Everything Matters In

Patient Care

Caring for Ourselves so we can care for Others
Initiatives like Clinical Supervision Groups support staff in delivering care and provide space for staff to reflect and receive feedback.

Features

5 Clinical Supervision Groups
by Donna Trentel, MSA, CCLS, Director of Family and Volunteer Services and Hollie Johnson, MS, CCLS, Child Life Specialist, Department of Family and Volunteer Services

15 Code Violet
by Ericka Bruns, MSED, LPC-S, Crisis Services Program Manager

Articles

4 Caring for Ourselves so We Can Care for Others
by Linda Stoverock, DNP, RN, NEA-BC, Senior Vice President, Patient Care Services, Chief Nursing Officer

10 Understanding Situational Awareness
by Richard McClead, MD, Professor and Vice Chairman, Department of Pediatrics and Medical Director, Quality Improvement Services

11 Research Update: Meet Vicki Von Sadovszky
by Vicki Von Sadovszky, PhD, RN, Nurse Scientist, Investigator, Center for Innovation in Pediatric Practice, The Research Institute at Nationwide Children's Hospital

12 Improving Patient Satisfaction Using On-Stage and Off-Stage Designs
by Pamela S. Creech, RN, MSN, CPN and Karla R. Johnson, RN, MSN

14 Nationwide Children's Employee Diabetes Program
by Shannon Yarosz, PharmD, Outpatient Pharmacist

19 What is a Safety Coach?
by Annamarie Rayburn, MSPH, CPHQ, Director of Quality Improvement Services

20 Acceptable Behavior Toward Fellow Staff
by Trudy Towns, Employee Relations Manager

22 A Path for Wellness
by Kari DuBro, MS, RD, LD, Employee Wellness Program Manager, Human Resources

24 Parenting Skills for the Health Care Provider
by Heather L. Yardley, PhD, Pediatric Psychologist, Pediatric Psychology and Neuropsychology

26 A Balanced Life: Enhancing Health and Wellness
by Janice Card, RN, BSN, Employee Wellness Nurse, Human Resources

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Pictured left: Child Life Specialist Hollie Johnson pictured with a patient.
Individuals who choose patient care professions do so frequently because they desire to care for others. In order to continue to care for others, self-care behaviors are important. Health care professionals promote wellness activities with patients and families, yet often neglect their own health. The nursing literature cites many reasons for nurses’ neglect of self-care including irregular work schedules, skipping meals and fatigue. This issue of Everything Matters: In Patient Care covers important topics such as wellness and self-care. Nationwide Children’s values wellness and work-life balance for employees and offers many opportunities to help employees take care of themselves.

Wellness opportunities start with enrollment in our health plan. Employees can take advantage of Aetna’s health coaches by identifying health risks in the annual health assessment. Tips and reminders are sent based on your self-identified goals. Employees don’t need to be on the main campus to take advantage of this great benefit. Another great benefit available to all employees is MATRIX. MATRIX offers counseling for everything from emotional stress and depression to finding resources to help with financial struggles, housing, wills and more. MATRIX is available even if employees are not enrolled in the health plan.

Another way to take advantage of wellness benefits is visiting our intranet, ANCHOR. The Health and Wellness page on ANCHOR lists wellness classes, exercise sessions and ideas for improving health. Employees can attend a class as a trial or join the fitness center as a regular member. Athletic trainers also are available to help employees find the right routine for their exercise goals.

The food we eat plays a big role in our health. Nationwide Children’s lives its values by offering healthy options in vending machines, complete with a list of nutritional content. Weight Watchers memberships are available at a discounted rate through Employee Health. A nutritionist is available in Employee Health for employees looking for assistance reaching particular dietary goals. Planning a meal break with healthy foods while at work can provide energy to help fight cyclical patterns of fatigue and binge eating.

Wellness is paying attention to our mind and body. Balance and good health is achieved by paying attention to our diet, rest, exercise and life changes. There are many resources that can help us address our health needs so we can care for ourselves as well as we care for our patients. One only needs to take advantage of the many offerings available.

Clinical Supervision Groups: Supporting Clinicians and Promoting Best Outcomes
Donna Trentel, MSA, CCLS, Director of Family and Volunteer Services
Hollie Johnson, MS, CCLS, Department of Family and Volunteer Services
It is the end of another workday and as you make your way home, you find yourself questioning, “Did I do the right thing for the patient and family?” or maybe you cannot stop thinking about a particular situation that was emotionally challenging. Course work and clinical experiences often fail to prepare employees for the realities of working in highly demanding health care environments.

