

PLICO Explore Healthcare Summit

August 10-11, 2017

Norman, OK

Raising the Bar on the Handoff

Sean E. Mahar, MA

<http://www.seanemahar.com/>



10:15am-11:45am

Hospitals...Navigating the Currents

Educational Track

1:15pm-2:45pm

Dialogues in Medicine

Educational Track

Desired Outcomes

Participants are able to **think** in the following ways:

1. Describe both physical and oral hand-offs.
2. Reflect upon the physical purposes of oral hand-offs and verbalize outcome oriented objectives.
3. Discriminate between expressive and outcome oriented speech.
4. Discriminate between the presence or absence of spontaneous evidence of a successful handoff.
5. Use Bloom's taxonomy as prompts for effective inquiry when soliciting evidence of grasping.
6. Recognize and describe the futility of questions that ask for yes/no responses. They are non-productive forms of inquiry during hand-offs.

Desired Outcomes

Participants are able to **aCt in the following ways:**

1. Decide upon desired outcome(s).
2. Assess receiver's abilities.
3. Engage the other party in the handoff.
4. Look for spontaneous evidence of grasping. If this occurs, stop here.
5. Follow up using effective inquiry when there is no compelling spontaneous evidence apparent.
6. Demonstrate effective handoffs.

Outline

1. Greet Your Learning Partner [3 min.]
2. Current vs New Vocabulary [10 min.]
3. Physical Handoffs (objects) [20 min.]
4. Oral Handoffs (information/responsibility) [30 min.]
 - 5 Components
5. Practice Sharing What You Learned [10 min.]
6. Additional Applications & Close [5 min.]

1. Greet Your Learning Partner

- Create learning groups of two to four people.
- Please incorporate anyone who joins us after we begin.

2. Current vs New Vocabulary

Current

- Handoff
- Signout
- Transmitting info.
- SBAR
- ANTICipate
- I-PASS
- Provide information

New

1. Attention
2. Purpose
3. Performance
4. Expressive
5. Outcome Oriented
6. Feedback
7. Grasping
8. Spontaneous Evidence
9. Soliciting Evidence

3. Physical Handoffs

- a. Zooming-In
- b. Perception
- c. Three video clips of real handoffs
- d. Experiencing physical handoffs
- e. Experiencing throwing objects—the transition to oral handoffs



MONSON TOWN OFFICE

MONSON



MONSON TOWN OFFICES



MONSON TOWN OFFICES

MONSON TOWN OFFICES



MONSON TOWN OFFICES



CAUTION
SLIPPERY WHEN WET

NOTICE TO CUSTOMERS
PLEASE HOLD UP TO THE
COUNTER WITH
NO CASH/COIN
CURRENCY

NOTICE
AFTER HOURS
DROP BOX

MONSON TOWN OFFICES



AUTOMATIC
CAUTION
DOOR
ACTIVATE SWITCH
TO OPERATE

THE TOWN CLERK'S OFFICE
WILL BE CLOSED ON
WEDNESDAY JUNE 21 AND
RE-OPEN THURSDAY AT 8A

BOARD OF HEALTH
WILL BE CLOSED
FRIDAY, JUNE 23RD. THE
OFFICE WILL
RE-OPEN MONDAY
JUNE 26TH.





