Care Transitions Education Project
Nurses Leading Patient-Centered Care Transitions

CURRICULUM SYLLABUS

MODULE 1 SYLLABUS

Introduction to CTEP and Understanding Care Transitions across the Health Care Continuum

Description

Introduction to goals, learning objectives and structure of the CTEP curriculum. Synopsis of the CTEP group learning modules, instructions for the Patient Tracer and other experiential learning activities and a preview of the CTEP Quality Improvement practice is provided. Learning focuses on the definition of *care transitions*, *health care continuum* and the imperative to improve patient-centered care transitions. Roles, responsibilities and contributions of patients and families, nurses and multidisciplinary health professionals to achieving effective care transitions are introduced. Learners participate in interactive learning activities to increase their awareness and appreciation of patient care provided in care settings across the continuum.

Teaching Strategies

- Overview of learning content using PowerPoint slides
- Use of detailed trainer notes, key points and facilitation prompts (embedded in slides)
- Activating Learning activity to inspire thinking about personal experiences related to topic
- Interactive learning activities (see Teaching Materials)
- Facilitated group discussion
- Use of content-related video clips and handouts
- Review of handouts, activity guides and tools

Topics

- Group introductions
- CTEP background, goals and learning objectives
- CTEP Structure
    - o Introduction to Group Learning Modules
    - o Explanation of Patient Tracer and other experiential learning activities
    - o Explanation of CTEP Quality Improvement component
- Local training information and logistics
- Definition of care transitions and problems in care transitions
- Patient and family care transition experiences and needs
- Elements of effective care transitions
- Composition and importance of multi-disciplinary care transition teams
- Definition of health care continuum
- Overview of different clinical care settings – staffing, patient care, differences/similarities
- Nursing roles across settings
- Care transitions impact on patients/families, nurses, facilities

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Teaching Materials

- Educator Outline
- PowerPoint slide deck: *Introduction to CTEP and Understanding Care Transitions Across the Health Care Continuum*
- Trainer notes: key points, instructions, facilitation prompts (embedded in PowerPoint notes)
- Group discussion questions and prompts
- Interactive learning activity instructions and materials
  - Activating learning activity guide: *Personal Care Transition Experiences*
  - Activating Learning: *Powerful Learning Experiences*
  - Care Transitions Definition Brainstorm
  - One Patient's Care Transition Story
  - Care Transitions Collaboration
  - Continuum of Care Definition Brainstorm
  - Cross Continuum Jeopardy

Handouts

- PowerPoint overview notes pages (3 slides per page)
- CTEP Learning Objectives
- Experiential Learning Model
- Patient Tracer Activity materials
  - Learner Patient Tracer Instructions
  - Questions for reflection
  - Observation Checklist
- Experiential Learning materials
  - Core elements of experiential learning
  - Questions for reflection
  - Experiential Learning activity guides:
    - Shadow/Interview a Nurse in a Different Care Setting
    - Assess Health Literacy Using the *Newest Vital Sign* tool
    - Learn About Others' Cultural Health Beliefs or Practices
    - Assess the Financial Feasibility of a Discharge Plan
    - Observe Patient Discharges
    - Conduct a Post-discharge Interview using the CTM-3®
- Care Transitions Bundle: Seven Essential Intervention Categories
- Glossary of Terms related to Care Transitions
- Module 1 - Related Readings and Resources

<u>MODULE 2 SYLLABUS</u>

The Key Role of Nurses in Patient Care Transitions

Description

Learning focuses on nurses' individual role and accountability for achieving effective patient care transitions. Tenants of patient and family-centered care are reviewed and practiced as they relate to care transitions. Students engage in interactive learning activities to strengthen their competencies to embrace and execute their key role in achieving effective patient care transitions.

Topics

- Care transitions as a nursing process and nursing practices that can improve care transitions
- Focus on patient and family experiences
- Communication skills for effective care transitions
- Impact of health literacy and cultural considerations on care transitions processes
- Teach Back method
- Meaning and value of "warm handovers"
- Quality improvement practice – identifying care transition problems

Teaching Strategies

- Overview of learning content using PowerPoint slides
- Use of detailed trainer notes, key points and group facilitation prompts (embedded in slides)
- Use of content-related video clips and handouts
- Activating Learning activity to inspire thinking about personal experiences related to topic
- Interactive and independent learning activities (see Teaching Materials)

Teaching Materials

- Educator outline
- PowerPoint slide deck: *The Key Role of Nurses in Patient Care Transitions*
- Trainer notes: key points, instructions, facilitation prompts (embedded in PowerPoint notes)
- Interactive learning activity instructions and materials:
    - Activating Learning: The Role of the Nurse
    - Small group work - Care Transitions is a Nursing Process
    - Consider This – Patient, Family and Caregiver Perspectives
    - Self-Quiz – Understand Your Communication Style
    - Group discussion – The Impact of Low Health Literacy
    - Work in pairs – Make it Patient-Friendly
    - Large group activity – Health Cultural Beliefs Interview
    - Teach Back practice

Handouts

- PowerPoint overview notes pages (3 slides per page)
- Questions and Phrases for Better Communication
- Cultural Health Beliefs Interview
- Summary of Patient-Centered Care and Communication Nursing Competencies
- Module 2 - Related Readings and Resources

MODULE 3 SYLLABUS

Systems Thinking in Patient Care Transitions

Description

Learning focuses on definition and application of *systems thinking* in effective care transitions. Health providers' personal and shared accountability to improve transitions and prevent negative outcomes is reinforced. Interactive learning activities illuminate the impact of the *healthcare business and reform* on care transitions, patients and families, nurses and institutions.

