

Icons Used



Timing



Discussion



Media



Key Point



Activity



Breakout rooms



Facilitator Note



Producer Note



Chat



Polling



Whiteboard



Break



End

COURSE INTRODUCTION

This page summarizes key information about the course, the pre-work assigned to the participants, and the evaluation strategy implemented after the delivery.

General:

Course Name: Patient Experience Virtual Live Learning

Course Duration: 1.5 hours

Course Description:

Materials & Preparation Checklist:

- Workbook, downloaded from the LMS
- Evaluation: When course marked complete by LMS, MtM survey is emailed to the attendee.

FG Organization:

- **Course Introduction section:** A brief introduction of the course and a description of any activities the participants must complete prior to attending the course. This page/slide is hidden.
- **Facilitator Preparation section:** A summary for the facilitator on how to prepare to teach the course. This page/slide is hidden.
- **Producer Preparation section:** A summary to help the producer prepare for the course. This page/slide is hidden.

Main content format for the notes page:
Use the Notes Page view to see the facilitator guide. The facilitator notes are on the left side of the notes page. The Producer notes are in the shaded area on the right.

NOTE: When viewing in Normal mode, only the facilitator notes are visible. To view the producer notes, you must select View → Notes Page.

Course Introduction

THIS SLIDE IS HIDDEN

IMPORTANT: When viewing in Normal mode, only the facilitator notes are visible. To view the producer notes, you must select View → Notes Page.

Producer Notes



This section is intentionally blank.



Facilitator Note

FACILITATOR PREPARATION

This hidden page is used by the facilitator and provides helpful information and preparation tips for delivery.

Summary of VLL functionality used in this lesson:

- Private Chat to producer if technical issues
- Public Chat to ask or respond to questions
- Yes/No and Hand up buttons
- Breakout rooms

Facilitator preparation prior to session:

- Review the:
 - Facilitator Guide notes (in this guide).
 - Self-Directed Activity Worksheet (assigned at the end of this VLL) and downloaded from LMS.
 - Site Assessment Self-Directed Activity Worksheet and Job Aid (assigned at the end of the Debrief VLL) and downloaded from LMS.
 - Manager Guide to completed by the attendee's manager. It is either downloaded from the LMS or emailed to the manager.
- Meet with the producer to discuss handoffs and VLL functionality requirements.
- Attend a dry run with the producer to practice handoffs and VLL functionality.

Facilitator in-session activities:

- Teach content and manage activities.
- Partner with the producer to manage participant engagement and Webex functionality.
- Answer participant questions entered in Chat.
- Keep the participants engaged. Remember to check in with them often to confirm understanding and to encourage participation.

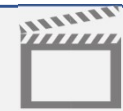
Facilitator Preparation

THIS SLIDE IS
HIDDEN

Producer Notes



This section is intentionally blank.



Producer Note

PRODUCER PREPARATION

This hidden page used by the producer and describes role and responsibilities.

Summary of VLL functionality used in this lesson:

- Communication icons
- Chat
- Breakout rooms

Producer preparation prior to session:

- Familiarize yourself with the electronic files (i.e., polling questions, handouts, etc.) used during this class.
- Work with the facilitator to write his/her introduction.
- Update the “Your team today is...” slide.
- Schedule and attend a dry run with the facilitator.
- Upload slides into Webex.
- Upload handouts via File Transfer, as needed.
- Work with the facilitator to encourage participation and interaction.

Producer—at the start of the session:

- Greet and Chat with participants as they join the session.
- Show polling question to determine if learners need a refresher on Webex functionality.
- Introduce yourself and the facilitator.

Producer—throughout the session:

- Listen for your name in case the facilitator requires assistance.
- Take note of participant engagement levels and provide feedback to the facilitator during breaks.
- Monitor private Chat in case you are contacted by the participants or facilitator.
- Monitor Chat and mention key questions, if not seen by the facilitator.

Producer Preparation

THIS SLIDE IS HIDDEN

IMPORTANT: To view the producer notes, you must select View → Notes Page.

Producer Notes



Session Resources and Inventory

- **Polling questions:** Yes
- **Chat or Discussion:** Throughout
- **Videos:** None
- **Whiteboard:** None
- **Breakout rooms:** Yes



Slide Timing: <1 minute

Slide Purpose: To introduce the first lesson.

Learner Activity: Listen

Facilitator Summary: Introduce the lesson

Producer Summary: Monitor Chat

SAY: Our customer's overall perception of our employees and company is built and influenced by their interactions with us. It could start with the moment a:

- Patient first hears about our center from a doctor or hospital referral.
- Patient is admitted to a clinical program.
- Company purchases treatment equipment or medications from our home page.

Great customer experience can be achieved if you become obsessed with:

- Listening to customers as the top priority across the enterprise.
- Developing an in-depth understanding of what they want and need by asking them.
- Analyzing feedback and acting on it regularly.
- Solving your customers' specific problems and unique challenges.

TRANSITION: Let's look at your learning journey.



Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Presented by: Facilitator

Slide Timing: 1 minute

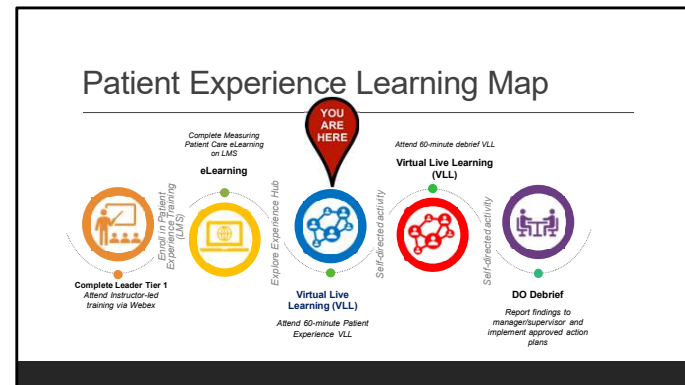
Slide Purpose: To reinforce where they are in the Patient Experience Learning map