AUTOMATIC

CAUTION

DOOR

**ACTIVATE SWITCH
TO OPERATE**

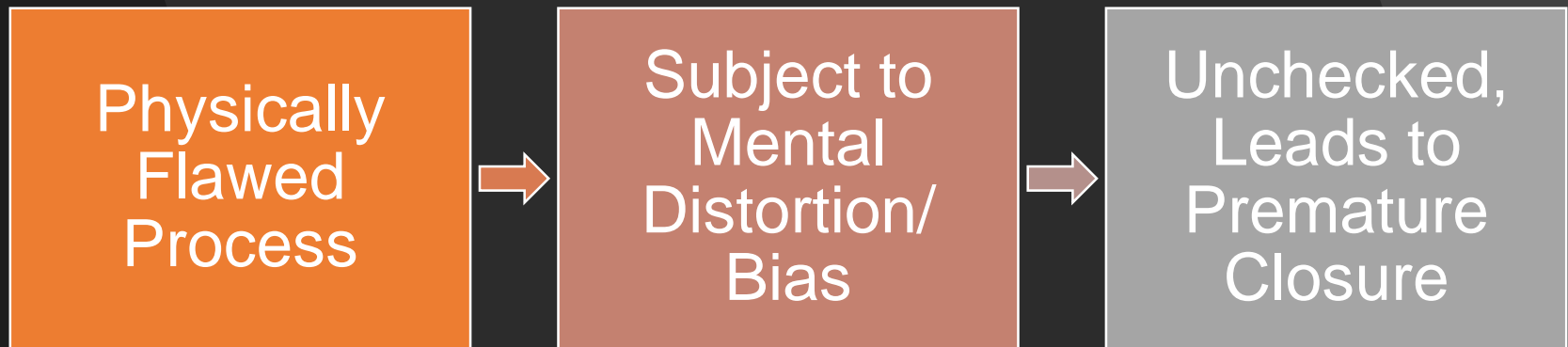
HORTON AUTOMATICS



MOSSON TOWN OFFICE

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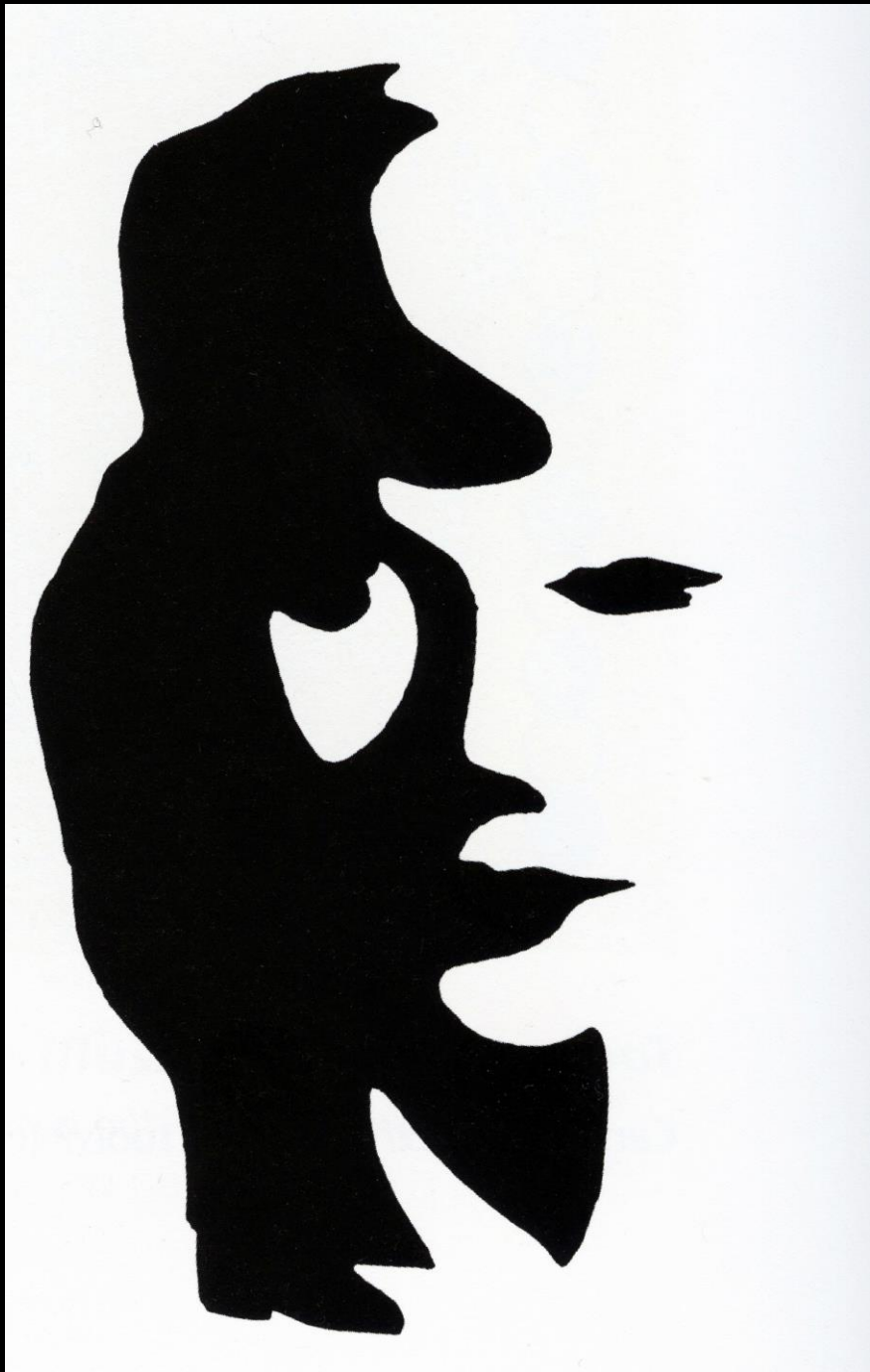
Perception

