

# OPERATIONS MANAGEMENT

*The ability to apply key operations concepts to the disability health care arena including scheduling and control, facilities, job design, technology use, materials management and quality management.*

**DATE  
COMPLETED**

| COMPETENCY OBJECTIVES  | ✓ | SUGGESTED LEARNING ACTIVITIES  | COMMENTS |
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| <b>Objective A: All HA trainees understand and can address the unique scheduling needs presented by an interdisciplinary clinical environment when serving children with special health needs.</b> |   |  |          |
| 1. Competency: Apply knowledge of work flow, time and motion study develop clinic scheduling that is sensitive to special needs of this population and decreases wait time.                        |   | Visit with clinic scheduling and clinic management with floor plan and list of clinicians to be engaged in clinical billable time.   |          |
|  |   | Interview a sample of families about scheduling, clinic space, parking, etc. to learn what is helpful or not.  |          |
|  |   | Follow a family from the scheduling of an appointment to the final bill payment and referral process and compare to the clinician's experience around that same appointment. |          |
|  |   | Create a flow chart of problems and possible solutions families and clinicians face on a typical clinic day.   |          |

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| 2. Competency: Apply principles of organizational theory and design to the unique challenges of managing an interdisciplinary clinic serving child with neurodevelopment disabilities. |  | Develop creative solutions for barriers in accessing care for children with disabilities.  |  |
|  |  | Develop a clinic schedule sensitive to special needs of the patients with disabilities and their families and to decrease wait time.   |  |
| 3. Competency: Trainee has an awareness of the complexity of needs to be addressed within the array of special needs children.   |  | Trainees read <i>Meeting the needs of the developmentally disabled: How doctors offer treatment</i> at <a href="http://www.ama-assn.org/amednews/2004/08/02/hlsa0802.htm">http://www.ama-assn.org/amednews/2004/08/02/hlsa0802.htm</a> |  |
| 4. Competency: Address the increased needs of families to easily and directly reach healthcare providers due to chronic or unstable medical conditions.                                |  | Look at ER usage costs versus increased on-call availability.  |  |
|  |  | Interview families and clinicians about their experiences when a family member needs to reach HC provider in an urgent/emergent situation.   |  |

**Objective B: Trainees can address the unique human and environment factors that impact the operation of an interdisciplinary clinic serving children with special health needs and their families**

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| <p>1. Competency: Be able to integrate scheduling, visits and billing &amp; referrals in a timely manner for persons with disabilities.<br/>IFMA Facility Management Definition: Facility management is a profession that encompasses multiple disciplines to ensure functionality of the built environment by integrating people, place, process and technology.</p> |  | <p>Special Resources to Review: <i>Competencies for Management Professionals</i> available through IFMA and the IFMA website:<br/><a href="http://www.ifma.org/certification/">http://www.ifma.org/certification/</a>.</p> |  |
| <p>2. Competency: Address personnel needs for bilingual staff, use of interpreters and liability issues related to miscommunication.</p>  |  | <p>Identify the need and recruiting plan to increase and make available bilingual staff and interpreters in the language of the family (and in a rural setting).</p>   |  |
| <p>3. Competency: Be able to identify the environmental factors that challenge providing adequate and safe access to specialty clinical care to children with special health needs when complying with ADA access regulations.<br/><b>OR</b><br/>Competency: Ability to consider patient convenience and safety when complying with ADA access regulations.</p>       |  | <p>Survey a structural/physical barrier in a clinical facility to identify potential barriers for particular groups of patients.</p>   |  |
|   |  | <p>Develop an evacuation plan for persons with disabilities.</p>   |  |
|   |  | <p>Attend NW ADA Training on building access and full access to services delivered within a business.</p>  |  |

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| 4. Competency: Plan, manage and support the organization's technologies infrastructure in relation to any special needs presented by serving a population with disabilities and special health needs.  |  | Review OHSU's guidelines at <a href="http://www.ohsu.gov/SLTC/healthcarefacilities/">www.ohsu.gov/SLTC/healthcarefacilities/</a> .  |  |
|  |  | Identify technologies required to support organizational technological infrastructure.  |  |
|  |  | Interview Information Systems Manager to identify special technological requirements to support clinical operations.  |  |
| 5. Competency: Ability to problem-solve environmental issues (air flow, temp, purity) to decrease triggers for asthma, allergies, infections, etc.   |  | Analyze air quality standards for general building maintenance versus needs of people with respiratory conditions or compromised immune systems.  |  |
| 6. Competency: Address convenience and safety related to parking for persons with physical disabilities and their families.  |  | Interview patients and families.  |  |
| <b>Objective C: Trainees can design, implement and evaluate activities which promote quality assurance and quality improvement in neurodevelopmental clinical practice that is consistent with national performance measures and best practices, including family-centered care.</b>                   |  |   |  |
| 1. Competency: Know principles of evidence-based medicine and best practices, how to retrieve information on diagnosis and treatment guidelines, and how to apply the principles and guidelines to the context of diagnostic and treatment services for children with neurodevelopmental disabilities. |  | Examine current clinic practices in light of current diagnostic and treatment guidelines for a range of developmental disabilities for which such guidelines may exist (see <a href="http://www.ahrqtoolbx.gov">www.ahrqtoolbx.gov</a> ). |  |

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| <p>2. Know the principles and methods of a variety of approaches to continuous performance improvement, such as root cause analysis, rapid cycle quality improvement, and total quality management, and apply to neurodevelopmental disabilities.</p> |  | <p>See <a href="http://www.ahrq.gov/chttoolbx">www.ahrq.gov/chttoolbx</a>.</p>  |  |
| <p>3. Understand how to measure and monitor care processes and outcomes related to quality improvement efforts in neurodevelopmental clinics.</p>   |  | <p>Select a care process in the current clinic setting which has been identified as problematic for clinical staff or patient concerns and apply one of the CQI methods to change current practice.</p> <p>Identify outcomes and design tools to measure outcomes (or use validated measures) that address both patient and provider goals of quality improvement efforts. Examples of outcomes include patient satisfaction, patient quality of life, patient functional status, provider satisfaction and provider efficiency measures.</p> |  |