Learner Activity: Listen

Facilitator Summary: Discuss the journey map

Producer Summary: Monitor Chat

- Today we will drill down on one of our key customers...patients. Here we will discuss what's at the heart of patient experience and how it is measured.
- The **Patient Experience Self-Directed Activity Worksheet** is assigned at the end of this VLL session. On your own, we ask you to review a case study that includes feedback measures for a generic program. You will review the measures in the staffing category and identify remediation plan and next steps.
- Randomly selected participants will present a synopsis of their analysis, findings / determinations, and action plans to all participants and an expert panel in a VLL session. The experts summarize all recommendations presented and may suggest additional ones that were not proposed.
- **The Patient Experience Site Assessment Activity** is an opportunity for you to analyze patient experience measures for your own program, identify areas of opportunity to further elevate the patients' experience, and determine appropriate next steps.
- As a final step, you are asked to prepare a presentation for your manager to recommend next steps and to address any gaps in the patient experience



Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Presented by: Facilitator

Slide Timing: 1 minute

Slide Purpose: To introduce the producer and the facilitator

Learner Activity: Listen

Facilitator Summary: Monitor chat.

Producer Summary: Welcome participants to the session and introduce yourself and the producer.

DO: Introduce yourself and the producer.

EXPLAIN: We are using the Webex Platform for today's session. Please indicate yes or no if you have used Webex before.

ASK the producer to display the polling question.

SAY: Please let us know if there is any Webex functionality you need us to show you. Please select all the functionality you'd like me to review. The audio lines are also open if case you are unfamiliar with the tool.

NOTE: Based on responses decide if you need to go through a complete demo. If yes, the demo script and slides are at the end of this presentation.

TRANSITION: Let me familiarize you with this tool.

Your team today is...

SESSION PRODUCER

SESSION FACILITATOR

Name: [Enter name]

Name: [Enter name]

Title: [Enter title]

Title: [Enter title]

Paste headshot (BELOW)

Paste headshot (BELOW)



Producer Notes



VLL functionality used:

Polling

Before class:

- Insert the name, title, and a headshot of the producer and the primary facilitator.

During class:

- Introduce yourself and briefly describe your role.
- Introduce the facilitator and briefly describe his/her role.

SAY: Thank you. We are using the Webex Platform for today's session. Please raise your hand if you have used Webex before.

Let's see if you need me to explain other functionality. I'm going to display a poll. Please select all of the functionality you'd like me to describe. The conference line is open so feel free to ask specific questions.

NOTE: Launch this document for demo instruction and descriptions of the Webex functionality.



Timing

Presented by: Facilitator

Slide Timing: 2 minutes

Slide Purpose: To get agreement on the class rules

Learner Activity: Listen and use the Hand up button

Facilitator Summary: Stand by until class start

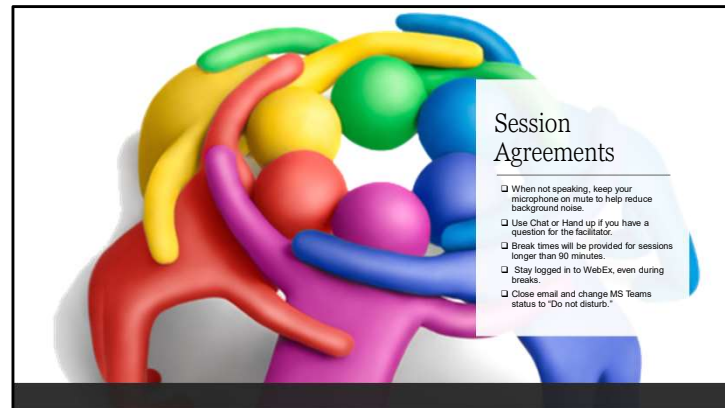
Producer Summary: Review the slide



Facilitator Note

FACILITATOR NOTE:

Monitor Chat while the producer is talking. Bring any issues/concerns to the producer's attention.



Session Agreements

- When not speaking, keep your microphone on mute to help reduce background noise.
- Use Chat or Hand up if you have a question for the facilitator.
- Break times will be provided for sessions longer than 90 minutes.
- Stay logged in to WebEx, even during breaks.
- Close email and change MS Teams status to "Do not disturb."

Producer Notes



VLL functionality used:

None

DO:

Emphasize the following best practices:

- When not speaking, keep your microphone on mute to help reduce background noise.
 - Advise those on a phone that putting this call on hold will cause the hold messages to play for everyone. They need to use the Mute setting in Webex.
- Use Chat or Hand up if you have a question for the facilitator.
- Break times will be provided for sessions longer than 90 minutes.
- Do not log out of Webex during breaks.
- Close email and change MS Teams status to "Do not disturb."

TRANSITION: Thank you for your attention. Let me hand this presentation over to your facilitator, **<Name>**.



Timing

Slide Timing: 1 minute

Slide Purpose: To review the objectives for today's session

Learner Activity: Listen

Facilitator Summary: Present the learning objectives

Producer Summary: Monitor Chat

DO: Review the objectives.

TRANSITION: Let's review the map from your learning journey.

Objectives

- Describe the three (3) primary ways in which patients drive our business
- Describe the factors that contribute to a patient choosing us
- Identify the key metrics we use to evaluate patients' perception of their care

Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Presented by: Producer

Slide Timing: <1 minute

Slide Purpose: Backup slide if polling functionality is not working as expected.

Learner Activity: Respond to poll

Facilitator Summary: Ask participants to respond to poll in chat.

Producer Summary: Monitor chat.

ALTERNATIVE STRATEGY:

If you are able to use the polling feature, then skip this slide.

If the polling feature is not working and you need an alternative strategy, then:

- Ask the participants to read the polling question shown on the slide.
- Ask the participants to write their response in chat.
- Give the participants 30 seconds to respond.
- Summarize the results.