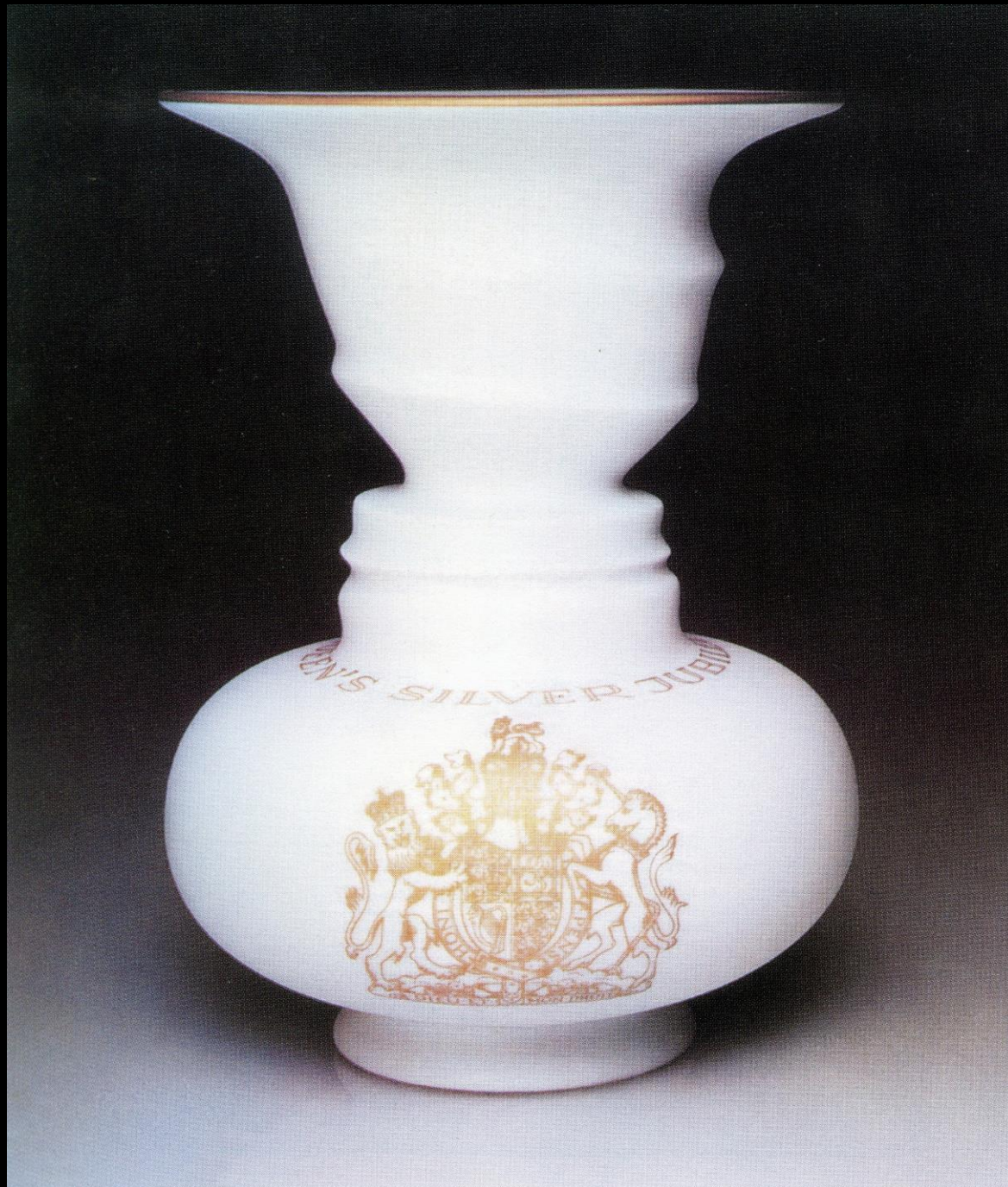


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