MODULE 11: FOCUS ON TEAMWORK

Time: 2 hours

Objectives: Participants will be able to:

- State that a focus on teamwork is one of the four principles of quality improvement
- Explain why teams are important to quality improvement efforts
- Explain what one might expect to happen during the different stages of team development
- Discuss best practices for creating teams that are high performing
- Discuss best practices for running a team meeting
- Recognize phenomena that often occur in team decision-making
- Identify several ways to overcome team decision-making phenomena
- Talk about what it means to be a good team member

Materials: Materials required for this module are:

- Participant Manual
- Flipchart, easel, and markers
- Overheads (OH) 11-1 thru 11-10
- Computer or overhead projector and projection screen

►►►►►► **MODULE INTRODUCTION**

OH 11-1

1. **DISPLAY** overhead 11-1.

2. **REFER** participants to Module 11 in their manuals.

3. **STATE** the following:

   One of the lessons learned through the New Zin Obelisk game is that together people are able to solve a problem that they would not be able to solve individually. As a result, teamwork becomes an essential aspect of quality improvement initiatives. In this module, we will explore teamwork more closely.

OH 11-2
OH 11-3

4. **DISPLAY** overheads 11-2 and 11-3.

5. **REVIEW** the objectives for the module.

►►►►►► FOCUS ON TEAMWORK / VALUE OF TEAMS

OH 11-4

6. **DISPLAY** overhead 11-4.

7. **REVIEW** very briefly the four principles of quality assurance. Place teamwork within the context of the four principles.

OH 11-5

8. **DISPLAY** overhead 11-5.

9. **EXPLAIN** the value of teams as provided on the overhead and detailed in the participant manual.

   – Teams can build a more complete picture of a process or situation
   – Mutual support and cooperation leads to increased commitment to quality improvement
   – Team accomplishments builds the confidence of individual members
   – When people help design a solution they embrace rather than resist it

10. **FACILITATE** a discussion surrounding each of the various points. Use the following question to get started.

   – Which of these phenomena have you encountered in working in teams in the past? What happened?

▶▶▶▶▶▶ **STAGES OF TEAM DEVELOPMENT**

OH 11-6

11. **DISPLAY** overhead 11-6.

12. **STATE** the following:

    Years of research in group dynamics has determined that there are five steps that a team can expect to progress through. They are:

    – Forming
    – Storming
    – Norming
    – Performing
    – Closing

13. **DISCUSS** what occurs during the various stages, using the descriptions in the Participant Manual as a reference.

14. **EMPHASIZE** the following points.

    – Each group progresses through each step at different rates
    – Teams become more productive once members have bonded
    – The performing stage is the most productive for the team

15. **FACILITATE** a discussion surrounding each of the various stages. Ask participants to share their own experiences related to team development.

16. **ASK** the following:

    1. Given that teams perform best at the performing stage, what are some things that should be done to facilitate a team's progression to that stage?

       Possible responses include: Facilitate the development of group rules, have the group spend time together, be accepting of the fact that the team will need time to bond and become productive.

►►►►►► CREATING HIGH PERFORMING TEAMS

OH 11-7
[1]OH 11-8

17. **DISPLAY** overheads 11-7 and 11-8.

18. **STATE** the following:

    Researchers and authors Katzenbach and Smith have looked at high performing teams over a number of years and developed eight important practices that can be followed to facilitate their development.

19. **REVIEW** the eight recommendations for creating high performance teams, using the Participant Manual as a reference.

20. **FACILITATE** a discussion among participants related to how the best practices proposed by Katzenbach and Smith can be adopted in their organizations.

    Begin by asking the following: How might you implement these practices in your setting?

    Some possible responses include:

    To establish urgency—have a person of authority speak to the team.
    To spend lots of time together—have team lunches or outings.

►►►►►► CONDUCTING A TEAM MEETING

OH 11-9
OH 11-10

21. **DISPLAY** overheads 11-9 and 11-10.

22. **STATE** the following: One way to improve the productivity of a team is to run

[1] Katzenbach and Smith, *The Wisdom of Teams,* McKinsey and Company, Inc., 1994

productive team meetings. Everyone values their own time, and people will become demotivated if their time is being wasted.

23. **REVIEW** the ten tips using the participant's manual as a reference.

24. **DISCUSS** the feasibility of following the ten tips. Ask participants to affirm their commitment to them and identify barriers that they will need to overcome.