Polling Features Question

Which of the following Webex tasks would you like more information?	A	How to raise my hand.
	B	How to respond to a question in chat so that everyone can read it.
	C	How to use the yes/no icons to respond to a question.
	D	How to respond to a polling question.



Producer Notes



VLL functionality used:

Poll – features.atp

DO:

1. Display the features.atp poll.
2. Wait until more than 1/2 of the participants have responded. Explain that you will give the learners a few more seconds to respond. Encourage as many responses as you can.
3. Close the poll and display the results.
4. Describe the features selected and demo as needed.

TRANSITION: We have a few session agreements to discuss.



Slide Timing: 1 minute

Slide Purpose: To introduce the lesson

Learner Activity: Listen

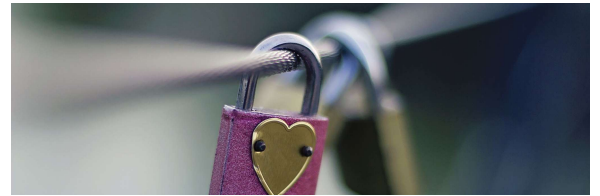
Facilitator Summary: Talk about the author and discuss her quote

Producer Summary: Monitor Chat

DO: Introduce the lesson.

SAY: Our patients are at the heart of everything we do as people and as a provider of life-giving treatment. Our patients and the patients of our hospital partners have a choice in which treatment providers to use and we want them to choose us. In this lesson we will talk about what patients want from us and in return what we promise we will do to keep them safe and thriving.

TRANSITION: However, what we intend to do and what the patients perceives us doing may be part of two different realities.



Our Promise to Our Patients

PATIENT EXPERIENCE VLL

10

Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: 3 minutes

Slide Purpose: Perception drives reality and how the patient feels

Learner Activity: Listen

Facilitator Summary: Describe the interaction and help the class focus on how the two people feel

Producer Summary: Manage conference lines and monitor chat



Discussion

SAY: Here's a simple example that can have wide consequences. Both the patient and the care team member see a number on a table and are describing what they see. Sally, the nurse, sees the number nine. Betty, our patient, sees the number six. Of course, from their vantage points both are correct. However, let's delve a little deeper and take a closer look at their interaction. Look at their faces and body language.

ASK: What do you think the Sally might she be feeling? What do you think she is trying to do?

Suggested responses: Sally appears as if she is listening and leaning into the patient. She is smiling and appears kind, friendly and attentive. She may even be politely telling the patient that the number is "9."

ASK: Now take a close look at the Betty's face and body language. How do you think she is feeling about the interaction?

Suggested responses: Her face is flushed; her eyes are hard and stern. She appears to be frustrated and perhaps angry.

SAY: Maya Angelou once said that "People will forget what you said, they will forget what you did, but they will never forget how you made them feel!"

It's A Matter of Perception



Producer Notes



VLL functionality used:

- Mute/unmute conference lines
- Chat

NOTE: The facilitator will decide the best way to conduct the discussion. Follow the facilitator's lead and:

- Mute/unmute conference lines
- Monitor Chat.
- Respond to technical issues.



Discussion

FACILIATOR NOTES (cont.)

ASK: How do you think Betty feels?

Suggested response: Betty might feel confused, not listened to, and very angry.

ASK: Let's complicate the situation a little more. Sally is called away to answer a question and leaves Betty alone for a few minutes to think about their interaction and to think about what's going on and how she is being treated. What do you think is Betty's lasting impression?

Suggested response: They don't care about me as a person. They are disrespectful and don't listen.

TRANSITION: Clearly this is not what Sally intended but Betty's lasting impression will form her opinion of our people who provide care.

Additional Facilitator Notes

This slide is hidden



Producer Notes



VLL functionality used:

- Mute/unmute conference lines
- Chat

NOTE: The facilitator will decide the best way to conduct the discussion. Follow the facilitator's lead and:

- Mute/unmute conference lines
- Monitor Chat.
- Respond to technical issues.



Slide Timing: 2 minute

Slide Purpose: Pivotal moments can influence how the patient feels about us

Learner Activity: Listen

Facilitator Summary: Explain the characteristics of pivotal moments

Producer Summary: Monitor Chat

DO: Describe the moments that matter and behaviors that can leave a lasting impression.

EMPHASIZE: There are moments in every patient's care that drive how they are left feeling about our care team members. There are universal constants for every patient, regardless of the type of treatment they receive or even the location where they receive it. Interactions that:

- Form the first or last impression are most memorable to the patient.
- Happens when a patient is feeling particularly vulnerable. For example, stepping on a scale or talking about their food choices can make a patient feel extremely vulnerable, nervous and possibly defensive.

Staff may sometimes forget that even the most routine tasks, such as sticking a patient with a needle, or responding to an alarm is not business as usual for the patient. Always consider if the interaction left the patient feeling welcomed, respected or even safe.

TRANSITION: What are some examples of pivotal moments?

Pivotal Moments that Drive Patient Perception

Moments that:

- Form first (or last) impressions.
- Happen when patients are particularly vulnerable.

High frequency interactions that might feel routine to the care team that are never business as usual for the patient.

Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: 2 minute

Slide Purpose: Discuss examples of pivotal moments

Learner Activity: Listen

Facilitator Summary: Discuss a few pivotal moments and ask participants to share some of their own examples

Producer Summary: Monitor Chat

DO: Describe the moments that matter and behaviors that can leave a lasting impression.

EXPLAIN: Typical situation might include:

- Greeting the patient warmly
- Thanking the patient with a warm smile or a handshake
- Looking the patient in the eyes and smiling whenever saying goodbye.

ASK: Please type in chat other examples that you can think of that are pivotal moments for our patients.

Many teams within our company have collaborated to identify these moment.



Discussion

Examples of Pivotal Moments.



- Greeting the patient.
- Weighing the patient.
- Sticking the patient with a needle.
- Hearing an alarm and watching a staff member respond.



