

UNMC College of Public Health ECHO

June 16, 2021

**AHRQ ECHO National Nursing
Home COVID-19 Action Network**



Welcome and Announcements

Deborah Levy

**AHRQ ECHO National Nursing
Home COVID-19 Action Network**



Announcements

- Please type your ***name, email, and facility name*** in the chat box for us and ECHO Institute to capture your attendance – **this is for training center accountability**
- Please type your questions in the chat box, and they will be addressed during the situation discussion and/or the Q&A
- The materials from the sessions are available for you to download from our website
- The recording of the sessions, which are required by AHRQ and ECHO Institute, are available only for special circumstances and a request must be made to Krista Brown
- Throughout the week, if you have questions, concerns, or issues to raise, please send Krista an email at Krista.Brown@unmc.edu
- **Today we are finishing the "Leadership Practices and Behaviors" content, and next week we will start the "Leadership Communications" content**

Week 9 Agenda

Time	Subject	Speaker/Facilitator
1200 - 1205	Welcome and Announcements	Deborah Levy
1205 - 1215	COVID-19 Update	Deborah Levy
1215 - 1300	Leadership Practices & Behaviors to Support Teams	Matt Beacom Peg Bradke
1300 - 1330	Optional Q&A, Discussion, and Coaching	Public Health Core Team

Core Domains

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Content – Core Domains

“What do Nursing Homes need to implement systems that help prevent, manage, and improve COVID-19 outcomes?”

1. Post-vaccination practices – visitation policies, PPE practices ✓
2. Ongoing COVID-19 identification and treatment – plan for recognizing patients with COVID, post-COVID syndromes, testing, treatment, and cohorting
3. Emotional and organizational support for staff ✓
4. Vaccinations – vaccine confidence, testing, logistics, ongoing compliance and complications
5. Addressing and supporting the needs of resident and families or care partners – isolation, family communications
6. Stopping the spread (infection control) – building sustainable infection control practices
7. Leadership communication for COVID-19 – huddles, rounding, etc.
8. **Leadership practices and behaviors to support teams during COVID-19 – teamwork, roles, and psychological safety**

Current State of the Pandemic

Nebraska and Nationally

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COVID-19 Variant Updates

- B.1.1.7 (Alpha), B.1.351 (Beta), P.1 (Gamma), B.1.427 (Epsilon), B.1.429 (Epsilon), and B.1.617.2 (Delta) variants circulating in the US are classified as variants of concern by the CDC
- Alpha vs. Delta variants in the UK
 - Delta variant has been linked to about double the risk of hospitalization compared to Alpha variant first found in the UK (preliminary findings of a Scottish study published in The Lancet)
 - Alpha variant used to be the dominant strain in the UK but the Delta variant has taken over, making up 91% of new cases in the UK
 - Preliminary findings showed that Pfizer/BioNTech vaccine provided 79% protection against infection from Delta variant compared with 92% against Alpha variant in community cases at least 2 weeks after the second dose

COVID-19 Update on Adolescent Hospitalizations – MMWR

- Hospitalization of Adolescents Aged 12–17 Years with Laboratory-Confirmed COVID-19 — COVID-NET, 14 States, March 1, 2020–April 24, 2021
 - COVID-NET data indicate that COVID-19–associated hospitalization rates were lower in adolescents aged 12–17 years compared with those in adults but exceeded those among children aged 5–11 years
 - COVID-19–associated hospitalization rates among adolescents increased during March–April 2021
 - Nearly one third of 204 recently hospitalized adolescents required ICU admission
 - Rates of COVID-19–associated hospitalization among adolescents also exceeded historical rates of seasonal influenza-associated hospitalization during comparable periods
 - Reinforce the importance of continued COVID-19 prevention measures among adolescents, including vaccination and correct and consistent wearing of masks

COVID-19 Vaccine Updates – Myocarditis/Pericarditis - 1

- As of June 9, 2021, VAERS has received 623 reports of myocarditis or pericarditis among people ages 30 and younger who received COVID-19 vaccine
- Through follow-up, including medical record reviews, CDC and FDA have confirmed 268 reports of myocarditis or pericarditis
- CDC and its partners are investigating these reports to assess whether there is a relationship to COVID-19 vaccination
- **Myocarditis** is inflammation of the heart muscle, and **Pericarditis** is inflammation of the outer lining of the heart - in both cases, the body's immune system causes inflammation in response to an infection or some other trigger