►►►►►► TEAM DECISION MAKING PHENOMENA

25. REFER participants to the section on team decision-making phenomena in their manual.

26. **STATE** the following:

    It's important to be aware that various phenomena exist that influence how people think in groups.

27. **REVIEW** "Groupthink" using the participant manual as a guide.

28. **ASK** participants if they've ever seen Groupthink or other phenomena occur. Ask for details of what happened.

29. **FACILITATE** a discussion of the danger group think poses to a quality improvement effort.

►►►►►► EXERCISE: OVERCOMING TEAM PHENOMENA

Flipchart

DISCUSS ways to overcome the various problems that can occur in a team:

groupthink, solving only the simple part of a complex problem, and "good enough is good enough." Use a flip chart to record suggestions for each.

Possible examples include:

- *Assign a person the responsibility of playing devils advocate when a decision is reached*
- *Allow opportunities for anonymous voting*

Note: Write each group's responses on a flipchart.

30. **ENCOURAGE** learners to copy the information created by the class into the space provided in their manuals for later reference.

►►►►►► CHARACTERISTICS OF A GOOD TEAM MEMBER

31. **REFER** participants to the exercise in module 11 called "Characteristics of Good Team Members."

32. **ASK** each participant to read each of the team member characteristics listed on the page and select the ten that best describes what it takes to be a good team member.

33. **ASSEMBLE** groups of 3 to 4 people to discuss their selections and reach a consensus of the ten most important.

34. In a large group setting, **FACILITATE** a discussion of characteristics of a good team member. Have each group share their ideas.

35. **EMPAHASIZE** that many personal characteristics are important to team membership.

Note: Emphasize that there is no "right" answer to this exercise.

Note: The purpose of the exercise is to get participants to think about team membership and understand that many characteristics are required for a successful team.

►►►►►► REVIEW

Flipchart

36. **ASK** each participant to report on one thing they learned in this module that will help them be a better team member, or help their team be more productive. Encourage learners to provide unique answers, rather than agree with what was said by someone else.

37. Write participants' responses on a flipchart

Note: In this situation you are flip charting responses to recognize learners' ideas. It is not necessary to have learners write down what was stated by others.

MODULE 12: EXERCISES FOR HIGH PERFORMING TEAMS

Time: 1.5 hours

Objectives: Participants will be able to:

- Participate in an experience that creates a sense of teamwork among group members
- Participate in an experience that encourages creative thinking and fun
- Reflect upon concepts that have been discussed thus far in class
- Identify the important elements of a team building exercise

Materials: Materials required for this module are:

- Participant Manual
- Flipchart, easel, and markers
- Overheads (OH) 12-1 thru 12-2
- Computer or overhead projector and projection screen
- Prepared flipchart of Team Roles

►►►►►► **MODULE INTRODUCTION**

OH 12-1

1. **DISPLAY** overhead 12-1

2. **REFER** participants to Module 12 in their manuals.

3. **STATE** the following:

   In the last module we learned about high performing teams and the importance of team members spending time together in both in planned and unplanned activity.

   In this module you're going to have the opportunity to participate in a team building activity, and review concepts that we've discussed thus far in class at the same time.

OH 12-2

4. **DISPLAY** overhead 12-2

5. **REVIEW** the objectives for the module.

►►►►►► DEPARTMENT X-Y-Z

6. **REFER** participants to page 12-2 in their manuals.

7. **ARRANGE** participants into teams of 4 to 6 people.

8. **REVIEW** the instructions for the Department X-Y-Z Team Building Exercise found in the participant manual and provided below.

   You and the other members of your team have been assigned to a new health center department to focus on some aspect of quality improvement discussed this week in training. Using the acronym that your team has been assigned, create a name for your health center department. (The name must match the letters of the acronym). Then, with the other members of your group, determine the mission and objectives of the new health center department. Once you've determined the mission and objectives, identity some of the activities the department will perform and the various job positions within the group.

   Be prepared to report to the rest of the class the name of your department, its mission, objectives, activities, and job positions. Have fun and be creative.

9. **ASSIGN** each team an acronym of three to five letters. Some examples include: PI&M, ASG, TAML, CTMD, and COPM. Use these or create other acronyms.

Note: Allow teams between 25-30 minutes to create department names, mission, objectives, activities, and job positions.

10. Once you've assigned an acronym, **INSTRUCT** the teams to begin. Allow teams about 25-30 minutes to create their

departments.

11. **ASK** each team to share the specifics of their department. This should include its name, mission, objectives, activities, and job positions.

