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Working Together to Improve Self Management Support in Missouri Community Health Centers

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Partnership to Achieve Health Equity
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Objectives:

- Demonstrate a model of collaboration and teamwork for improving self management in primary care settings
- Use a quality improvement tool to assess and monitor improvements in self management support
Informed, Activated Patient

Prepared, Proactive Practice Team

Functional and Clinical Outcomes

Community

Resources and Policies

Self-Management Support

Health System

Organization of Health Care

Delivery System Design

Decision Support

Clinical Information Systems

Productive Interactions

Functional and Clinical Outcomes
The Tool: **Assessment of Primary Care Resources and Supports for Chronic Disease Self Management (PCRS)**

- A “drill down” of Self Management Supports in the Chronic Care Model
- A self assessment tool for patient care teams in primary care settings
- A quality improvement tool
- Two components Patient Support and Organizational Support
Patient Support Component

1. Individualized assessment of patient self management educational needs
2. Self management education
3. Goal setting
4. Problem solving skills
5. Emotional health
6. Patient involvement in decision making
7. Social support
8. Links to community resources
Organizational Support Component

1. Continuity of care
2. Coordination of referrals
3. Ongoing quality improvement
4. System for documentation of SM support services
5. Consumer participation/ Patient Input
6. Integration of SM support into primary care
7. Patient care team/ team approach
8. Staff education and training
PCRS is....

- User friendly
- Consistent with current best practices in quality improvement and chronic illness care
- Broadly applicable (i.e., works in different types of settings as well as for different chronic conditions)
- Publicly available under “Lessons Learned” on the Diabetes Initiative website http://diabetesinitiative.org
## Sample PCRS section

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Quality Levels</th>
<th>A (=all of B plus these)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Goal Setting</strong></td>
<td>...is not done</td>
<td>...is an integral part of care for patients with chronic disease; goals are systematically reassessed and discussed with the patient; progress is documented in the patient’s chart</td>
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<td>...occurs but goals are established primarily by member(s) of the health care team rather than developed collaboratively with patients</td>
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<td>5 6 7</td>
<td>10</td>
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<tr>
<td><strong>4. Problem-Solving Skills</strong></td>
<td>...are not taught or practiced with patients</td>
<td>.... is an integral part of care for people with chronic disease; takes into account family, community and environmental factors; results are documented and routinely used for planning with patient</td>
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<tr>
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<td>...are taught and practiced sporadically or used by only a few team members</td>
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<tr>
<td><strong>5. Emotional Health</strong></td>
<td>...is not assessed; screening and treatment protocols are not standardized or are nonexistent</td>
<td>...systems are in place to assess, intervene, follow up and monitor patient progress and coordinate among providers; standardized screening and treatment protocols are used</td>
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<td>...assessment is integrated into practice and pathways established for treatment and referral; patients are actively involved in goal setting and treatment choices; team members reinforce consistent goals</td>
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</tbody>
</table>
Methods: Train the Trainer Course

Self-management 101 for CHC staff included:

- training on self-management support
- practice developing action plans
- skills needed to assist patients with problem solving skills
- the difference between self-management education and self-management support
Methods: Quality Improvement Tracking

- Centers identified patient support characteristic chosen and organizational support characteristic chosen
- For each area asked the centers to provide the following:
  - Rationale for choosing components
  - Describe major steps taken to make changes in chosen components
  - Were there things that really helped you as you went through your processes?
  - Barriers/obstacles encountered? If so, how did you overcome?
  - Outcome of the change
Results
Patient Support - Characteristic Selected

- Goal Setting: 34%
- Patient Involvement: 18%
- Emotional Health: 18%
- Problem-solving Skills: 12%
- Self-management Education: 12%
- Individualized Assessment: 0%
- Link to Community Resources: 6%
- Patient Social Support: 0%
Continuity of Care
6%

Coordination of Referrals
16%

Ongoing Quality Improvement
6%

Systems for Documentation of SMS
11%

Patient Input
16%

Integration of SMS into Primary Care
11%

Patient Care Team
17%

Education and Training
17%

Results:
Organizational Support - Characteristic Selected
Example QI Strategies for “Patient Care Team”

- Planned and conducted staff in-services
- Defined specific tasks for team members
- Worked on re-designing visit
- Included all staff in collaborative meetings; oriented all staff to the collaborative
Example QI Strategies for “Goal Setting”

- Education/ awareness
  - Provider meetings
  - In-service on goal setting
- Improved processes
  - New forms
  - Better tracking of patient progress toward goals
  - Reminders on patient charts
- Improved practice
  - Address SM goals at every visit
Example QI Strategies for “Patient Involvement”

- More information
  - Tracking form revised; 1 copy to patient
  - Educational information in multiple languages

- More services
  - New diabetes educator—more one on one and follow up
  - New classes

- Patient input into decision making
  - Patient made captain of healthcare team
  - Invited patients to be on advisory board
Lessons Learned in Missouri

- FQHCs improved functioning of the patient care team
- Enhanced ability to provide more patient-centered care
- Good relationships help improve the capacity for self management support!