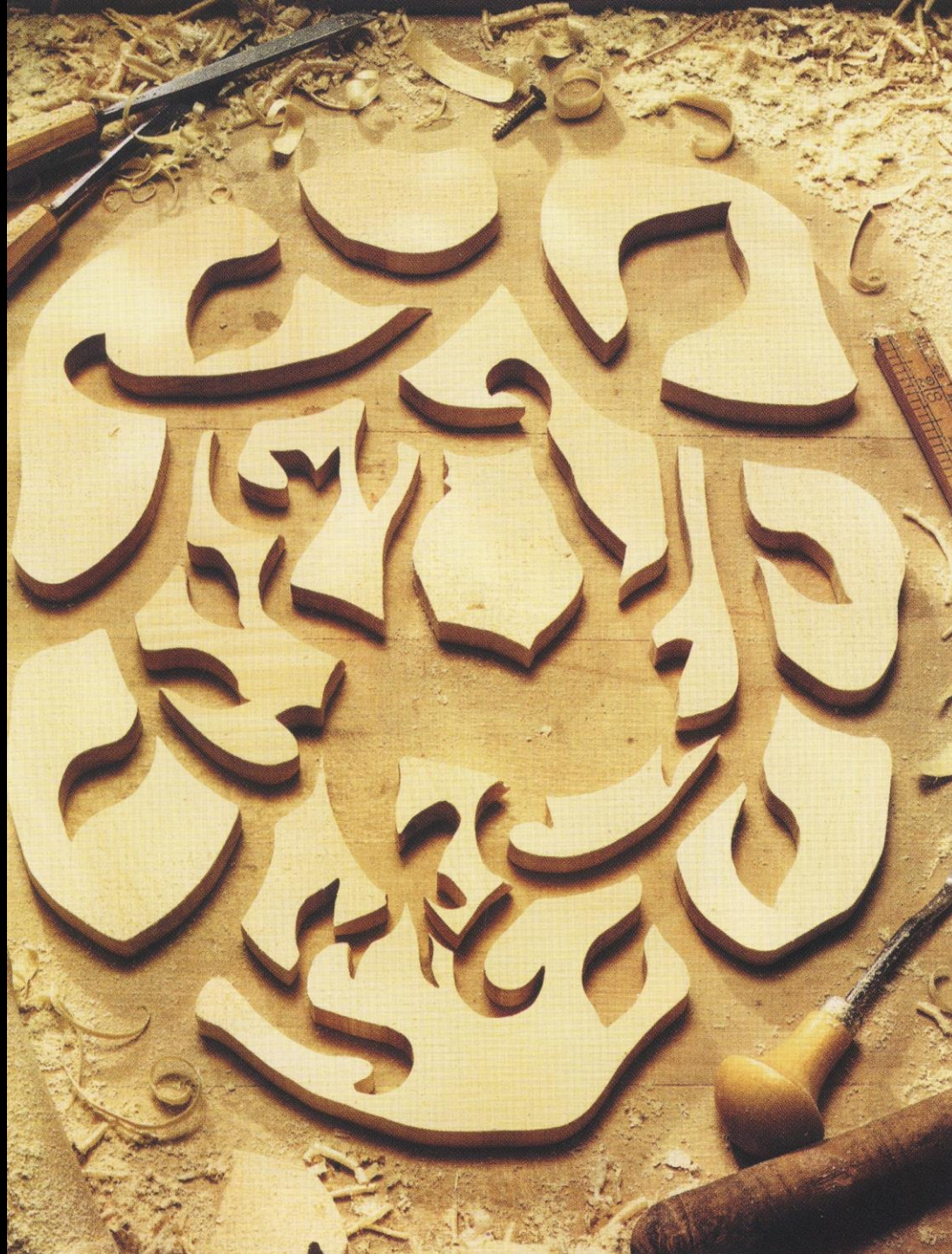