COVID-19 Vaccine Updates – Myocarditis/Pericarditis - 2

- Dr. Gottlieb in CBS interview stated that as young people get vaccinated they might be going out more and exchanging other viruses that also can cause myocarditis/pericarditis
 - Respiratory Syncytial Virus (RSV), Enteroviruses, Echoviruses, and Coxsackie Viruses
- CDC stated that most patients who received care responded to treatment and recovered quickly

COVID-19 Vaccine Updates – Immunocompromised

- Safety and immunogenicity of a third dose of SARS-CoV-2 vaccine in solid organ transplant recipients: a case series
 - 30 patients with solid organ transplants
 - Antibody titers increased after the third dose in one third of patients who had negative antibody titers and in all patients who had low-positive antibody titers
 - Vaccine reactions seemed acceptable

COVID-19 Vaccine Updates – Novavax

- U.S. clinical trial results show Novavax vaccine is safe and prevents COVID-19
- Phase 3 clinical trial enrolling 29,960 adult volunteers in the United States and Mexico
- 90.4% efficacy in preventing symptomatic COVID-19 disease
- 100% protection against moderate and severe disease
- In people at high risk of developing complications from COVID-19 (people 65 years or older and people under age 65 with certain comorbidities or with likely regular exposure to COVID-19), the vaccine showed 91.0% efficacy in preventing symptomatic COVID-19 disease
- Subunit vaccine made from a stabilized form of the coronavirus spike protein using the company's recombinant protein nanoparticle technology
- Vaccine also contains a proprietary adjuvant, MatrixM™, which enhances desired immune system responses

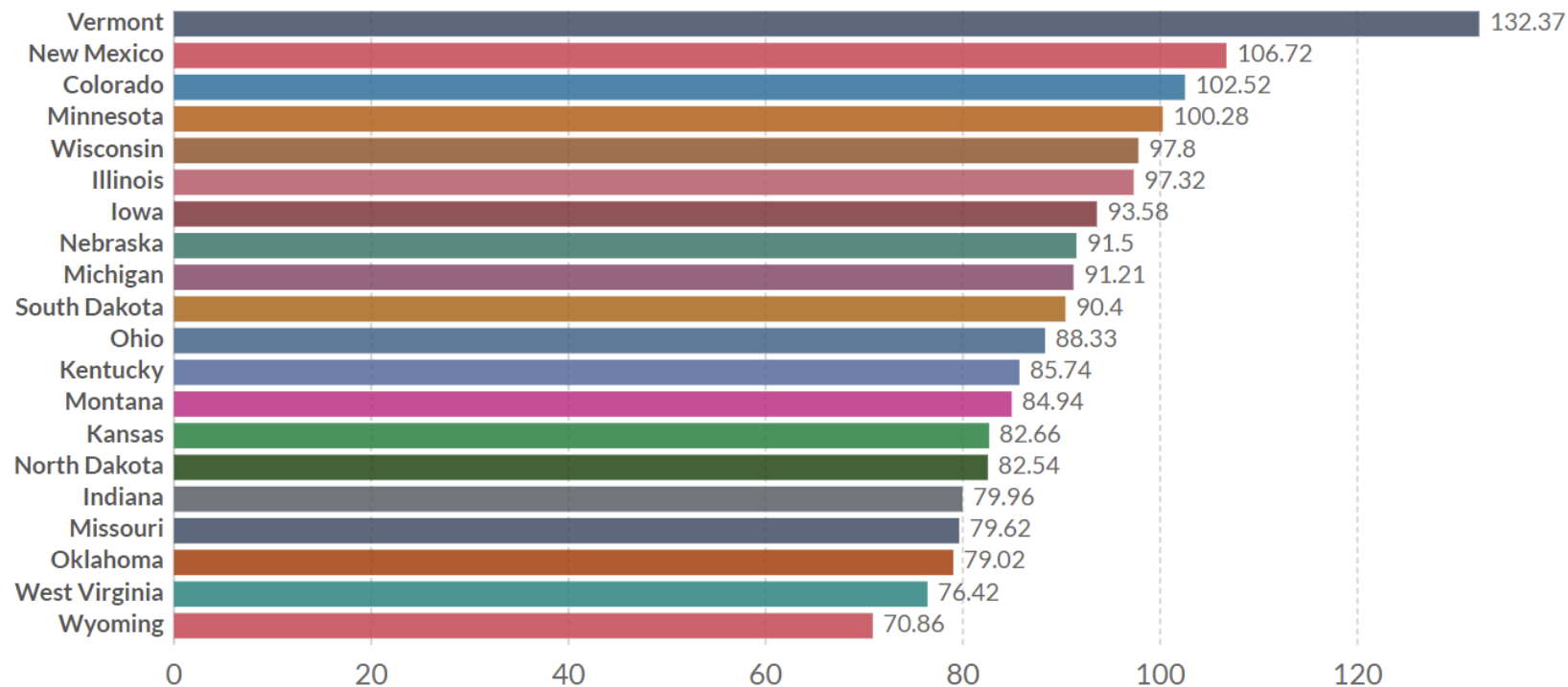
Total COVID-19 Vaccine Doses Administered Per 100 People