Producer Notes



VLL functionality used:

Chat

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: 2 minute

Slide Purpose: To describe compassion and what it looks like

Learner Activity: Listen

Facilitator Summary: Present slide content and display the caring behaviors job aid

Producer Summary: Monitor chat.

SAY: As we stated earlier, compassion is feelings of concern for the misfortunes of others accompanied by a strong desire to help. At its heart, compassion is about paying attention to the present moment with a loving attitude, demonstrated through:

- Your smile.
- Words of encouragement and praise.
- Using nonverbal cues such as nodding, making eye contact, and leaning forward.
- A gentle touch goes a long way. To be sure touch is welcome, ask first. Try “Would you like a hug?” or “May I touch your shoulder?”
- Attentiveness as demonstrated by asking questions to check for understanding.

Our Experience office has partnered with the business to identify the behaviors that demonstrate each of the patient pillars. This list is not complete, but it does help you focus on appropriate behaviors. A job aid is available that summarizes the behaviors for each driver. Let me show it to you now.

For your convenience we have included this driver in your participant guide as well.



Facilitator Note

What Does Compassion Look Like?

At its heart, compassion is about paying attention to the present moment with a loving attitude, demonstrated through.

- > Your smile.
- > Praise and words of encouragement.
- > Using nonverbal cues such as nodding, making eye contact, and leaning forward.
- > A gentle touch goes a long way. To be sure touch is welcome, ask first. Try “Would you like a hug?” or “May I touch your shoulder?”
- > Ask questions to check for understanding.



Caring Behaviors Job Aid



Producer Notes



VLL functionality used:

Desktop share

DO:

- Monitor Chat.
- Respond to technical issues.

FACILIATOR NOTES (cont.)

Click the link in the yellow box to display the list of caring behaviors for each driver. Highlight a second driver, such as Respect, and ASK participants to type in the behaviors that illustrate it.

For example: Respect is illustrated by greeting the patient warmly, using the patients preferred name, being considerate and discreet, or apologize when you make a mistake.

TRANSITION: Now is a good time to practice what we have learned thus far.





Timing

Slide Timing: 15 minutes

Slide Purpose: To set up the small group activity—each team will complete the 10-question activity sheet

Learner Activity: Complete an activity, share their answers

Facilitator Summary: Set up the activity and answer questions as needed

Producer Summary: Move the participants into their assigned breakout room



Self-directed activity

EXPLAIN:

Everyone will be assigned to groups of no more than 4 people. We will try to keep all learners to the same modality.

Assign a facilitator, notekeeper, presenter, and timekeeper. As a team, complete all questions on the activity sheet.

The team presenter will be asked to share their team’s answers with the larger group. Complete the activity sheet in in the time allotted.

FACILITATOR NOTE: It is okay to assign a single modality to a multiple teams – it will probably happen for the In Center modality.

Stress that all groups have no more than 10 minutes to complete the activity.



Facilitator Note

ASK the producer to explain the breakout rooms and start the session.

TRANSITION: <name of producer> please show us some information about breakout rooms for those learners who have no used them before.

Activity: How Did We Make the Patient Feel?

Activity Instructions:

You instructor will assign you to a small group.

Read the scenario assigned to your group and complete the Caring Behavior Worksheet on page 6.

Select a team member to report findings.



Producer Notes



VLL functionality used:

None

DO:

- Observe as the facilitator describe the activity.
- Be prepared to set up breakout rooms and describe how they are used in the next slides. Keep small groups to no more than 4 people. Group by modality, if necessary.



Timing

Slide Timing: 1 minute

Slide Purpose: To introduce breakout rooms

Learner Activity: Listen

Facilitator Summary: Describe breakout rooms

Producer Summary: Monitor chat

DO: Stand by as the producer describes how to use breakout rooms.

Breakout Room Features

Breakout Sessions enable small groups of participants to meet separately from the main training session to brainstorm or collaborate on an activity.

- What happens? When the breakout session is started, you are "moved" from the main conference area to a subconference session.
- Functionality Available:
 - Speak to other people in your group:
 - Audio
 - Chat
 - Use a whiteboard to share ideas (which can be displayed to the entire class during debrief).
 - Return to the main conference area at any time.



Producer Notes



VLL functionality used:
Breakout rooms

EXPLAIN:

- Breakout Sessions enable small groups of participants to meet separately from the main training session to brainstorm or collaborate on an activity.
- When I start the breakout session, your voice, chat and visual are moved from the main conference area to a subconference area for just your team members.
- Once you are moved, you will be able to speak to others in your group. You can also chat and use a whiteboard to brainstorm.
- You will no longer be able to hear what's going on in the main conference area. If you can, then please raise your hand for assistance.

ASK <Insert facilitator name> there are a couple of prompts you need to respond to before you are moved to the subconference area.



Timing

Slide Timing: 1 minute

Slide Purpose: To review how to join the breakout session

Learner Activity: Listen

Facilitator Summary: Wait while the producer explains how to join the breakout session

Producer Summary: Explain how to join the assigned breakout room, and move the participants into their assigned breakout room

FACILITATOR NOTES:

Listen as the producer explains how to join the breakout session and answer questions. At the end of the discussion, ask the producer to start the breakout session.

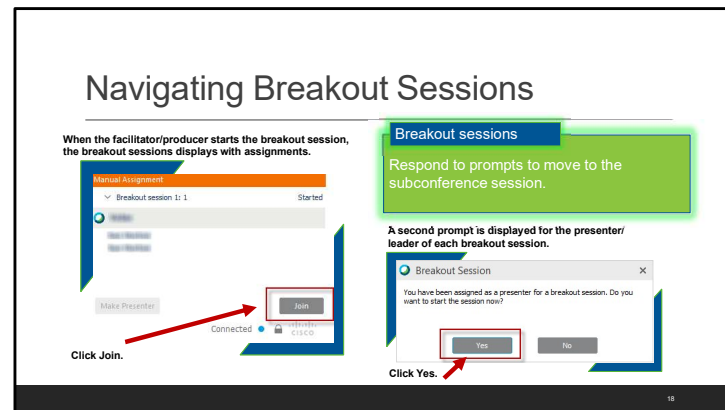
TRANSITION: You have 10 minutes to complete this activity.



