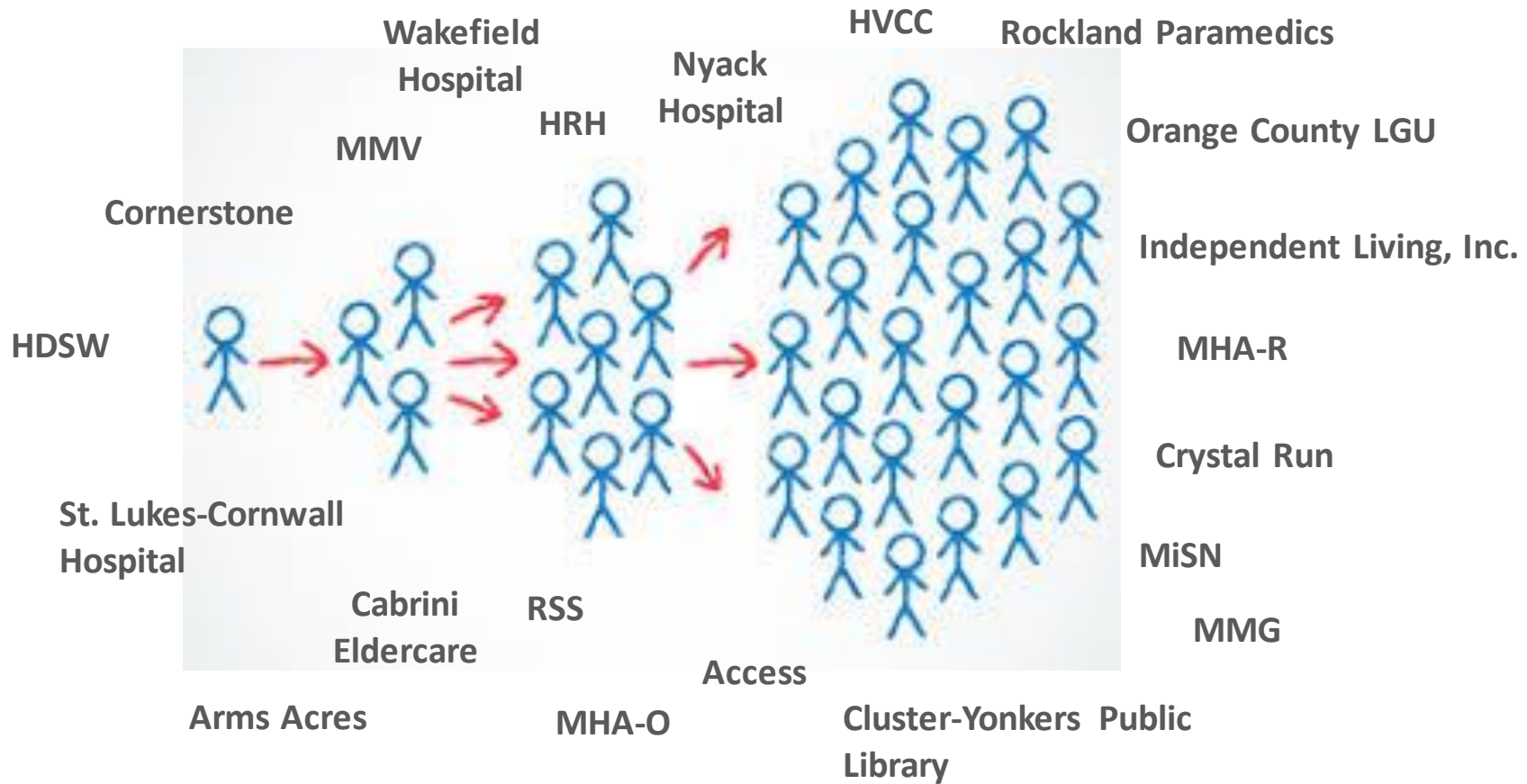


What matters to you?

- Scotland
- England
- Ireland
- Wales
- Brazil
- Norway
- Denmark
- New Zealand
- Canada
- Australia



Creating a "movement"....