US: Total COVID-19 vaccine doses administered per 100 people, Jun 15, 2021

Our World
in Data

Total number of vaccination doses administered per 100 people in the total population. This is counted as a single dose, and may not equal the total number of people vaccinated, depending on the specific dose regime (e.g. people receive multiple doses).

+ Add state



Source: Centers for Disease Control and Prevention – Last updated June 15, 14:07 (Eastern Time)

OurWorldInData.org/us-states-vaccinations • CC BY

▶ Jan 12, 2021

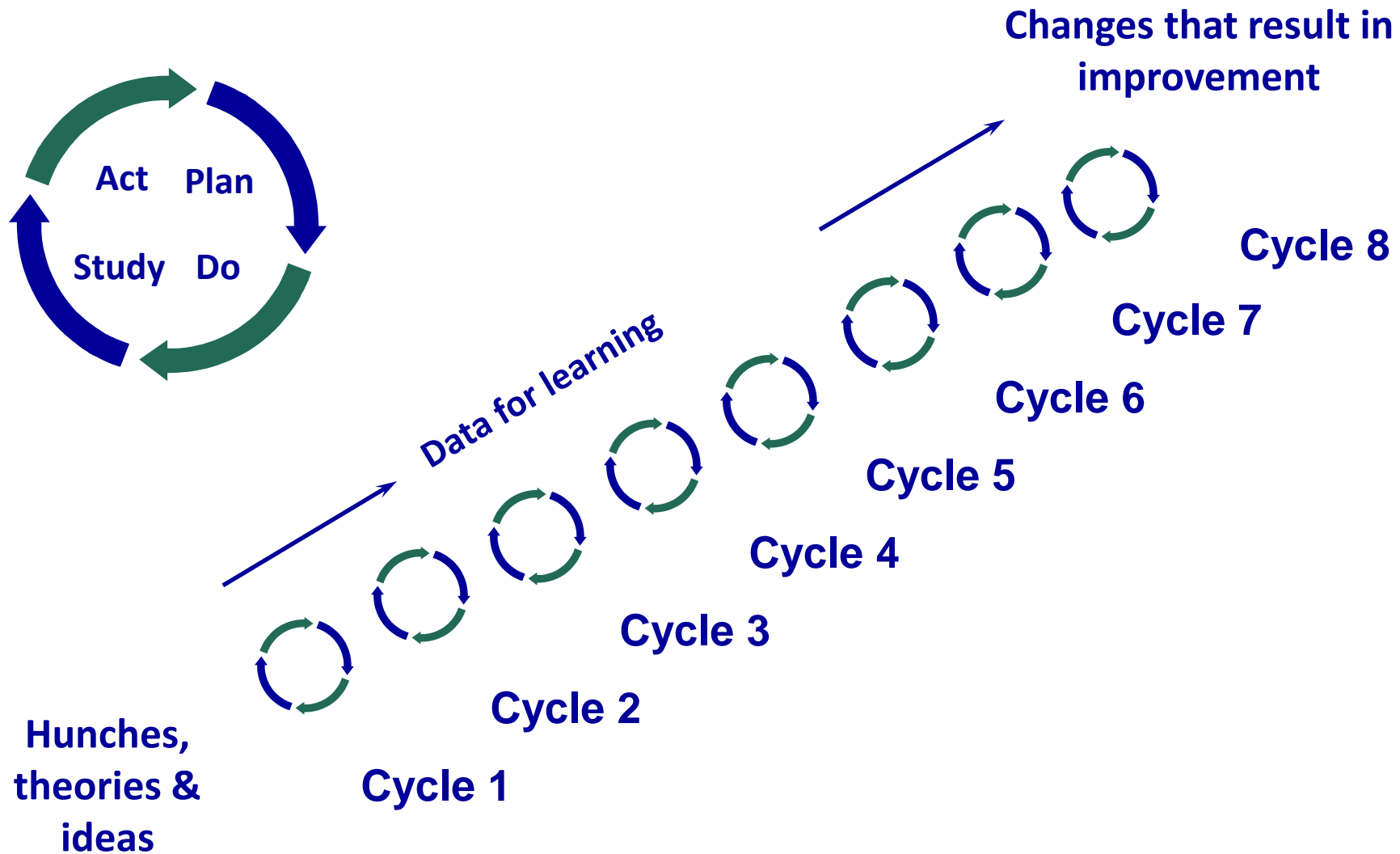
○ Jun 15, 2021

Teachback

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Testing and Implementing TeachBack Changes



- Use simple language and similar terminology to written material?
- Request the team member teach back what was understood in their own words? (did not say “do you understand and leave it at that)
- Use non-shaming language and appropriate Teachback scripts?
- Displays a warm attitude; not rushed or irritated?
- Use a friendly tone of voice? (did not present as a test)
- Display comfortable body language?

Teachback PDSA

- Idea to evaluate for Test 1: If we use health literacy principles and Teach Back, will our team member ability to follow the standardized processes be improved
- **Plan: small test the change to evaluate the idea:**
 - *Who: I will review Teachback process with one of my Leaders at the next Leadership team meeting*
 - *When: Thursday Leadership Agenda item*
 - *What: Provide information using Content/Examples provided in last week Echo session*
 - *Where: Education Room*