Breakout rooms



Facilitator Note



Producer Notes



VLL functionality used:

Breakout rooms

EXPLAIN:

- Your staff assigns you to a breakout session and controls when the session starts and, typically, when it ends.
- The Breakout Session pane, shown here, displays when we start the session. If you don't see it, scroll to the bottom of the list of panes. If necessary, maximize the pane.
- Click **Join**.
- If you are assigned as the Breakout Session leader, you will have an additional prompt.
- Click **Yes**.

ASK participants: What questions do you have about breakout sessions?

ASK <Insert facilitator name> would you like me to start the breakout session?



Timing

Slide Timing: 10 minutes

Slide Purpose: To debrief the activity

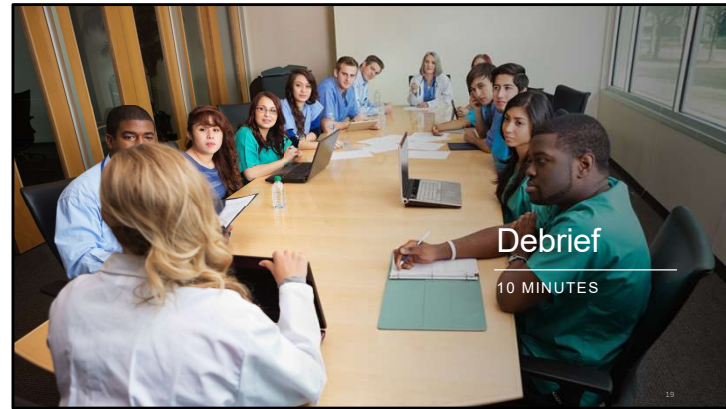
Learner Activity: One person from selected group will share findings

Facilitator Summary: Debrief the activity—select groups from each modality to share. You may select and debrief additional teams if time permits.

Producer Summary: Help participants share document or whiteboard from their small group

DO:

- Select one group representing the three modalities to present their findings.
- Ask all participants to post comments in Chat if they disagreed with the answer or had questions.
- Suggested responses:
- To be completed when scenarios are finalized.



Producer Notes



VLL functionality used:

Display each breakout room's whiteboard

DO:

- Manage audio lines.
- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: 2 minutes

Slide Purpose: Take a second look at Betty and Sally's conversation

Learner Activity: Listen

Facilitator Summary: Take a moment to find out how the patient is feeling and adjust the conversation accordingly

Producer Summary: Manage conference lines and monitor chat

SAY: Let's look back and the interaction between Sally and Betty.

FACILIATOR NOTES: Depending on class size, you can either conduct the following discussion via audio or chat. If audio, ask the learners to raise hand, you will call on them and ask the producer to unmute the line. If chat, make sure that you review and read the messages and comment as appropriate.

ASK: What advice would you give Sally to turn this conversation around?
Suggested responses: She's stuck in her head thinking about what she needs to say and not staying present with the patient. We recommend stopping the conversation to check in with the patient and learn about what is fueling her anger.

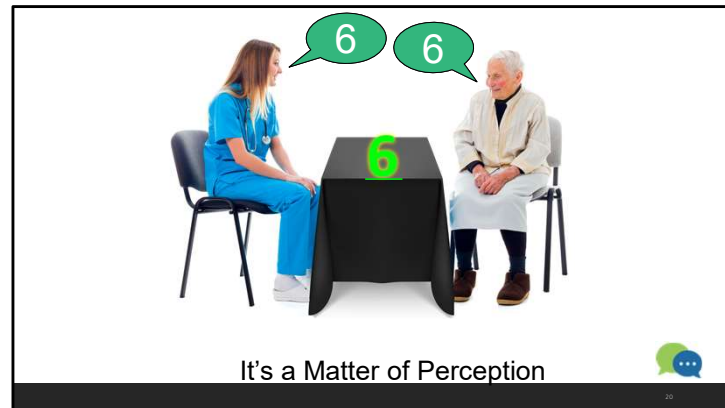
TRANSITION: Let's give you an opportunity to practice what you have learned thus far.



Facilitator Note



Discussion



Producer Notes



VLL functionality used:

- Mute/unmute conference lines
- Chat

NOTE: The facilitator will decide the best way to conduct the discussion. Follow the facilitator's lead and:

- Mute/unmute conference lines as directed
- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: 5 minutes

Slide Purpose: To discuss the resources that will help the CM/PM coach their staff

Learner Activity: Listen

Facilitator Summary: Demo the Patient Experience Hub

Producer Summary: Monitor Chat

FACILITATOR NOTES:

Videos, activity sheets, job aids and other resources are available on the Patient Experience Hub.

We suggest four locations on the Hub to illustrate what to display. Feel free to go to other documents on pages on the Hub that you prefer.

EXPLAIN: The resources include:

- Quarterly Themes -> Care Coordination -> Videos
- Activities -> Clinical Care Team Activities
- Tools & Resources -> Patient Support Services Tools & Resources
- Stories & Videos -> Videos

TRANSITION: There is one more way for a patient to be informed about treatment programs.



Facilitator Note



Demo: Resources for Coaching

- Quarterly Themes -> Care Coordination -> Videos
- Activities -> Clinical Care Team Activities
- Tools & Resources -> Patient Support Services Tools & Resources
- Stories & Videos -> Videos

21

Producer Notes



VLL functionality used:

Desktop Share

DO:

- Help the facilitator share his/her desktop to demo the tool.
- Monitor Chat.
- Respond to technical issues.



Slide Timing: 2 minutes

Slide Purpose: To introduce the first lesson.