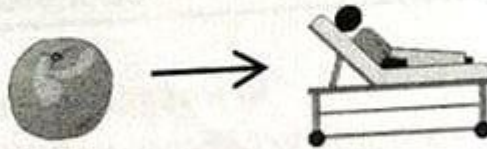






Spectrum

Diabetes Misunderstanding



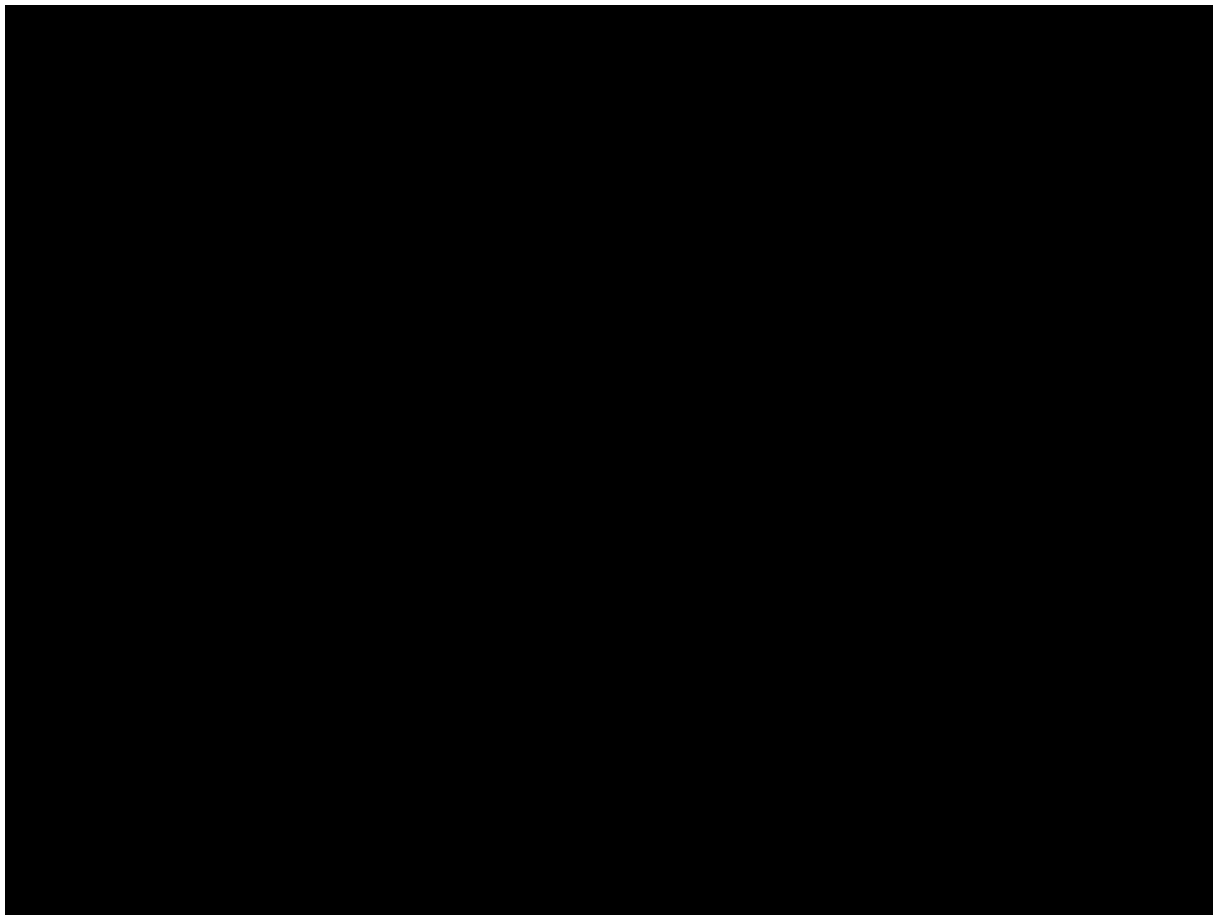
- Patient in hospital taught to inject insulin by injecting an orange
- Patient readmitted to hospital with dangerously high blood sugar
- Patient was injecting insulin into the orange, then eating it



\$2700

Average daily cost for
hospital admission

3 Video Clips of Grasping







Experience Physical Handoffs

1

Practice with your learning partner

2

Practice at a handoff table/station

3

Throwing, the transition from physical to oral handoffs

4. Oral Handoffs

- Expressive vs Outcome Oriented
- Five Steps
 1. Decide upon the desired outcome.
 2. Assess the receiver's abilities.
 3. Engage the other party in the handoff.
 4. Look for spontaneous evidence of grasping.
 5. Follow up using effective inquiry when there is no compelling spontaneous evidence of grasping.