 - *How: After my instruction, will ask that one Leader to practice with another leader & discuss*
- **Do: Carry out plan that we just used with another team member**
- **Study: What worked? What did not Work?**
 - *Leader reported that they did say “do you understand” a couple of times and then would catch themselves. Leader reported it was helpful information and can see the benefits of the teachback scripting when communicating with team members.*
- **Act: What changes are to be made? Plan for the next cycle/small test of change**
 - Leader will try with one team member and report back at next Leadership team meeting.

Test 2

Plan:

- Who: Designate leader
- When: In next 24 hours when opportunity arises
- What: Take the opportunity to use Teachback with one team member when reviewing a process/procedure,
- Where: wherever the education is needed at that time
- How: Assure Teachback principles are used and Teachback scripting is used at conclusion of teaching.

Do: Carry out Plan.

Leader used the opportunity to teach a team member in new process (using new incontinence supply)

Study:

Interaction went well. Staff responded well. Leader followed script and did not use “do you understand:

Act:

Leader reported back to Leadership team meeting. Will work with another leader to advance skill in Teachback. These two leaders will try teachback over the next week with one team member and report back.

Navigating Time Management and Moments of Pause

Sarah Sjostrom, MSN, RN, ACNP

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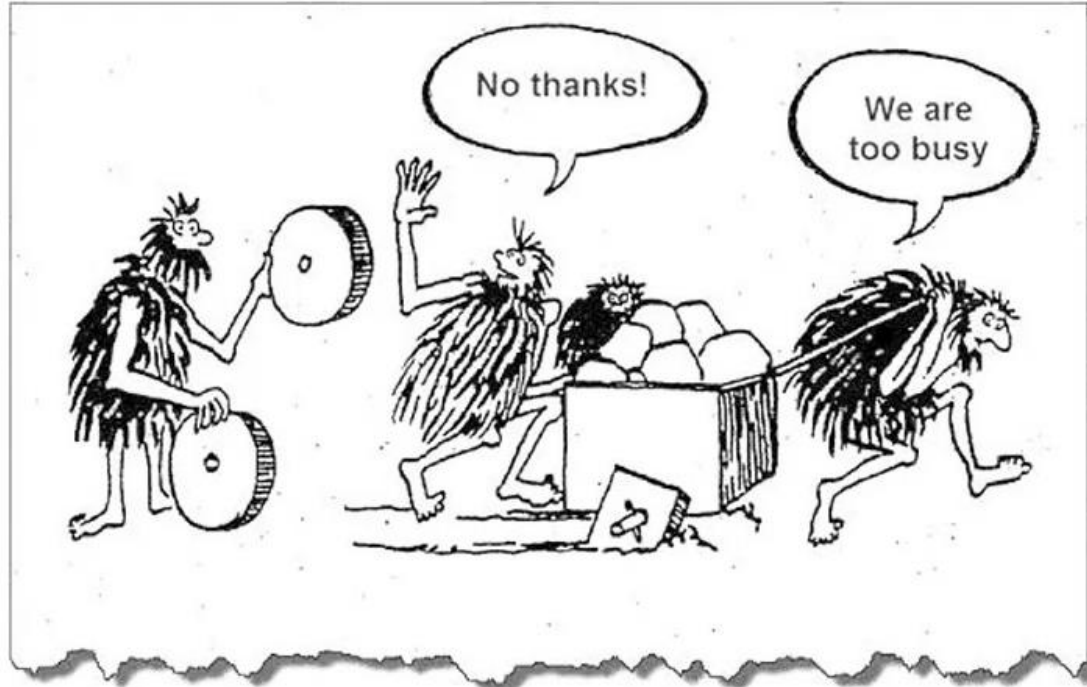