Learner Activity: Listen

Facilitator Summary: Introduce the lesson

Producer Summary: Monitor Chat

SAY: Let's say a new restaurant opens in town. Naturally, you want to find out if the experience is worth the time and the money. This first thing you do is ask friends if they have gone and if they liked it. Or you may go to on-line tools such as Yelp or Trip Advisor to find out what other people think of the food and experience.

The chef thinks the food is awesome and assumes that the patrons will think the same and will rate the experience with the maximum number of stars. However, in one of the reviews, a patron said that the food was excellent, but the tables were sticky, the silverware was dirty, the service was slow and the host seating them was obnoxious. The entire experience was worth a 2-star rating and that was only because the food was tasty. They would not go again, and they think others should avoid it as well.

Word of mouth referrals and experience ratings are a reality in the treatment world as well. Our intention is to provide the very best care to our patients. Are we achieving our goals? Can we measure our success and quantify how our patients feel about us? This lesson will explore some of these questions.

TRANSITION: We must never forget that patients drive our business. But how?



Measuring Patient Experience

PATIENT EXPERIENCE VLL

22

Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Slide Timing: 2 minutes

Slide Purpose: To discuss how patients drive our business

Learner Activity: Listen

Facilitator Summary: Present information

Producer Summary: Monitor Chat

DO: Read the slide and answer any questions.

EXPLAIN: Patients have a choice on where they can go for treatment. Gone are the days when the physician says, “go here,” and they blindly go. Patients and their families do research, they talk to as many people as possible, and they arrive with questions and expectations.

Hospitals have a choice in which treatment vendor they will use to treat their patients and represent their hospital. Being known for providing excellent patient experience and high-quality outcomes will make these choices easier.

Patient perceptions of care are now tied to government reimbursement and can result in a significant reduction in Medicare reimbursement if standards of care are not met. Senior executives at healthcare organizations, such as us, are making significant investments in improving the patient experience.

The bottom line, patients and hospitals will take their business elsewhere if they don't get the service they expect.

TRANSITION: How do patients make the choice?

Patients Drive our Business



Our Patients:

- Choose us as their treatment provider
- Choose to continue to receive their treatment from us
- Provide CMS survey responses that are used in conjunction with other quality measures to determine reimbursement from Medicare.

Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: 1 minute

Slide Purpose: Review of the resources available to help the patients decide where to go for treatment

Learner Activity: Listen

Facilitator Summary: Discuss questions for their physician and use tools to research options

Producer Summary: Monitor Chat

EXPLAIN: The first place a patient will probably go is to their physician to ask questions and seek recommendations. Some of the questions they might ask include:

- What type of treatment would you recommend for me and why?
- Which treatment centers do you refer patients to?
- What other treatment centers are in this area?
- Which treatment center do you suggest for me and why?
- Can you tell me about dialyzing at home?
- What can you tell me about kidney transplantation?

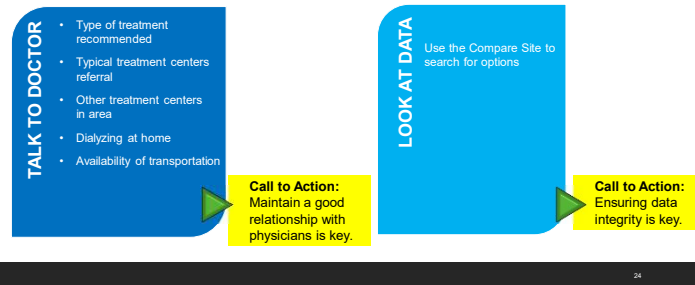
The doctor may also encourage the patient to use resources on the CMS site to research nearby treatment facilities. This tool is called the treatment Compare Tool.

We play a role as well and must:

- Maintain a good relationship with physicians.
- Ensure that the data sent to the government is accurate. The integrity of the data is key.

TRANSITION: In the measurement eLearning you learned about the treatment Facility Compare tool. We have a provided a brief introduction to this tool in your participant guide. Let's focus on two fields in the tool.

What Influences Patient Choice?



Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Slide Timing: 2 minute

Slide Purpose: To describe where the data comes from

Learner Activity: Listen

Facilitator Summary: To explain the source of the Quality of Patient Care star rating

Producer Summary: Monitor Chat

EXPLAIN:

A key feature of the treatment Facility Compare (DFC) website is the Quality of Patient Care Star Rating, which provides a simple summary of the quality of care a treatment clinic provides.

- CMS developed the DFC Quality of Patient Care Star Ratings in response to a national call for greater transparency in how the agency measures the quality of care for patients with kidney disease and consumers' desire to use health care quality data to make informed decisions.
- This data is extracted from SAP and sent to CMS and NHSN.
- The Government Reporting team works with IT to identify the data that needs to be reported to the government agencies each year.
- You and your staff may work with Government Reporting to resolve and clear data errors and to ensure that all the necessary data is captured and reported properly.

TRANSITION: Let's discuss the source of the Patient Experiences Star Rating.

Where Does the Data Come From?

Compare measures are based on a set of criteria that summarizes how well a treatment facility:

- Avoided unnecessary transfusions.
- Prevented bloodstream infections.
- Removed waste from the blood.
- Maintained nutritional status.
- Used the most effective access to the bloodstream.
- Kept a patient's minerals in balance.
- Avoided hospitalizations, re-admissions, and deaths.

Quality of patient care star rating



Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: 2 minutes

Slide Purpose: To describe how the Patient Experiences Star Rating data is calculated

Learner Activity: Listen

Facilitator Summary: Describe the field

Producer Summary: Monitor Chat

EXPLAIN: The data used for the Patient Survey Star Rating is derived from the experiences of in-center patients. The Star Rating is calculated from the patient's responses to questions about:

- Doctors' communication and caring
- Quality of the treatment center care and operations
- Providing information to patients

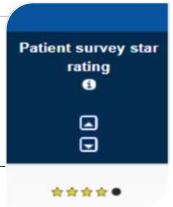
Shown here are one of the questions from the ICH CAHPS survey – about compassion and if the treatment staff cared about the patient as a person.