Once all teams have presented their new departments, **ASK** a couple of class members to tell how the experience made them feel about their team.

►►►►►►► TEAM ROLES

Flipchart

12. Post on a **FLIPCHART** the following words and abridged definitions of team roles.[1]

Note: Prepare this flipchart ahead of time, then display at the appropriate time.

- Initiator: Proposes tasks, goals, actions, or procedures
- Information seeker: Asks for facts pertinent to the discussion
- Opinion seeker: Questions values involved in suggestions
- Informer: Offers facts, gives opinions
- Clarifier: Interprets and clarifies ideas, clears up confusion
- Summarizer: Pulls together related ideas
- Reality tester: Critically analyzes ideas, tests against data to evaluate
- Orienter: Reminds the team of its goals
- Harmonizer: Tries to reconcile disagreements, reduce tension
- Compromiser: Offers compromise alternatives
- Standard setter: Expresses standards for the team to achieve
- Consensus taker: Checks to see if team is nearing a decision
- Gatekeeper: Tries to facilitate participation of all team members

[1] The team roles have been adapted from those originally identified by Edgar H. Schein, and used in a team building exercise published and distributed by Pfeiffer and Company, San Diego, California, 1991.

– Encourager: Provides positive reinforcement to team members

13. **STATE** the following:

    Now that you've had the opportunity to participate in a team building exercise, let's take a look at some of the roles that emerged during your exercise. Listed on the flipchart are several roles that have been identified by individuals that study teams.

14. **REVIEW** the roles listed on the flipchart.

15. **ASK** participants to reflect back on the exercise and think about what team roles emerged.

16. **STATE** the following:

    When you're on a team, it's important to provide positive feedback to your teammates and provide negative feedback to them in a nonthreatening way. Today we're going to practice providing positive feedback.

17. **ASK** participants to identify the person who sat to their left during the team building exercise and ask them to state something positive they noticed about him or her based upon the role they assumed in the team building exercise.

    For example: John, I think it was very valuable to the team the way in which you made sure everyone had an opportunity to speak.

    Or: Anne, it was really helpful of you to clarify what everyone had said…I was getting very confused.

18. **FACILITATE** the delivery of the positive reinforcement to each member of the class.

19. **ASK** participants how the positive reinforcement made them feel.

20. **ASK** if anyone has questions regarding the team roles.

►►►►►► **ELEMENTS OF TEAM BUILDING EXERCISES**

21. **REFER** participants to the section on the elements of team building exercises in their manuals.

22. **REVIEW** the elements using the participant guide as a reference.

23. **ASK** participants to talk about what other types of team building exercises they have participated in and what lessons were learned.

24. **ASK** participants if they have any additional questions relative to this topic.

MODULE 13: FOCUS ON THE CLIENT

Time: 1 hour

Objectives: Learners will be able to:

- State that a client focus is one of the four principles of quality assurance
- Explain why it is important to understand clients' needs
- Explain the difference between external and internal clients
- Identify several individuals or departments that are your internal clients
- Identify several individuals or departments of whom you are an internal client

Materials: Materials required for this module are:

- Participant Manual
- Flipchart, easel, and markers
- Overheads 13-1 thru 13-3
- Computer or overhead projector and projection screen

►►►►►► **MODULE INTRODUCTION**

OH 13-1

1. **DISPLAY** overhead 13-1.

2. **REFER** participants to Module 13 in their manuals.

3. **STATE** the following:

   In this module we're going to explore the remaining principle of quality assurance—"Client Focus." While it's the last principle that we will explore, it is by no means the least important. It's important to recognize that it's important to attend to each principle in quality improvement initiatives.

OH 13-2

4. **DISPLAY** overhead 13-2.

5. **REVIEW** the objectives for the module.

▶▶▶▶▶▶▶ **CLIENT FOCUS**

OH 13-3

6. **STATE** the following:

   The principle of client focus serves as a constant reminder that services should be designed so as to meet the needs and expectations of the client and the community.

7. **ASK** the following:

   I'd like you to reflect back on the Quality Improvement Success Stories in Module 2. How was a focus on the client demonstrated in those cases?

   Possible answers include:

   – Appointments were scheduled when clients could attend
   – Poster was made with input of mothers
   – Patients ability to find their way in the hospital was improved

8. **STATE** the following:

   On the very first day of our class, as a part of the first module, we discussed the concept of quality in relation to staying at a hotel. Each of you had different views of what quality meant to you.