There are many initiatives to build and evaluate a provider’s skill set, but there is little focus on how work responsibilities affect the individual and, in turn, their performance. Employees who do not receive proper support and supervision may display a lack of engagement, burnout, low confidence or other behaviors and attitudes that impair their ability to deliver care. The concept of clinical supervision identifies an effective means to mitigate these undesired outcomes. Operationally, clinical supervision is a formal process based upon a clinically focused professional relationship between the practitioner and supervisor to support and enhance the quality of care for patients and families. Clinical supervision enables individual practitioners to develop knowledge and skills, assume responsibility for their own practice and is central to the ongoing process of professional growth and learning.

Often, clinical supervision is not available beyond a student experience or the initial orientation phase. However, staff at any point in their professional journey can benefit from, and deserve, effective clinical supervision. Psychology, social work, art therapy and other helping professions commonly rely on various models of clinical supervision to support practitioners and ultimately, benefit patients.

With the goal of providing effective and intentional clinical supervision in a new way to Family and Volunteer Services (FVS), a journey began and has evolved over the last eight years. FVS used the professional standard of clinical supervision set by the Child Life Council (CLC). The goals identified in the CLC standard include:

- To facilitate the development of a capacity for self-reflection and insight to deepen clinical work with children and families
- To enhance the professional growth of individual practitioners and the discipline of child life
- To encourage therapeutic competence, critical thinking and reflective skills
- To effectively process complex clinical situations and health care systems
- To ensure that child life practitioners are not expected to manage clinical challenges or other problems alone
- To ensure that practitioners have the knowledge, skills and personal attributes needed to provide quality care to children and families that adheres to ethical standards in the profession

FVS initiated a peer-led concept called Clinical Supervision Groups (CSG) that models other programs. Clinical Supervision Group is an adjunct to the traditional clinical supervision offered by managers. In the FVS model, managers are not present during CSG. An established structure invites participants to offer topics, case examples or themes they would like the group to explore. Through peer facilitation, participants engage in the process to provide insight and clarify questions. The primary goal is to investigate various perspectives toward enhanced understanding, versus providing specific solutions and directives. The structure (see table 1) consists of cohorts forming and meeting consistently for bi-monthly, hour-long groups over a period of four to five months. New groups then form for the next cycle, which gives staff the flexibility to join, participate and take a break as desired. There is no requirement for staff to participate in CSG.

You find yourself questioning, did I do the right thing for the patient and family?
Staff members representing both child life and the early childhood development programs train to be group facilitators. The role of the facilitator in this model is to create a safe space for group members to share and reflect upon their clinical practice. Facilitators were initially hesitant in this role, but have become more comfortable and confident as they employ the skills of reflective listening and identify common themes shared (see Table 2). CLC offered additional training where facilitators gained important knowledge and participated in a live CSG from the perspective of both a participant and facilitator.

Periodic meetings are essential for the facilitator group as they focus on debriefing the facilitator experience, continuing cultivation of skills, sharing feedback and maintaining engagement. The facilitator group is responsible for making plans for the future of CSG. This includes training new facilitators, an important aspect that generates additional energy and perspectives. The number of facilitators available provides an opportunity for respite, as well as the choice for facilitators to become participants themselves. When facilitators shift to the participant role, they can engage in their own self-care and gain firsthand perspective, which overall improves facilitation skills.

Collecting feedback from participants and facilitators regularly is essential to validating and improving CSG. A participant reported, “I think it has been a valuable outlet for many of the group members in reflecting on the stress associated with our emotionally charged setting, and brainstorming ways to decrease the amount of stress we carry with us.” In regard to meeting expectations, one participant shared, “I obtained great fulfillment from hearing about others’ experiences and relating them to my own.” Facilitators reported that supporting their peers was highly satisfying, and topics discussed during CSG were insightful within their own clinical experiences.

“I think it has been a valuable outlet for many of the group members in reflecting on the stress associated with our emotionally charged setting, and brainstorming ways to decrease the amount of stress we carry with us.”