TRANSITION: Can the perception of a patient's care be quantified?

Measuring Patient Experience – Sample Question

14. In the last 3 months, how often did you feel the center staff really cared about you as a person?

- 1 Never
- 2 Sometimes
- 3 Usually
- 4 Always



Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Slide Timing: 2 minutes

Slide Purpose: To show the ICH CHAPS questions and the summary results.

Learner Activity: Listen

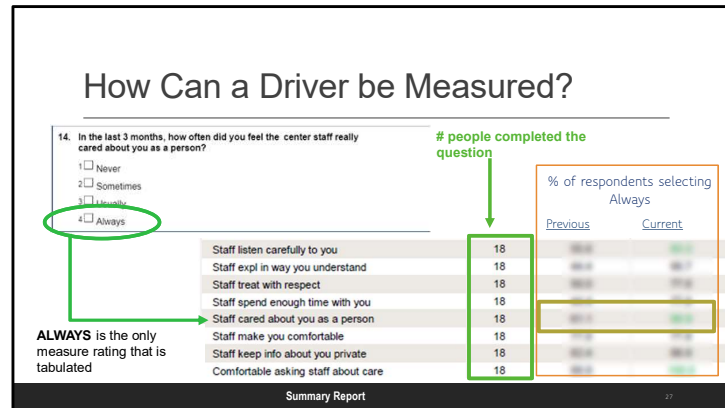
Facilitator Summary: Explain how the patient drivers are measured

Producer Summary: Monitor chat

SAY: CMS thinks so and we do too.

EXPLAIN: The survey uses a four-point rating scale where 4 indicates Always and 1 indicates Never. The scoring method, called top box scoring, only accounts for the percentage of patients who select 4 as their rating response (1 to 3 do not count towards the total score). Twice a year, an authorized vendor, in our case Press Ganey, sends out surveys, tabulates the scores, and sends us the ICH CAHPS Summary Report. You can view the report on QIP home page. During the previous reporting period 61.1% of the respondents answered ALWAYS to this question. For the current reporting period 18 people responded to this question and 88.9% of them indicated ALWAYS. Wouldn't it be interesting to know what influenced the dramatic improvement?

TRANSITION: Comparison graphs are also available in the report. Let's look.



Producer Notes



VLL functionality used:
None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: 2 minutes

Slide Purpose: To show the comparison charts on the ICH CAPS Summary report

Learner Activity: Listen

Facilitator Summary: Describe the charts

Producer Summary: Monitor Chat

EXPLAIN: Shown here is the top portion of the report. It displays comparison data. How the data is translated to the star rating is beyond the scope of this course but can be obtained from the Government Initiatives page on our company website.

EMPHASIZE:

- Goal is to have 40-45% patients return completed surveys. Of course, more is better.
- Benchmark scores for the kidney doctor category is 76%
- Benchmark scores for the staff category is 77%
- Benchmark scores for the center is 80%

SAY: It's nice to see that this clinic is meeting its target response rate goal and its benchmarks.

EMPHASIZE:

- Corporate communications are sent out around the time that the vendor sends out the surveys. We do not know the exact date the surveys are sent.
- Staff may place posters in key locations encouraging patients to fill out the surveys. You can order the posters from Marketing.
- We send out post cards reminding patients to fill out the survey.
- Staff CANNOT help the patient fill out or translate the survey.
- Staff CANNOT suggest which ratings the patient should select.

TRANSITION: So, why do patients choose us?

How are We Doing?

Benchmarks:

- Doctors - 65%
- Staff - 70%
- Facility - 80%

Summary Report



Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Slide Timing: 1 minute

Slide Purpose: To discuss market differentiators

Learner Activity: Listen

Facilitator Summary: To reinforce that Patient Experience and Quality are the keys to our success

Producer Summary: Monitor Chat

EXPLAIN: The patient experience, in conjunction with quality, is one of our key market differentiators – it is the key driver of everything a CL does – it drives our revenue, it drives our reputation, and it drives all aspects of the experience we provide our patients. Outpatient patients, either In Center or Home Therapies, have a choice on where they can go for treatment. Hospitals have a choice in which treatment vendor to represent their hospital and to treat THEIR patients. Being known for providing excellent patient experience and high-quality outcomes will make these choices easier.

TRANSITION: Let's summarize what we learned today and discuss your next steps.

Why Do Patients Choose Us?



Patient Experience



Focus on Quality



Our Mission

Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: <1 minute

Slide Purpose: To introduce the next lesson

Learner Activity: Listen

Facilitator Summary: Introduce the lesson

Producer Summary: Monitor Chat

DO: Introduce the lesson.



Summary and Wrap Up

PATIENT EXPERIENCE VLL

30

Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Slide Timing: 2 minutes

Slide Purpose: To see the key takeaway for each participant

Learner Activity: Type in whiteboard

Facilitator Summary: Ask question – What is the key message I learned today? Type your response in the whiteboard

Producer Summary: Open whiteboard and monitor performance

ASK the producer to display the whiteboard.

DO: Encourage participants to type in one response. Comment on responses and wait until at least 50% of the participants have responded.

TRANSITION: Thank you for your responses.

Key message I learned today...



Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: <1 minute

Slide Purpose: To summarize what we learned today

Learner Activity: Listen

Facilitator Summary: Ask questions and encourage participant to type their responses in chat. Review and comment on answers.

Producer Summary: Monitor Chat.

DO: We'd like to recommend one key point (validate if this message was typed on the whiteboard and thank the participant for writing it).

Demonstrate ALWAYS behavior. Please type in chat what you think this means.

Suggested responses:

- *A behavior that pleases the patient and is demonstrated during all encounters.*
- *A survey response, completed by the patient.*

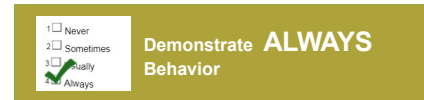
DO: Again, in chat, please type in an example of ALWAYS behavior.

