CLER Pathway 3: Care Transitions
Education on Care Transitions

Transitions of Care, also known as hand-offs, vary in definition

• What communication techniques do you use when transitioning patient care?
  – Service Transfer
  – Discharge
  – Morning rounds hand offs

• Does your department use a method other than the PowerChart template?
  – Assessment tools
  – Checklists
  – Program-specific models

• Reflect on your initial discussion of patient care transitions throughout training
  – Workshops, Simulation training, Bootcamp
Policies, Policies, Policies!
Each program has its own individual McGaw Policy

- In addition to your program’s policies, there are resources you can review on NMI including:
  - Patient Care Policy “Education: Patient and Family” (see hand out)
  - SBAR
    - Situation
    - Background
    - Activities/recent care
    - Required Activities for next shift
  - NMH Transitions of Care Policy
    - See hand out
  - McGaw Transitions of Care Policy:
    http://mcgaw.northwestern.edu
Improving Care Transitions
You’ve heard it before and you’re going to hear it again...

- One example? Recent process improvement project:
  - EMR capabilities to support rigorous medication reconciliation at admission and discharge!

- Strategies are always being developed to improve care transitions between house staff and leadership
  - How may you ask?
  - It can’t be stressed enough the importance of knowing how to report an adverse event

- Questions? Talk confidentially to Risk Management, 6-RISK
The Bottom Line to Know
Simple Guidelines to follow

• When participating in a transition of care, always consider:
  – A quiet area whenever possible
  – Allow time for questions
    • NMH faculty encourage a culture of asking questions and promote confirming information with all clinicians
  – The standard structure of verbal and non-verbal communication
  – Your program’s standard written template
  – Who are your team members
    • Nursing, techs, patient care representatives

• And finally...
  – All attending faculty directly supervise care transitions, hand-offs, and sign outs