CSG participant

Clinical Supervision Groups have provided a number of positive outcomes within the department. They have been an important vehicle in building professional relationships with peers in an environment where staff often function independently. The time spent in CSG has echoed in improvements in daily work patterns as evident by staff proactively reaching out to support one another, as well as asking for support themselves. Additionally, new staff members who participated in CSG have established a better sense of connectedness and have integrated more quickly into the department. Including members of varying tenure further enriched and deepened the CSG experience, built team cohesion and has become an important resource for all participants.

“I obtained great fulfillment from hearing about others’ experiences and relating them to my own.”

CSG participant

The establishment of, and sustained increase in, trust and respect among colleagues was another direct result of CSG. Clinical supervision group provides the space, time and support for emotional vulnerability. Participants demonstrate an openness regarding ethical and clinical challenges. Group discussion surrounding these challenges provides participants with a better understanding of varying perspectives and approaches among their fellow colleagues. Furthermore, members feel a sense of normalcy and a decreased sense of isolation when hearing about challenges similar to their own.

The development of CSG has been an evolutionary journey for FVS. Supervision groups can adapt to benefit other programs at Nationwide Children’s. Department leadership has promoted and encouraged CSG and its continuation has been due to the support and active engagement of the participants and facilitators. The benefits of CSG are well worth the time commitment and ongoing maintenance. The success of CSG is a testament to the innovation, agility and dedication of the FVS staff. FVS encourages others to adopt CSG as an effective strategy that promotes the best outcomes for staff and the patients and families they serve.

TABLE 1
FVS Structure of CSG

| Participants: 5-10 people |
| Time: 60 minutes |

Group Rules: Defined and agreed upon during establishment of each group. Common rules include: Vocera/pagers turned off, confidentiality, attendance expectations.

Process of CSG

3-5 min. Participants encouraged to focus on being present and in the moment
5-10 min. Participants briefly share topics and the group decides which topic or themes to explore in depth
35-40 min. Participants explore topics or themes in depth with group involvement
5-10 min. Closing and debriefing regarding process experience

TABLE 2
Common Topics/Themes Explored

- Work/Life Balance
- Professional Boundaries
- Prioritization of Time
- Secondary Trauma
- Work Relationships
- Professional Accomplishments/Areas of Growth
- Managing Change/Transitions
- Recognizing the Emotional “Weight” of Providing Care
- Ethical Decision-Making or Ethical Challenges
- Bereavement Situations
- Preceptor/Student Responsibilities

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Understanding Situational Awareness

Richard McClead, MD, Professor and Vice Chairman, Department of Pediatrics and Medical Director, Quality Improvement Services

Although we have made outstanding progress in reducing our serious safety events (SSE), a few root causes persist in our remaining SSE. Of these, failure of critical thinking and situational awareness stand out. According to the website The Critical Thinking Community, critical thinking is “that mode of thinking, in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.” The active component in that definition is taking charge. To take charge, you must understand the situation in which you find yourself — that is situational awareness.

Imagine a Canada goose and her gander with their goslings. The gander is on guard watching everything that goes on while his goose and his fledglings peck away at the morsels about them. He is situationally aware of anything that could go wrong in his immediate environment. He is ready to attack a foe or herd his family away from danger.

To keep our patients safe and to prevent an urgent family away from danger must understand the situation in which you find yourself — that is situational awareness.

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How do you recognize a watcher?

Here are eight characteristics of a watcher that should trigger your critical thinking processes:

1. PEWS >5 or PEWS of 3 in any one category
2. ACT called within past 24 hours
3. Transfer from the ICU within past 24 hours
4. Change in neurological status (decreased LOC, increased agitation, lethargy)
5. Unfamiliar treatment or diagnosis (tracheostomy, diabetic, sickle cell disease, seizures)
6. I&O Mismatch: Oliguria, polydipsia, increased edema
7. Persistent vomiting following surgery
8. Caregiver has a gut feeling that patient is at risk

If your patient has one or more of these watcher risk triggers, you need to make sure that you and the patient care team have a plan for mitigating the risk. The plan must be specific. “Monitor the patient closely” is not good enough. How and when will you monitor? How and when will you know that the patient is improved? What are the next steps if the patient is not meeting expectations? Who is to be notified? What are our criteria for escalating the patient to a higher level of care (i.e., transfer to the ICU) before the patient deteriorates? Think critically about the patient’s situation and keep your patient safe — every day!