   The same principle can be demonstrated again and again. If I were to ask you what quality meant in a restaurant, you would have varying responses and perspectives again.

   Note: If you did not use the hotel example in module 1, refer to the example you did use, e.g., a restaurant , or shopping experience.

   As a result, client focus means not doing what you think is best for the client, but letting the client tell you what their needs and expectations are—so that you can better meet them.

9. **STATE** the following:

Also, it's important to remember that the dimensions of quality, discussed in Module 3, provide general categories of the ways quality is often achieved in health services.

10. **EXPLAIN** that in the next module participants will learn some techniques that will help them focus on the client and learn about their specific needs

►►►►►► INTERNAL AND EXTERNAL CLIENTS

11. **STATE** the following:

    An important aspect of client focus that we've not yet discussed, is the idea of focusing on internal clients as well as external clients.

12. **ASK** the following:

    What do you think I mean when I say "internal client?"

    Note: Participants may not be able to answer this question.

    Answer: An internal client is a customer within one's own organization.

13. **DIRECT** participants to the brief description of external and internal clients provided on page 13-3 of their manuals.

14. **EXPLAIN** that the module on systems and processes is another helpful way to think about internal clients. Internal clients are the people or departments within your own organization that are dependent upon you for an input to their process. It might be a form that needs to be completed, a lab test that might need to be conducted, or a patient that needs to be transported to a unit.

Note: If the concept is still not understood, walk through a simple process, e.g., releasing a patient from the hospital to show the dependencies and internal customer

15. **STATE** the following:

    The work that we did earlier in processes, systems, and flowcharts, might be helpful in helping us differentiate between an external customer and an internal customer. In creating flowcharts, we determined that some steps relied on inputs from other systems or processes.

    That linkage is the internal customer relationship.

relationships. This example will likely show the flow of paperwork between internal customers.

►►►►►► CLIENT IDENTIFICATION

16. **STATE** the following:

    Because our ability to provide service to external customers is dependent upon our ability to meet the needs of internal clients, it's important to focus on the needs of internal clients. System efficiency allows everyone to perform his or her job better. Perhaps there's something that you or a co-worker does unknowingly that makes another person's job more difficult, or there may be one thing done particularly well by you or a co-worker

17. **FACILITATE** a discussion of little things that are done correctly by others that make your job easier.

18. Continue **FACILITATING** a discussion of what happens when something you're dependent upon is not done correctly. For example, a form might not be filled out correctly, or a patient record might be incomplete. **ASK** what impact these events have on patient care.

Note: Allow ample time to discuss the impact that inefficiencies between internal customers has on patient care.

19. **REFER** participants to the client identification exercise. **ASK** them to work individually, and identify people or departments that receive the outputs of their work and are their internal clients.

Note: Allow participants about 10 minutes to complete this exercise.

20. **DEBRIEF** in a large group setting. **ASK** participants to share two examples of internal customers and the product or service they provide to another health worker.

21. Once everyone has shared examples, **ASK** each participant to identify an internal customer they will contact upon return to their facility to try and smooth out a work process.

22. **EMPHASIZE** that when many people are involved in a process, it will be necessary to create a team to address all the issues that might be involved. **EMPHASIZE** that participants will need to determine what approach would need to be used. (The different approaches to quality improvement and when to use them were discussed in Module 5).

►►►►►► **SUPPLIER / PROVIDER IDENTIFICATION**

23. **STATE** the following:

    – As you work with your internal clients to identify what you can do to help them be more effective and efficient, it's also important to work with your providers or suppliers to determine what they can do to help you be more effective and efficient.

24. **REFER** participants to supplier / provider identification exercise.

25. **DIRECT** participants to now identify the individuals and or departments of whom they are a customer and the product or service they are provided.

Note: Allow participants about 10 minutes to complete this exercise.

26. **DEBRIEF** in a large group setting. **ASK** participants to share two examples of

suppliers / providers and the product or service they are provided (that is, the input to their work)

27. Once everyone has shared examples, **ASK** each participant to identify an internal supplier / provider they will contact upon return to their facility to try and smooth out a work process. Have them consider whether this is a shared process that each person can contribute to improving.

28. **EMPHASIZE** that when many people are involved in a process, it will be necessary to create a team to address all the issues that might be involved. **EMPHASIZE** that participants will need to determine what approach would need to be used (The different approaches to quality improvement and when to use them were discussed in Module 5.