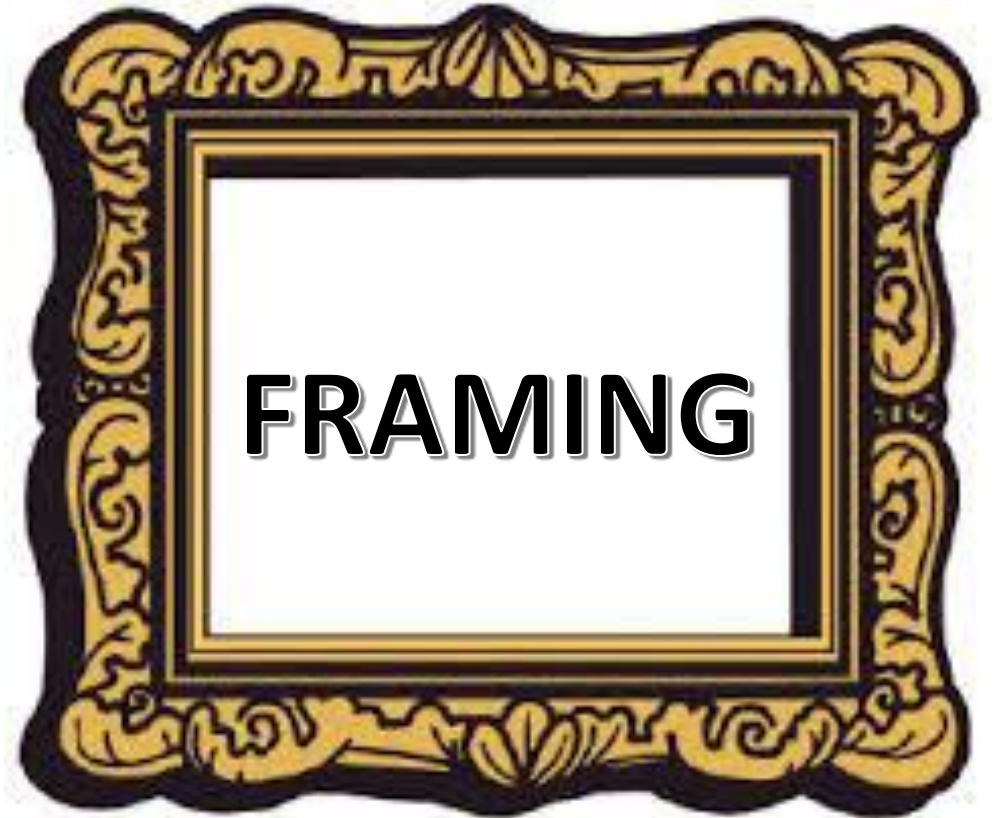


MHVC Leadership Donning Patient Centered Frames





Fill in the _____



Two Strategies for Collecting Assessment Data

Fill in the BLANKs as you collect the story



Fill in the _____

- First Ask:
 - *“Could you tell me about how your child receives care now?”*
- Then verify collected information and use it to fill in the assessment:
 - *“OK, Dr. X is your PCP and your child gets speech therapy and PT.”*

FRAMING





FRAMING:
Explain “why” what you
need to do matters

ADD TO
THE CHAT



Why is the assessment
important?



Framing

Explain
Why?

ACKNOWLEDGE



WILFM?

Framing

Explain
Why?

ACKNOWLEDGE



WIIFM?

The DOH requires our team to collect certain information in order to continue to receive funding for this service (Information line).

I recognize that this takes time and seems unrelated to you request.

The questions will take approximately ____ minutes to complete

The advantage is that once we collect this information you are in the system, which means that the next time you call things will go faster.

Another advantage is that the future, the state hopes to use this information to proactively reach out to you when there are available age- appropriate services and resources that may be helpful for your child.

Navigating the Interaction: Engaging, Framing and Transitioning to Assessment and Back

Engaging &
Open

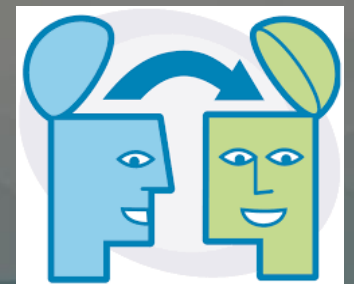
Repeat back
their request
and
acknowledge
you can help

Frame the
Assessment

Transition to
Assessment

Transition
Back

Provide the
needed
information or
requested
resources.



Engaging, Framing and Transitioning to Assessment and Back

Engaging &
Open

Ask WMTY or
what they
need

Repeat back
their request
and
acknowledge
you can help

Let them know
that you will be
able to help
them

Frame the
Assessment

Engaging, Framing and Transitioning to Assessment and Back

Engaging & Open

Ask WMTY or what they need

Repeat back their request and acknowledge you can help

Let them know that you will be able to help them

Frame the Assessment

Explain Why

Acknowledge

Estimate Time

WIFM

Transition to Assessment

I know that completing an assessment like this can be frustrating especially when you have a simple request _____.

Ask permission to continue
"Would it be OK to move on?"

Engaging, Framing and Transitioning to Assessment and Back

Engaging & Open

Ask WMTY or what they need

Repeat back their request and acknowledge you can help

Let them know that you will be able to help them

Frame the Assessment

Explain Why

Acknowledge

Estimate Time

WIFM

Transition to Assessment

I know that this completing an assessment like this can be frustrating especially when you have a simple request _____.

Ask permission to continue
"Would it be OK to move on?"

Transition Back

Thank you for providing the needed background information

As I mentioned before, your information is now in our system so things will be quicker the next time you call

Engaging, Framing and Transitioning to Assessment and Back

Engaging & Open

Ask WMTY or what they need

Repeat back their request and acknowledge you can help

Let them know that you will be able to help them

Frame the Assessment

Explain Why

Acknowledge

Estimate Time

WIFM

Transition to Assessment

I know that this completing an assessment like this can be frustrating especially when you have a simple request _____.