Today's Speaker

Sarah Sjostrom, RN, MSN, ACNP-BC
Associate Chief Nursing Officer
Hebrew Rehabilitation Center
Dedham & Boston, MA

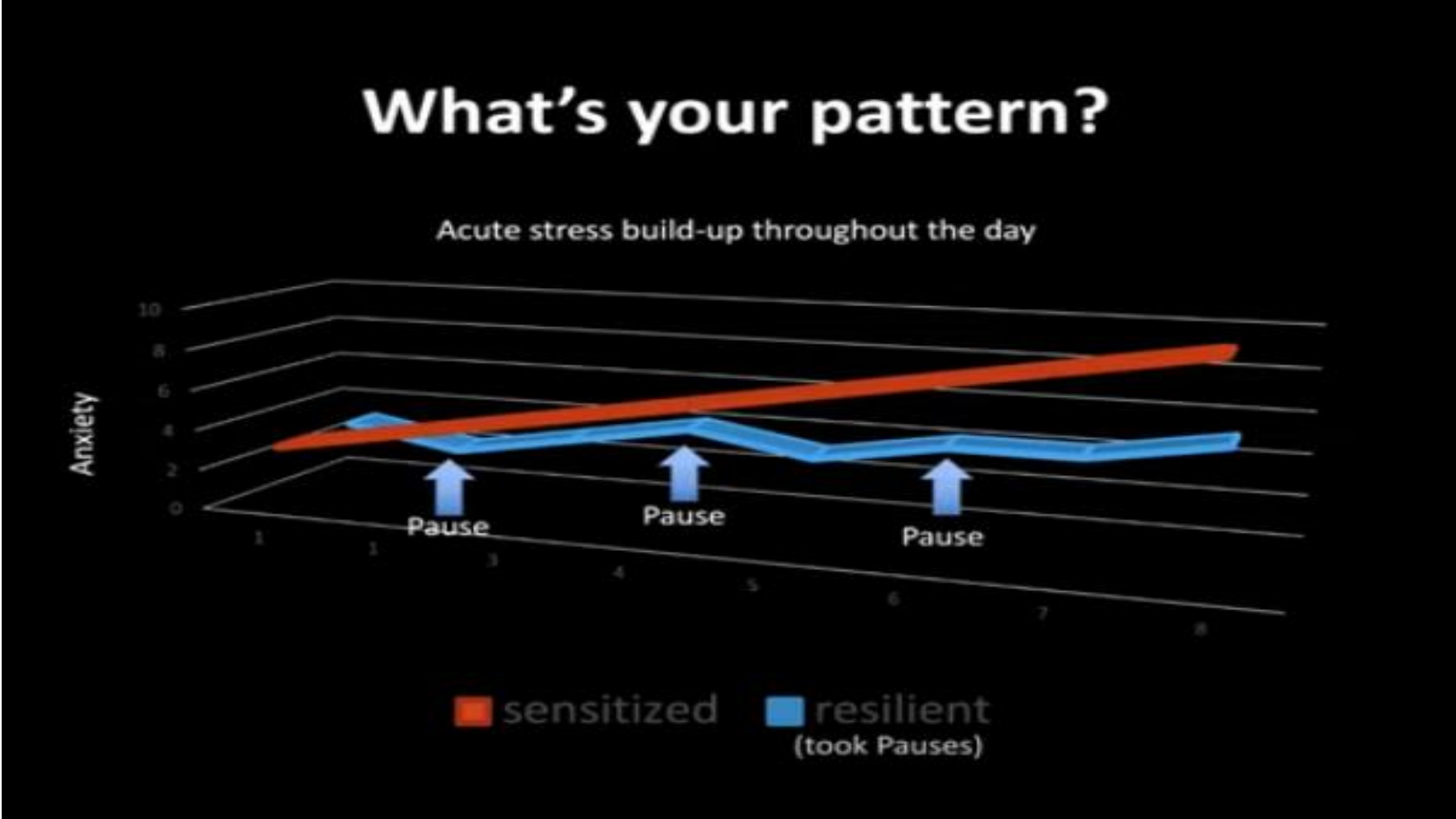


Time is of the Essence...



- People always feel as if they don't have time
- Asking team members to take on additional tasks can be overwhelming
- Feeling overwhelmed makes team members feel as if they can't pause in their day
- Depending on the organizational culture or the leader, team members may feel as if they cannot take pause

The Importance of a “Pause”



UCSF Department of Psychiatry and Behavioral Sciences webinar: Psychological Strategies for Acute Stress. Presented April 3, 2020. <https://www.youtube.com/watch?v=fW75SmaHUCc&list=PLWXu8EHZjBYoujTb4kBvNU8bhzNIFvEzV&index=2>

Taking a Pause & Physiologic Grounding

Pausing and grounding are mechanisms that can enhance coping/resilience

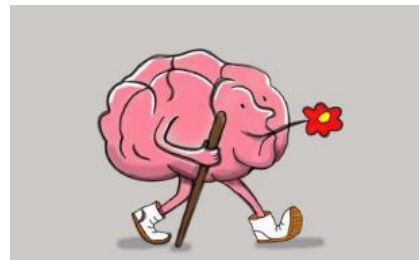
You don't need a lot of time! 90 seconds – 3 minutes

Regulatory mechanisms in the brain are accustomed to responding to short intervals of input

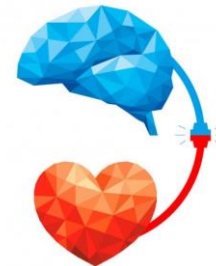
SMALL pauses can have **BIG** impact on self-regulation



Internal Focus



External Focus/
Mind Wandering



Somatosensory



Sensory

Pausing & Grounding in Action



Internal Focus

- Finding stillness
- Systemic relaxation
- Body Scans
- Breath awareness 4-6-8
- Visualizing a safe space
- Mindfulness Training



External Focus

- Observe and name immediate surroundings
- 5-4-3-2-1
- Holding an object and describing
- Dissociation



Somatosensory

- Walking/pacing
- Tapping
- Swimming
- Listening to Music
- Running
- Dancing
- Cycling

The Leader's Role in Time Management



Create Time

- Help team eliminate unnecessary tasks
- Help team determine what is a priority
- Assist team with delegating
- Give team autonomy to make these decisions independently



Give Time

- Model self-care and moments of pause
- Encourage team to take breaks
- Provide direction to incorporate pauses into days
- Support team so that moments of pause are possible

Leadership Practices & Behaviors to Support Teams

Navigating Time Management and a Sense of Pause

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Reflection



- Think back on a day you were overwhelmed, and your time management was compromised. As you reflect on that time, is there anything you could have done differently? What could you utilize or differently going forward?

Tactics for Managing Time

1. Deploy Yourself Effectively – adjust to the changing times but still hold true to unchanging principles
2. Coach, Delegate, Evaluate....Repeat
Leaders don't have all the answers, but they have the next question.
3. Tackle Performance Problems
4. Meeting Management
5. Get Organized
6. Manage Your Energy
7. Manage Projects