►►►►►► **REVIEW**

29. **STATE** the following:

As you can see, there are many things that can be done right away to begin improving quality at your facility. A small modification to the way work is done may save someone 30 minutes a week in work, which could be better spent working with patients.

MODULE 14: GAINING CLIENT FEEDBACK

Time: 2.0 hours

Objectives: Participants will be able to:

- Explain the value of feedback from clients (internal and external) in relation to meeting their needs and expectations.
- Identify possible methods for gathering feedback of clients and explain the strengths and limitations of each.
- Explain important points to keep in mind when using a written questionnaire or survey.
- Discuss important points to take into consideration when using interviews to solicit feedback and information from clients.
- Explain the difference between open-ended and closed-ended questions and the value of each.

Materials: Materials required for this module are:

- Participant Manual
- Flipchart, easel, and markers
- Overheads 14-1 thru 14-8
- Computer or overhead projector and projection screen

►►►►►► **MODULE INTRODUCTION**

OH 14-1

1. **DISPLAY** overhead 14-1
2. **REFER** participants to Module 14 in their manuals.
3. **STATE** the following:

   The previous lesson demonstrated how different people have different opinions, attitudes, and perspectives about the same topic or issue. This lesson focuses on different techniques that can be used to gather information and perspectives from clients.

OH 14-2
OH 14-3

4. **DISPLAY** overheads 14-2 and 14-3.

5. **REVIEW** the objectives for the module.

►►►►►► TECHNIQUES FOR GAINING CLIENT FEEDBACK

OH 14-4

6. **DISPLAY** overhead 14-4

7. **STATE** the following:

   There are a variety of techniques that can help gather information from clients. In this module we will focus on three: questionnaires, interviews, and focus groups.

8. **REVIEW** the descriptions of each of the three techniques provided in the Participant Manual.

►►►►►► SELECTING AMONG TECHNIQUES

9. **ASK** for a show of hands to the following questions:

   – How many of you have completed written questionnaires in the past?
   – How many of you have participated in a survey to collect information and attitudes from you?
   – How many of you have participated in a focus group?

10. **ASK** the following:

    Would anyone like to share their experience with questionnaires, interviews or focus groups?

Note: Facilitate a discussion to learn about participants' past experiences with questionnaires, interviews and focus groups.

11. **ASK** the following:

    Based upon your knowledge of each of these types of data collection techniques, when might it be more advantageous to use one method over the other?

Possible responses:

Note: As you teach this class, write into your instructor manual additional responses that are generated by participants.

Questionnaires

- When a large number of people need to be contacted
- When standardized answers are preferred
- When people can read
- When people to be reached are geographically dispersed

Interview

- When people lack reading skills
- When information is sensitive
- When information is needed from a smaller number of people
- When interviewers are available to conduct interview
- When less standardized information is needed
- When interviewer and interviewee can come in contact with one another easily (phone or in person)
- When you don't know the answer

Focus group

- When one topic or issue needs to be addressed
- When 7-12 people who meet the needs of the focus group (i.e., are representative of the client population) are available to meet
- When a person skilled at facilitating focus groups is available to conduct

12. **FACILITATE** a discussion to uncover some of the more common information, perspectives, and attitudes that a healthcare center might want to learn from their clients. Generally discuss (based upon the situation) whether the information might be better learned by a questionnaire, interview, or focus group.

13. **STATE** the following:

    Now that we have a general understanding of when it might be appropriate to use each technique, we're going to look more closely at each.

►►►►►► **QUESTIONNAIRES**

OH 14-5

14. **DISPLAY** overhead 14-5.

15. **STATE** the following:

    The next section of this module focuses a bit more closely on questionnaires, including steps for creating questionnaires and some best practices to keep in mind.

    There are six main steps involved in creating and administering a questionnaire.

16. **REVIEW** the six steps of creating and administering questionnaires using the information provided in the participant manual. The six steps are:

    – Determine the questionnaire purpose
    – Identify questionnaire respondents
    – Create the questionnaire
    – Pilot the questionnaire
    – Distribute the questionnaire
    – Analyze and report data

▶▶▶▶▶▶▶ **QUESTIONNAIRE BEST PRACTICES**

17. **REFER** participants to the questionnaire best practices in their manuals.

18. **REVIEW** the best practices. **ENCOURAGE DISCUSSION** of the best practices by participants.

▶▶▶▶▶▶▶ **INTERVIEWS**

OH 14-6

19. **DISPLAY** overhead 14-6.