Raising the Bar on Handoffs

Comparison Between Expressive and Outcome Oriented Communication

I want to tell you something ...

... to express myself.
(Weak Handoff)

... to achieve an outcome.
(Strong Handoff)

To satisfy a personal, internal need.
To accomplish something within one's self.

To accomplish something in the other person.
To enable someone else to think/behave differently

1
Purpose

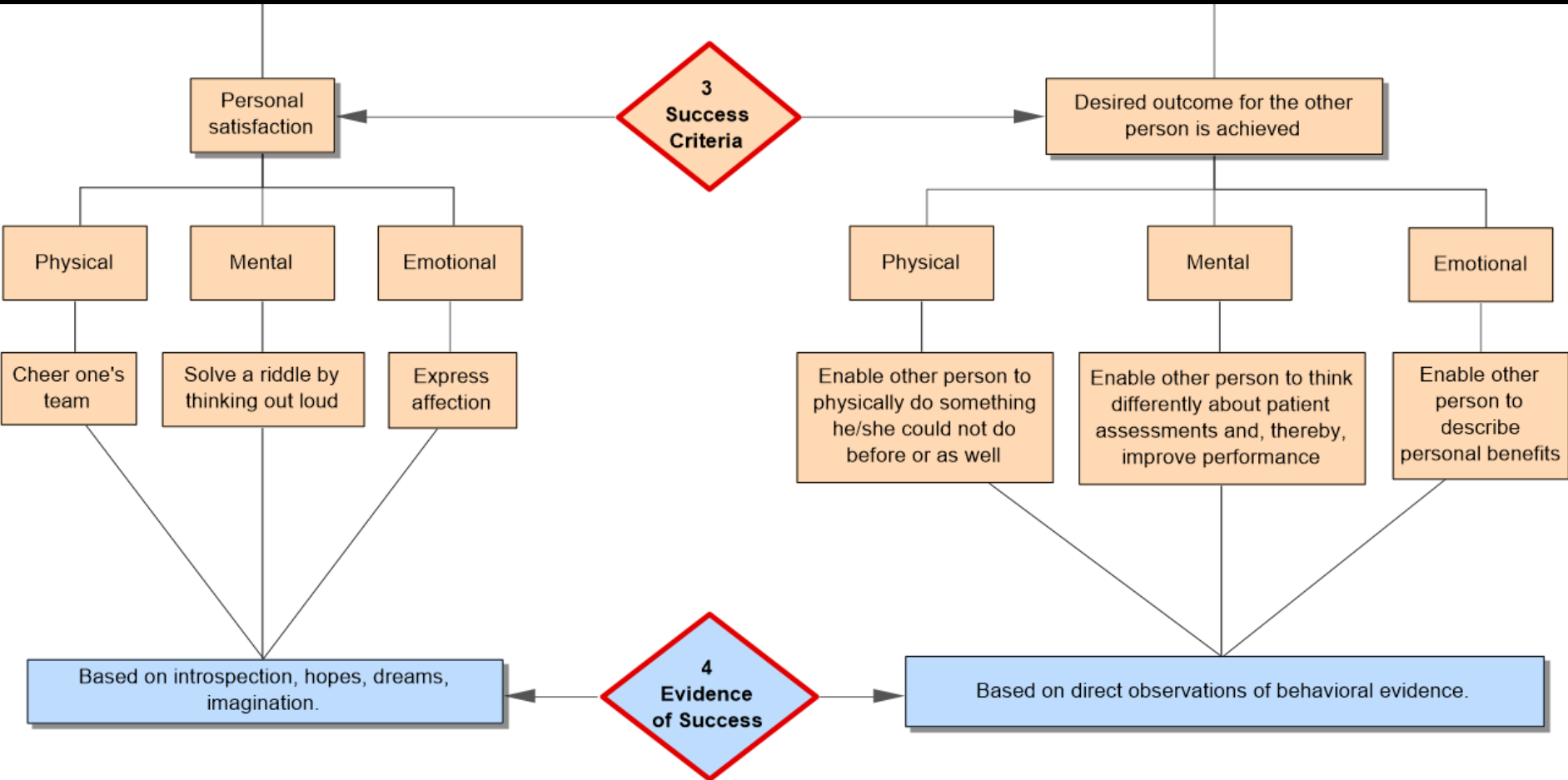
For me to ...