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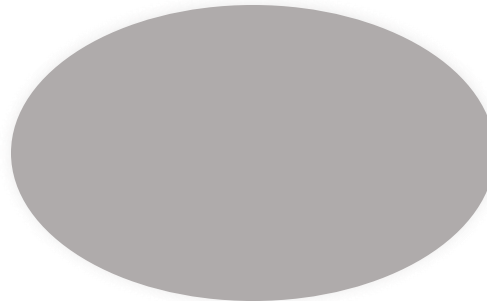
Provide the needed information or requested resources.

Use ASK-TELL-ASK to ensure you are clear

What topics do you frequently give information or advice about?

Available Services

Resources for CYSHCN

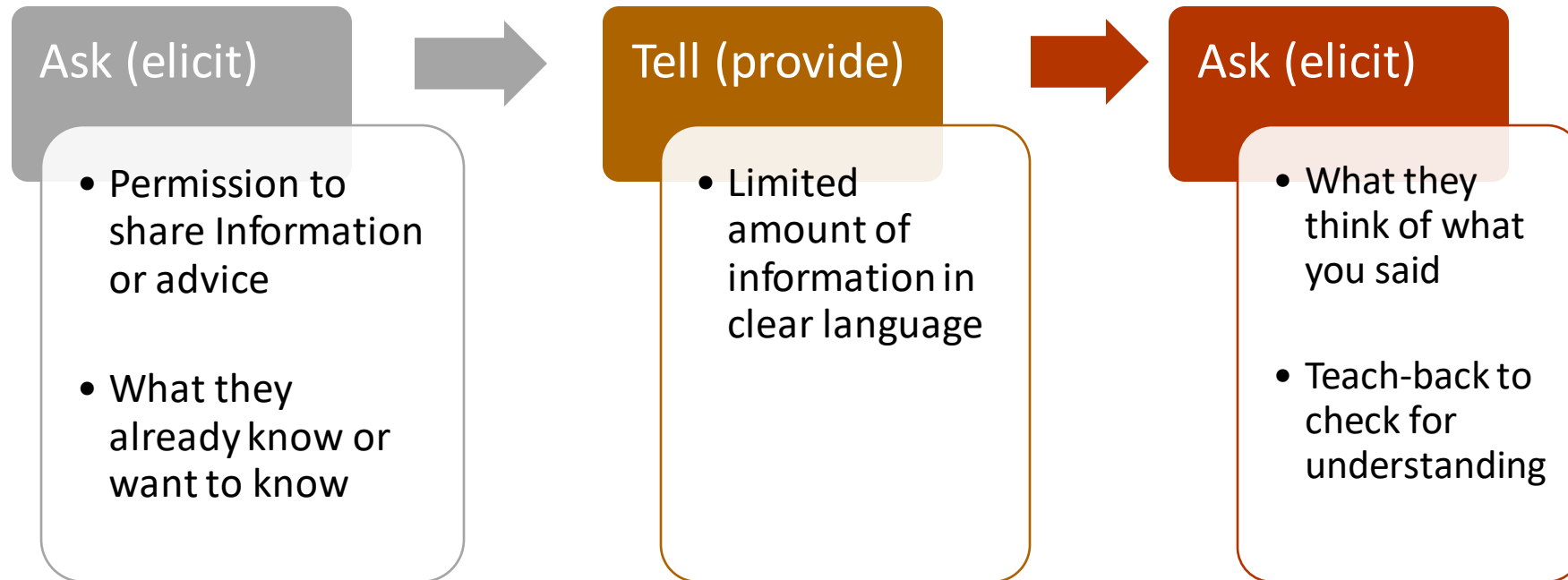


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How to give information and advice



Miller W, Rollnick S. Motivational Interviewing: Preparing People for Change, 3ed. Guilford Press, 2013

Co-Design

- Get feedback from families
- What is their experience?
- What modifications would they suggest to the scripts?



Using QI to Reduce Assessment Burden: Three Questions for Improvement

What are we trying to accomplish?

- Improve assessment completion rates
- Improve the experience of collecting assessment data

How will we know that a change is an improvement?

- What are our measures?

% of calls with complete assessments

Pulse Surveys

What changes can we make that will result in improvement?

- PDSA change cycles



Co-design scripts with families, incorporate their feedback

Pulse Surveys

Poll #1

Describe your most recent data collection experience

- Family member completed assessment without issue
- Family member expressed frustration, but completed the assessment
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- Family member got frustrated, and therefore only completed part of the assessment
- Family member refused to complete assessment

Poll #2

Describe how you felt after your most recent experience

- Content**
(I felt that I was helpful to the family, I think they felt this too.)
- Neutral**
- Frustrated or stressed**
(the encounter was stressful; for me and/or the family)

Questions