*You are an asset,
deploy the asset
for the greater good.*

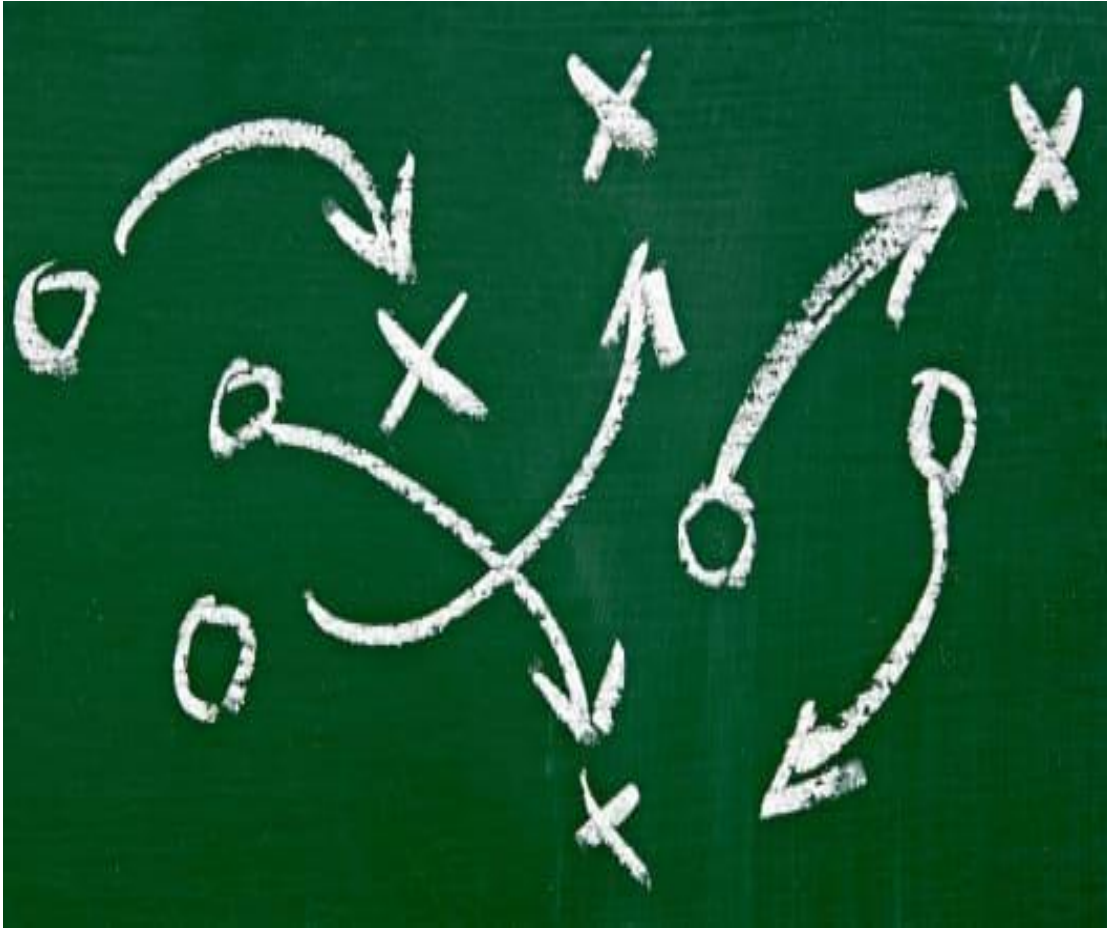
Deploy Yourself Effectively



Never start your day with a meeting

Take time to “Reflect on the Day”

Coach, Delegate, Evaluate Repeat

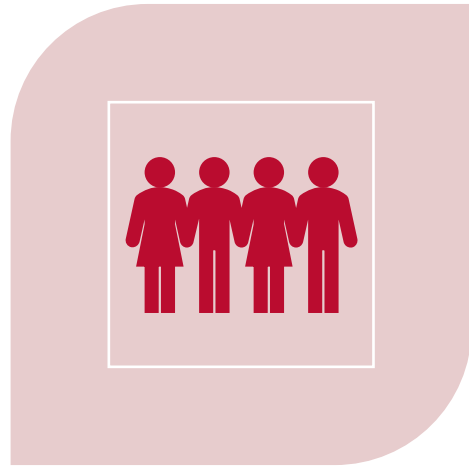


Assign your team tasks – Build their skills

Coach them to success vs doing them yourself

- Be Clear:
 - Clear Direction
 - When to come back to you
 - The reason for the work to be done well
 - What Quality work looks like