Suggested responses:

- *Staff listened to me.*
- *Staff paid attention to me.*
- *Staff was courteous and polite.*

TRANSITION: Great job today. Let's talk about the next step you your patient experience learning journey.

May We Recommend...



Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: 1 minute

Slide Purpose: To reinforce where they are in the Patient Experience Learning map

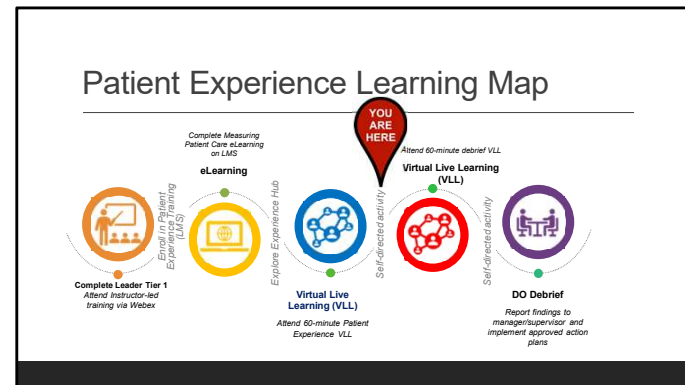
Learner Activity: Listen

Facilitator Summary: Discuss the journey map

Producer Summary: Monitor Chat

- Your next step is to complete the **Patient Experience Self-Directed Activity Worksheet** which we will discuss in a moment.
- You may have an opportunity to present a synopsis of your analysis, findings / determinations, and action plans to all participants and to an expert panel in the **Self-Directed Activity Debrief VLL**. The experts will provide feedback and may suggest additional actions.
- The **Patient Experience Site Assessment Activity** is completed approximately three (3) weeks following the Self-Directed Activity Debrief VLL. During the site assessment you analyze patient experience measures for your own program, identify areas of opportunity to further elevate the patients' experience, and determine appropriate next steps.
- And finally, you prepare a presentation for your manager to recommend next steps and to address any gaps in the patient experience.

TRANSITION: Let's take a close look at your next assignment.



Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.



Timing

Slide Timing: 5 minutes

Slide Purpose: To explain the homework activity

Learner Activity: Complete the activity worksheet and share answers at the VLL debrief session

Facilitator Summary: Describe the activity and answer questions

Producer Summary: Open audio lines for questions and respond to questions in chat



Self-directed activity

EXPLAIN: Please turn to Appendix A, page 10, in your participant guide. During this activity you will analyze the patient experience measures for a fictitious clinic. A good place to start is with the data in the treatment Facility Compare tool. Is the data correct? For example, let's say you and your staff have worked tirelessly to open a nocturnal program, the only one in the county. Is this reflected in the tool? If not, the perspective patient may not take a second look at your clinic.

You will then look an ICH CHAPS Summary reports for this fictitious clinic. Analyze the data and make recommendations on how the patient's experience might be improved. You will bring the results of your analysis to the Patient Experience Self Directed Activity Debrief.

ASK: What questions to you have about this assignment?

Answer: Answers vary.

TRANSITION: Don't forget to verify that you are enrolled in the Debrief VLL session. Remember, patient experience is evaluated by the patient. What behaviors and actions are they accessing?

Participant Guide – Patient Experience Virtual Live Learning

Appendix A: Analyze a Facility and Build an Action Plan

Background: In this activity, you work on a case study for a fictitious clinical program where you analyze the ICH CHAPS measures and identify next steps for addressing gaps in the facility category. Using the Self-Checked Activity Debrief VLL session, several volunteers will present a 20-30-minute synopsis of their analysis, findings, recommendations, and action plans to all participants and an expert panel.

Two months ago, you were presented as the Clinical Leader for Clinic XYZ123 in the Northwest Region of the United States. The summary results of ICH CHAPS were released by Press. Gemey last week and your CEO has asked you to look at the results and identify anything in the Self-Check that requires follow-up. She would like you to present your findings at your next one-on-one meeting scheduled for next week.

Activity 1: Review the Clinic XYZ123 CMS Facility Compare Site

Treatment Facility Compare helps the patient's family members compare treatment centers and choose the best fit with the family's choice.

- How well treatment centers care for their patients.
- How often treatment centers follow best practices and how effective they are at keeping patients healthy.
- How patients feel about their experience at treatment centers.

Background: In the Patient Experience Measures Learning you learned about the Treatment Facility Compare site maintained by CMS. This site may be the first opportunity for the patient and the patient's family to learn about Clinic XYZ123 treatment program.

IMPORTANT: Because Clinic XYZ123 is not an actual clinic but rather used for training purposes, you will not find this clinic on the CFC site. Please use the background information provided and the CFC screen shot below to complete Activity 1.

Clinic XYZ123 Details and Background

State: IL
 Rank: 12
 Treatments: Five treatment centers at 8:00 a.m. and the last treatment ends by 8:00 p.m.

Let us pretend that you haven't looked at the Treatment Facility Compare site since starting your new role. You search the site and search for the clinic. Below is the compare entry you found on the CMS site.

Page 10

Producer Notes



VLL functionality used:
Breakout rooms

DO:

- Start the Breakout session.
- Monitor Chat.
- Respond to technical issues.



Slide Timing: 1 minute

Slide Purpose: To answer any remaining questions

Learner Activity: Listen and ask questions

Facilitator Summary: To answer questions, thank the participants, and turn it back over to the Producer

Producer Summary: Prepare to launch the survey

DO:

- Ask if anyone has any final thoughts, questions, or comments on what was covered.
- Thank the class for their participation.
- Turn over the control to the Producer, who will launch the survey.



Producer Notes



VLL functionality used:

None

DO:

- Monitor Chat.
- Respond to technical issues.