1. Give report.
2. Give feedback.
3. Give some advice.
4. Give my two cents.
5. Give a compliment.
6. Share my point of view.
7. Get something off my chest.

For someone else to ...

1. Follow a treatment plan.
2. Improve a patient's care.
3. Take medications appropriately.
4. Use the information to care for someone.
5. Have the information available for reference.
6. Paraphrase the actions that need to be taken.
7. Have knowledge that will enable better prioritization.

2
Goal

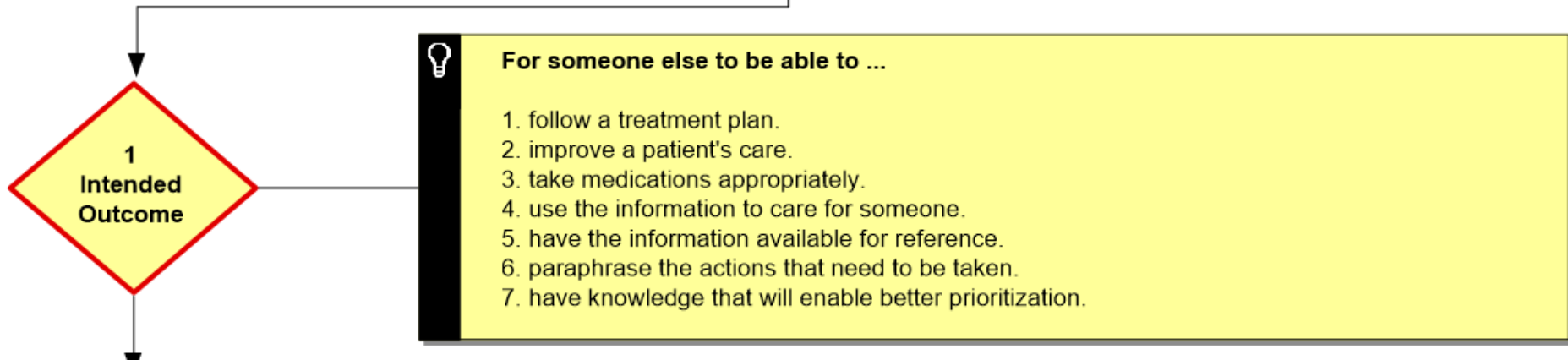


Give a Compliment

- What do you want the receiver to feel?
- What do you want the receiver to be thinking?
- What opinion do you want the receiver to have of you?
- How will you know you were successful?

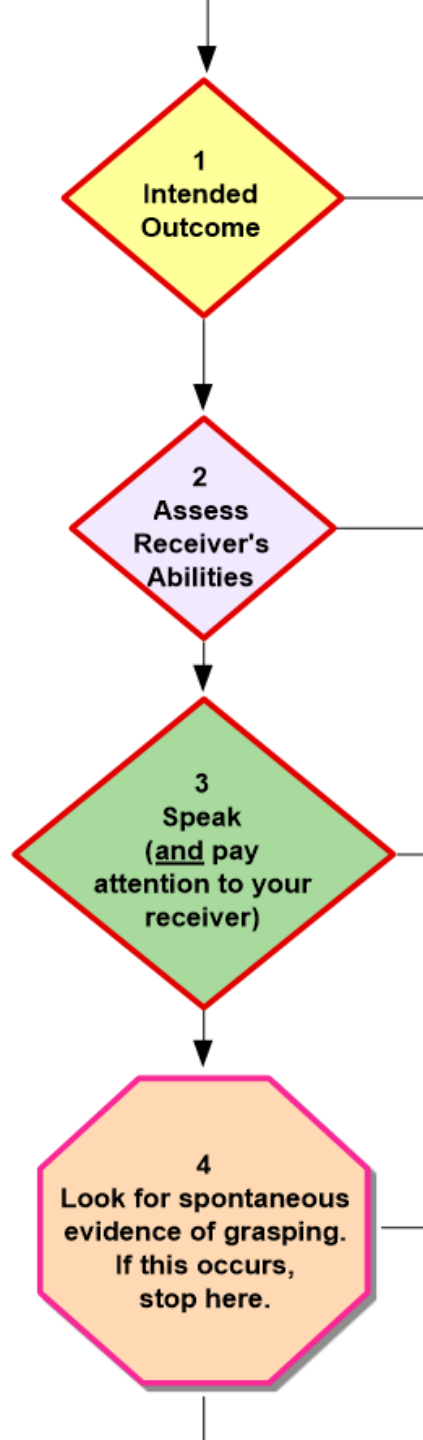
I want to tell you something.