Tackle Performance Problems



BE AWARE THAT PERFORMANCE PROBLEMS ARE COSTING THE WHOLE TEAM TIME AND ENERGY, *NOT JUST YOU*



ADDRESSING PERFORMANCE PROBLEMS ARE VITAL TO THE OVERALL TEAM

Run Effective Meetings



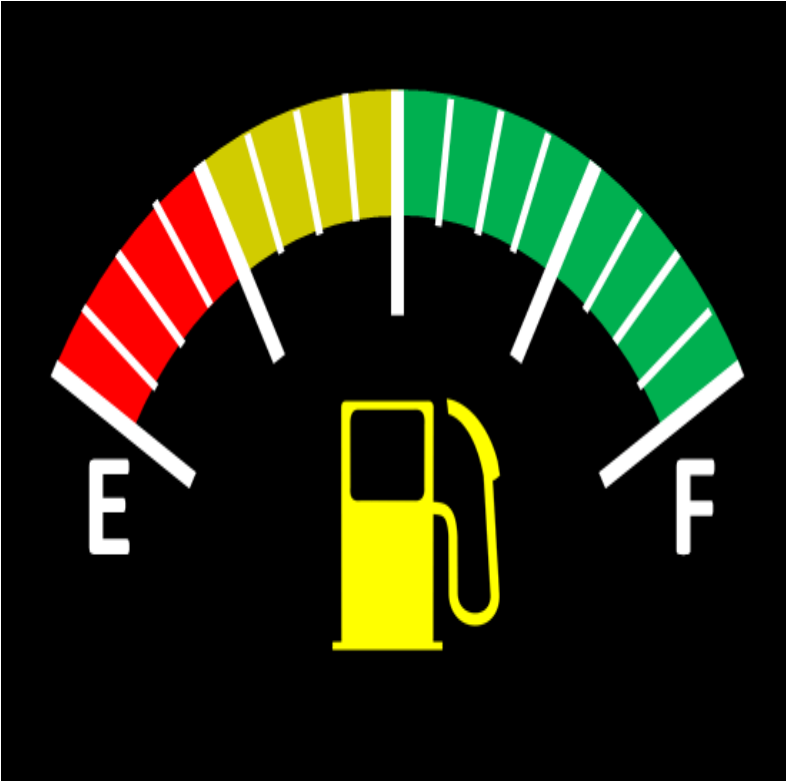
- Purpose of the meeting?
- Put agenda/thoughts together –share prior to meeting when possible
- Old Business/Follow up
- New Business
- Summarize-Take aways – Next Steps
- Post Highlights as needed

Get Organized

- Organize what you do have control of in your daily routines
- Organize office
- Organize Communications
- Encourage your team's organization



Manage Your Energy



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- Energy is a finite but renewable resource
- What gives you energy, what drains it?
- Maximize your health and wellbeing
- Realize, your effectiveness is influenced by your energy level

Project Management



Frontload the Work

Focus on Learning, Not Perfection

Make it Easy

Build a Big Tent

Have an End Date

<http://www.ihl.org/resources/Pages/Tools/QI-Project-Management.aspx>

What can you do this week?

- Be intentional about where you will redeploy your time, including driving improvement. Is there one of the strategies that you can adopt in your own practice to help you manage time?
- How best can we respect time?

Wrap up

- Final comments or questions?
- Any topics you would like the faculty to discuss next week?
- We would like to learn from you! Please share your ideas for tests of change, success stories, challenges and innovations by emailing us.

Slide Resources

- UCSF Department of Psychiatry and Behavioral Sciences webinar: Psychological Strategies for Acute Stress. Presented April 3, 2020.
<https://www.youtube.com/watch?v=fW75SmaHUCc&list=PLWXu8EHZjBYoujTb4kBvNU8bhzNIFvEzV&index=2>
- <http://www.ihl.org/resources/Pages/Tools/QI-Project-Management.aspx>

Vaccine Resources and References

Clinical Considerations: Myocarditis and Pericarditis after Receipt of mRNA COVID-19 Vaccines Among Adolescents and Young Adults

<https://www.cdc.gov/vaccines/covid-19/clinical-considerations/myocarditis.html>

Myocarditis and Pericarditis Following mRNA COVID-19 Vaccination

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/safety/myocarditis.html>

Vaccines and Related Biological Products Advisory Committee June 10, 2021 Meeting Presentation

<https://www.fda.gov/media/150054/download>

Safety and Immunogenicity of a Third Dose of SARS-CoV-2 Vaccine in Solid Organ Transplant Recipients: A Case Series

<https://www.acpjournals.org/doi/10.7326/L21-0282>

U.S. Clinical Trial Results Show Novavax Vaccine Is Safe and Prevents COVID-19

<https://www.nih.gov/news-events/news-releases/us-clinical-trial-results-show-novavax-vaccine-safe-prevents-covid-19>