20. **STATE** the following:

    The next section of this module focuses on interviews, steps for planning and conducting interviews, and some interview best practices.

    There are seven main steps involved in creating and administering an interview. You will see they are similar to those used to create and administer a questionnaire.

21. **REVIEW** the seven steps of planning and conducting interviews using the information displayed on the slide and detailed in the participant manual. The seven steps are:

    1. Determine the interview purpose
    2. Identify interview respondents
    3. Determine the interview technique
    4. Develop interview protocol
    5. Prepare interviewers and conduct pilot interviews
    6. Conduct the interview
    7. Analyze and report data

▶▶▶▶▶▶ **INTERVIEW BEST PRACTICES**

22. **REFER** participants to the interview best practices in their manuals.

23. **REVIEW** the interview best practices. **ENCOURAGE DISCUSSION** of the best practices by participants.

▶▶▶▶▶▶ **TYPES OF QUESTIONS**

OH 14-7

24. **DISPLAY** overhead 14-7.

25. **STATE** the following:

    Throughout this module I've used the words open-ended and closed-ended questions. Let's now take a closer look at each type of question.

26. **REFER** participants to the section in Module 14 on "Types of Questions"

27. **REVIEW** the different types of questions as detailed in the participant guide.

28. **REINFORCE** that forced choice questions require background knowledge about a subject or issue to construct, while open-ended questions allow respondents to create their own choice.

29. **ASK** participants to practice generating some questions of their own. Then ask a few volunteers to share a question that they created.

▶▶▶▶▶▶ **ALWAYS, OFTEN, AND SOMETIMES**

30. **FACILIATE** the following exercise to illustrate that a wide range of meanings are often attached to words that are used in interviews and questionnaires.

31. **READ** each word in the list below. After each word is read, ask participants to use the sheet in their book to record a number between 0 and 100 that best indicates the amount or percentage of time that each word conveys.

    1. Often
    2. Always
    3. Sometimes
    4. Never
    5. Usually
    6. Most of the time
    7. Occasionally
    8. Seldom
    9. A lot
    10. Almost always
    11. Rarely
    12. Frequently
    13. Quite often

32. **AFTER** you've completed reading the list of words and participants have assigned numeric values, allow participants 3 minutes to change any values based upon the other words that were read. They should NOT however, compare their scores with other participants. After 3 minutes, have each participant tally up the numbers they assigned and record the total.

33. **ASK** each person to report what he or she assigned as a numerical value for each word. As a group, examine the variation among individuals and how words (Likert type questions) can mean different things to different people.

Note: Flipchart the values each participant assigned to allow participants to view variation among individuals.

34. Also **ASK** if any participants changed scores once they had all words written down. Discuss importance of asking questions in context. In this exercise, context was added when other words were stated to create a comparison.

►►►►►► FOCUS GROUPS

OH 14-8

35. **DISPLAY** overhead 14-8.

36. **STATE** the following:

    The final technique for gathering information from clients is the focus group. Focus groups are best known for their use in conducting market analysis. Large organizations go to great lengths to learn how to package and promote their products and services to make them more appealing to consumers.

    We're not going to spend a great deal of time discussing them, primarily because they require skilled facilitators to conduct them. The skilled facilitator is a person who develops the questions, conducts the focus group, transcribes audiotapes of the session, and writes a report detailing the results.

37. **EXPLAIN** that focus groups require some skill to conduct and if they feel the need to conduct one they should identify someone with experience.

38. **REVIEW** the steps entailed in conducting a focus group listed on an overhead.

►►►►►► ADDITIONAL BEST PRACTICES

39. **SHARE** the following best practices learned through past experience.

    – Suggestion boxes are one possible way to learn opportunities for improvement from both staff and patients

    – Exit interviews are helpful in learning about patients' experiences with the facility when it is fresh in their minds

– Follow up interviews conducted in patients' homes put the patient at ease (as they're in their own environment) and allow the interviewee to observe surroundings and ask additional questions based upon what he/she observes

– Anonymous questionnaires may get more honest and open answers

– Patients may not be able to make judgments about all of the dimensions of quality. For example, a patient might not be able to judge technical competence. Therefore it's important to ask the right questions of the right people

– It is often helpful to interview people in groups, e.g., a mother and a daughter, as one might provide information that the other might not

40. **ASK** participants to share any additional best practices that they know about.

▶▶▶▶▶▶ **REVIEW**

41. **ASK** the following:

This concludes the module on gaining client feedback. What questions do you have?