Topics

- Systems thinking as a beneficial approach to care transition problem-solving
- Quality improvement practice using the 5 Whys
- Overview of the health care system
- Healthcare "business" and its impact on patients/families, nurses, institutions and systems
- Ways nurses can engage with the business of healthcare to improve care transitions
- Key concepts in healthcare reform and healthcare delivery models including ACOs and PCMH
- Basic overview of Medicare and Medicaid differences and coverage
- Power of developing a wider circle of colleagues

Teaching Strategies

- Overview of learning content using PowerPoint slides
- Use of detailed trainer notes, key points and facilitation prompts (embedded in slides)
- Use of content-related handouts
- Activating Learning activity to inspire thinking about personal experiences related to topic
- Interactive learning activities (see Teaching Materials)
- Facilitated group discussions

Teaching Materials

- Educator outline
- PowerPoint overview: *Systems Thinking in Patient Care Transitions*
- Trainer notes: key points, instructions, facilitation prompts (embedded in PowerPoint notes)
- Interactive learning activity instructions and materials:
  - Activating Learning: Values Clarification
  - Work in pairs – Systems Thinking Practice
  - Brainstorm – How does the business of healthcare impact nurses?
  - Nurse Voices and Discussion
  - Critical Reading of a Transition Record
  - Case Study Discussion
  - Colleague Mapping

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Handouts

- PowerPoint overview notes pages (3 slides per page)
- Some Facts about ACA Implementation
- ACA Implementation Timeline Cheat Sheet
- Healthcare Reform Glossary of Terms
- Medicare and Medicaid Comparison Chart
- Medicare Part A and Medicare Coverage in Nursing Facilities
- MassHealth OTC Drug List
- Module 3 Related Readings and Resources

MODULE 4 SYLLABUS

Nurse Leadership in Care Transitions Quality Improvement

Description

Learning focuses on the Institute of Medicine vision of nurses as leaders "from bedside to board room." Nurses' ability to engage in care transitions quality improvement is emphasized. Learners explore personal leadership skills and engage in interactive and experiential learning activities, including developing a care transitions quality improvement plan using quality improvement methods and tools from the curriculum.

Topics

- Exploration of nurses as leaders of care transitions
- IOM report interpretations of nurse leadership and
- Leadership and Quality Improvement (QI) as nursing competencies and nurses' legacy
- Definition and steps of QI
- QI practice: Root cause analysis and tools (5 Whys; Cause and Effect diagrams)
- QI practice: Planning change using the PDSA
- Ways nurses can lead care transitions improvement and identifying personal QI interests
- Reflecting on the CTEP experience

Teaching Strategies

- Overview of learning content using PowerPoint slides
- Use of detailed trainer notes, key points and facilitation prompts (embedded in slides)
- Use of content-related video clips, handouts and tools
- Activating Learning activity to inspire thinking about personal experiences related to topic
- Interactive and independent learning activities (see Teaching Materials)
- Facilitated group discussions
- Practice with QI tools

Teaching Materials

- Educator outline
- PowerPoint overview: *Nurse Leadership in Care Transitions Quality Improvement*
- Trainer notes: key points, instructions, facilitation prompts (embedded in PowerPoint notes)
- Interactive learning activity instructions and materials:
    - Activating Learning – Leaders Remembered
    - Leadership self-assessment
    - View and discuss video
    - Interactive activity – Ways Nurses Can Lead Care Transitions
    - QI Practice: 5 Whys; Cause and Effect Diagram; PDSA Feedback Loop
    - Considering Next Steps after CTEP
    - Review QI Tools Packet
    - Brainstorm – What QI projects would you like to try?
    - Reflections about the CTEP experience

Handouts

- PowerPoint overview notes pages (3 slides per page)
- Summary Notes from IOM Chapter 5: Transforming Leadership
- Quality Improvement – APHA
- Root Causes Analysis – Tracing a problem to its origins
- Science of Improvement: Testing changes – IHI
- CTEP Quality Improvement Success Stories – Warm Handovers
- Module 4 - Related Readings and Resources
- Quality Improvement Project Tools
  - Care Transitions Quality Improvement Project Instructions
  - 5 Whys Worksheet
  - Cause and Effect Analysis Worksheet (Fishbone Diagram)
  - Care Transitions Incident RCA Worksheet (from Cooley-Dickenson)
  - PDSA Cycle Worksheet
  - Sample QI Activity – Develop a Feedback Loop