

**Quality and Safety Educators Academy 2014**  
**Transitions of Care (TOC) Trainee Assessment Worksheet**

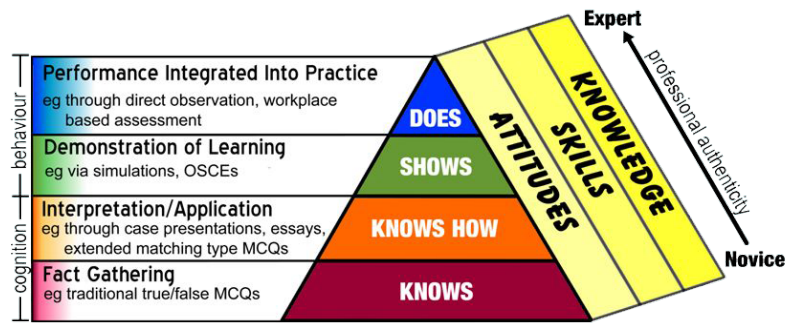
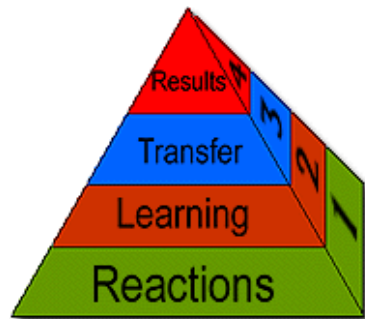
1. Your PD asks you to implement a Transitions of Care evaluation process for all interns. Adapting our examples and/or other existing tools, how will you evaluate one transition back home? (ex) shift to shift hand-offs, discharge, end of year, unit to unit)?

| <b>Who?</b> | <b>During<br/>What<br/>Rotations</b> | <b>By<br/>Whom</b> | <b>Frequency/<br/>How many<br/>times?</b> | <b>Evaluation Tool-<br/>Verbal or Written or<br/>Both?</b> | <b>Anticipated Barriers</b> | <b>Solutions/<br/>Resources/Allies</b> |
|-------------|--------------------------------------|--------------------|---|--|-----------------------------|--|
|             |                                      |                    |   |  |                             |  |



2. Which of the following educational components of your handoffs system will you evaluate and on which level of Kirkpatrick and Miller's pyramids do they fall?

| <b>Educational Component</b>   | <b>Evaluation Method/Tool</b> | <b>Kirkpatrick Level of Curriculum Evaluation</b> | <b>Level of Learner Assessment on Miller's Pyramid</b> |
|--|-------------------------------|---|--|
| Satisfaction with curriculum   |                               |   |  |
| Trainees' belief that learning safe handoff skills are valuable                      |                               |   |  |
| Trainee knowledge of important components to a safe handoff                          |                               |   |  |
| Likelihood of changing handoff behaviors   |                               |   |  |
| Actual change in behavior  |                               |   |  |
| Trainee competence in performing a handoff (verbal skills +/- sign out sheet skills) |                               |   |  |
| Improvement in patient outcomes  |                               |   |  |



Based on work by Miller GE, *The Assessment of Clinical Skills/Competence/Performance*: Acad. Med. 1990; 65(9): 63-67  
Adapted by Drs. R. Mehay & R. Burns, UK (Jan 2009)

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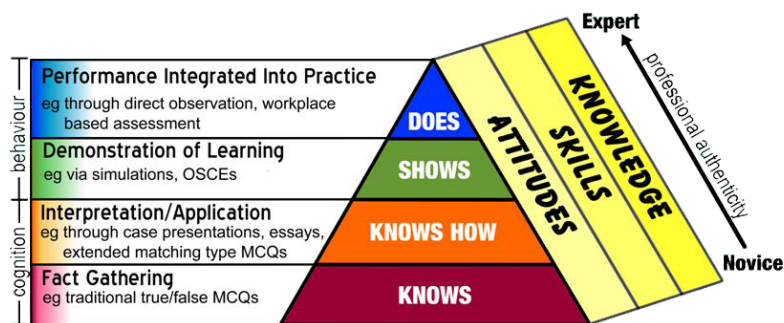
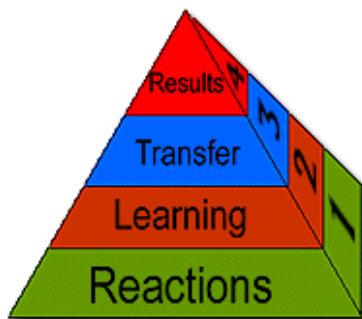
### TOC Trainee Assessment Worksheet

1. In preparation for your CLER visit, your PD asks you to implement a TOC evaluation process. Adapting our examples and/or other existing tools, how will you evaluate one transition back home? (ex) shift to shift hand-offs, discharge, end of year, unit to unit)?

| <b>Who?</b> | <b>During What Rotations</b> | <b>By Whom</b> | <b>Frequency/ How many times?</b> | <b>Evaluation Tool- Verbal or Written or Both?</b> | <b>Anticipated Barriers</b> | <b>Solutions/ Resources/Allies</b> |
|-------------|------------------------------|----------------|-----------------------------------|--|-----------------------------|------------------------------------|
|             |                              |                |                                   |  |                             |                                    |

2. Which of the following educational components of your handoffs system will you evaluate and on which level of Kirkpatrick and Miller's pyramids do they fall?

| Educational Component  | Evaluation Method/Tool  | Kirkpatrick Level of Curriculum Evaluation | Level of Learner Assessment on Miller's Pyramid |
|--|---|--|---|
| Satisfaction with curriculum   | Survey pre/post curriculum on perceived value and utility of curriculum | Satisfaction                               | -----   |
| Trainees' belief that learning safe handoff skills are valuable                      |   |  |   |
| Trainee knowledge of important components to a safe handoff                          |   |  |   |
| Likelihood of changing handoff behaviors   |   |  |   |
| Actual change in behavior  |   |  |   |
| Trainee competence in performing a handoff (verbal skills +/- sign out sheet skills) |   |  |   |
| Improvement in patient outcomes  |   |  |   |



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### **QSEA Value-Based Care Exercise**

You intend to begin teaching value-based care at your institution. Please consider the following questions corresponding with stages of curriculum development.

Remember: Key Characteristics

- Understand your culture and environment
- Obtain local data whenever possible
- Make the education case-based and interactive
- Teach real skills, not only theory
- Involve faculty to spread the change

- Needs assessment
  - What are the opportunities for teaching VBC at your institution? Is there a specific need for change (burning platform)? Is this your opinion only, or is there additional information available?
  - Who are the stakeholders that this might be important to?
- Goals and objectives
  - What are at least two VBC-related objectives you would like to achieve? (remember: objectives are specific, measurable, and focus on the learner. Go beyond knowledge if possible)
- Educational strategies (make special note of areas where change from your norm is required):
  - Who will be your educators?
  - When can this be taught? Examples may be at Morning Report, M&M, core conference sessions, or new sessions?

- How will you plan to make it interactive and case based?
  
- Implementation
  - What barriers must you address? Refer to the “strategies for success” in the slides.
  
  - What resources and support do you need? From whom?
  
- Participant assessment and program evaluation
  - How will you assess participants’ skills in value based care?
  
  - How will you evaluate the impact of your new VBC curriculum (Kirkpatrick!)?