(Strong handoff is Intended to accomplish something in the other person; **success is measured by outcome.**)



“Goal” Exercise: Expressive vs Outcome Oriented Goals

Expressive Goals: I am going to ...	Outcome Oriented Goals
1. Give a compliment	I want you to ... <ul style="list-style-type: none">• Feel proud of what you did.• Feel excited about your achievement.• Feel recognized and appreciated.• Feel engaged and respected..
2. Give feedback	
3. Share my point of view	
4. Give you my two cents	
5. Explain the reasons for the project	
6. Get something off my chest	
7. Tell you about the patient in room 401	
8. Explain the bloodwork results	



5
In the absence
of spontaneous
evidence of
grasping, use
inquiry.

Ineffective inquiry

1. Do you understand?
2. It is a big job, are you up for it?
3. Is this something you can manage?
4. Do you know what needs to be done?
5. Can you see one of my patients for me?
6. Will you be able to get this done on time?

Effective inquiry

1. Which issues do you think are most important in Mr. G.'s care?
2. What do you think success would look like for the patient in room 4B?
3. After this handoff I would appreciate you sketching out your plan for covering these patients.
4. When do you think you might have time to re-visit the patient's medical history, we might have missed something.
5. How long would it take you to organize a team to work with you on this and when would you envision having your first meeting?

If there is no spontaneous evidence of grasping, use inquiry.

Questions That Do Not Work:	Reasons They Do Not Work
1. Do you understand?	Responses of "yes," "sure," and "no problem" are not indications of grasping.
2. Will you be able to get this done on time?	
3. Is this something you can manage?	
4. It is a big job, are you up for it?	
5. Can you see one of my patients for me?	
6. Are you able to take on some additional work?	
7. Do you know what needs to be done?	
8. Would you ...?	
9. Can you ...?	
10. Please repeat back exactly what I said.	Exact repetition is not evidence of grasping.

2 Strategies for Effective Q's

- **Bloom's Taxonomy**

- In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95 % of the test questions students encounter require them to think only at the lowest possible level, the recall of information.

- **Invite numerical responses**

Creating Questions based upon Blooms Taxonomy

Levels	Sample Verbs
1. Knowledge	list, recall, repeat (in effective methods)
2. Comprehension	describe, restate, classify, explain
3. Application	illustrate, interpret, sketch, schedule
4. Analysis	test, calculate, distinguish, examine, contrast
5. Synthesis	arrange, assemble, design, organize, plan
6. Evaluation	estimate, predict, assess, compare, evaluate

Creating questions based upon asking for a response that uses numbers

1. How long do you think this will take?
2. What time Thursday do you think is the best time to get this to me?
3. How much time do you think you will need for the procedure on this patient?
4. When do you think we can discharge this patient?

Application Exercise #1

You are responsible for discharging a young patient with a broken arm now in a cast. You need to have a “grasping” conversation with the child’s mother. Think about what you want the mother to know & do with respect to her child’s care. Effect a successful handoff when

- a. the mother responds constructively showing spontaneous evidence of grasping.
- b. the mother is silent—what one or two questions are likely to result in responses that provide you with evidence of grasping?

Application Exercise #2

You want to give someone a research assignment. Think about something you could ask a colleague, resident, intern, medical student, or assistant to research for you and then report back to you within about a week. Effect a successful delegation of responsibility for the research when the receiver

- a. asks several good questions during the delegation that show spontaneous evidence of grasping.
- b. says nothing—what one or two questions are likely to result in responses that provide you with evidence of grasping or not grasping?

5. Practice Sharing this Skill

- “Teach back” time: Practice teaching your partner the 5 steps of an oral handoff
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 2. Assess receiver’s abilities.
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Q & A

Review Desired Outcomes

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6. Additional Applications

- Leadership
- Education
- Training
- Coaching
- Parenting

Summary/Review

- Improving handoffs **is not only** about increasing the quantity and quality of information being transmitted.
- Improving handoffs **is paying attention** to the receivers' capacity to grasp, hold, and act on the information they are given.
- We need more **evidence** receivers know what is expected.
- **We have a choice** to be expressive or to be effective.

**Checking for grasping
needs to be a part
of every handoff.**

Thank you!