What Matters: MI and QI to Reduce Assessment Burden

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Children & Youth with Special Health Care Needs (CYSHCN)
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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)*
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’s the matter?”
What Matters to You?

Slide credit:
Damara Gutnick, MD
What Mattered was having lunch with his ROMEO group (Retired Old Men Eating Out)
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


**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**

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

What Matters to You?

MI Spirit
CAPE

Compassion
Acceptance
Partnership
Evocative

Miller & Rollnick, Motivational Interviewing, Helping People Change

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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.

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

1. Ask staff, “What matters to you?”
2. Identify unique impediments to joy in work in the local context
3. Commit to a systems approach to making joy in work a shared responsibility at all levels of the organization
4. Use improvement science to test approaches to improving joy in work in your organization

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?

Slide credit: Damara Gutnick, MD
What Matters to You?

Slide credit: Damara Gutnick, MD
Aligned with Motivational Interviewing Spirit

What Matters

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

We asked. . . .

"What matters to you?"

They said. . . .

"Grandpa drinks too much and we don't know what to do"

We did. . . .

We connected grandpa to alcohol treatment & the family to ALONON

what mattered!
WMTY: A Global Movement
Creating a “movement”...
MHVC Leadership Donning Patient Centered Frames
Two Strategies for Collecting Assessment Data

Fill in the ____

STORYTELLING

FRAMING
Fill in the BLANKs as you collect the story

• 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: Explain “why” what you need to do matters
Why is the assessment important?
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 your request.

The questions will take approximately 2 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 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.
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 your 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

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- Estimate Time
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**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?”

**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

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**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?”

**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

**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

?
How to give information and advice

Ask (elicit)
- Permission to share information or advice
- What they already know or want to know

Tell (provide)
- Limited amount of information in clear language

Ask (elicit)
- What they think of what you said
- Teach-back to check for understanding

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

The IHI Model of Improvement
Pulse Surveys

Poll #1

Describe your most recent data collection experience

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- 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