Meet Vicki Von Sadovszky

Vicki Von Sadovszky, PhD, RN, Nurse Scientist, Investigator, Center for Innovation in Pediatric Practice, The Research Institute at Nationwide Children’s Hospital

How can you help children and families? Fatigue is still poorly understood and infrequently discussed, especially in pediatric settings. Most of our knowledge about fatigue comes from adult studies. This is obviously a very important concept in pediatric health care as well. Data from longitudinal studies show that 21 to 42 percent of “healthy” U.S. children experience fatigue; yet, it is not routinely assessed in children seeking health care services. The purpose of this article was to examine the extent of fatigue in a large, tertiary pediatric health care system (Boston Children’s Hospital). The authors surveyed 354 patients ranging in age from 5 to 24 years on self-reported symptoms of fatigue. For the total sample, 66 percent reported significant levels of fatigue. In fact, patients reported more fatigue than pain. The authors also examined adolescents as a special subgroup. Among these teen patients, 75 percent reported significant levels of fatigue. The authors’ take-home message was that fatigue should be routinely assessed and reasons why the patient feels fatigued should be explored. Future research in this area should include reasons for fatigue, what factors influence fatigue, patients, 75 percent reported significant levels of fatigue. In fact, patients reported more fatigue than pain. The authors also examined adolescents as a special subgroup. Among these teen patients, 75 percent reported significant levels of fatigue. The authors’ take-home message was that fatigue should be routinely assessed and reasons why the patient feels fatigued should be explored. Future research in this area should include reasons for fatigue, what factors influence fatigue, and web-based interventions to improve sexual health in adolescents and young women. Since I started at Nationwide Children’s, I have met so many creative nurses who are making a big difference and blazing new practice trends and trails in pediatric health care. Our patients are lucky to have such a wonderful nursing staff. Please let me know if I can help you with any research ideas that you may have. I can be reached at (614) 722-0556 or email Vicki.VonSadovszky@NationwideChildrens.org. In the meantime, I will be bringing you reports about current research in pediatric nursing. Today’s report is about a new study in the prevalence of fatigue in ambulatory and acute-care settings.

Hello everyone! I am a new nurse scientist at Nationwide Children’s Hospital. While my dear colleague Nancy Ryan-Wenger transitions into retirement, I am taking on new nursing research projects. I have been a nurse for more than 20 years, with most of those clinical experiences in oncology and behavioral health across a variety of settings. Currently, I am an associate professor at the College of Nursing at The Ohio State University (Go Bucks!) and am working half-time at Nationwide Children’s. My own research focuses on the development of applications and web-based interventions to improve sexual health in adolescent and young women. Since I started at Nationwide Children’s, I have met so many creative nurses who are making a big difference and blazing new practice trends and trails in pediatric health care. Our patients are lucky to have such a wonderful nursing staff. Please let me know if I can help you with any research ideas that you may have. I can be reached at (614) 722-0556 or email Vicki.VonSadovszky@NationwideChildrens.org. In the meantime, I will be bringing you reports about current research in pediatric nursing. Today’s report is about a new study on the prevalence of fatigue in ambulatory and acute-care settings.

To take charge, you must understand the situation in which you find yourself — that is situational awareness.

Research Ideas? Contact Vicki Von Sadovszky:

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Improving Patient Satisfaction Using On-Stage and Off-Stage Designs

Pamela S. Creech RN, MSN, CPN
Karla R. Johnson RN, MSN

The concept of on-stage and off-stage areas first became a topic of conversation at Nationwide Children’s about 13 years ago, when former Chief Medical Officer Tom Hansen and former Chief Executive Officer Keith Goodwin began looking at the impact of patient satisfaction scores. Specifically, they began researching companies with top-notch customer service programs. At that time, Disney had just published a book and introduced a training program about their successful approach to service. Nationwide Children’s gathered a group of engaged leadership staff and sent them to participate in this training program.

Walt Disney Resort’s strong focus on the customer experience includes the key concept of on-stage and off-stage behaviors. These behaviors, when incorporated into every employee’s daily work, become a driving force for creating memorable experiences for guests. Disney guests want a clean environment, memorable experiences and employees that are friendly and courteous. When applying this same concept to the health care industry, certain similarities are evident. For example, families and patients want to be kept safe, be healed and be treated with respect. These three general needs align directly with our Zero Hero training and philosophy at Nationwide Children’s, as well as our most recent addition to cultural training, Treat Me with Respect.

After the Disney service training, the terms on stage and off stage became part of Nationwide Children’s operational planning. The desire to see the positive impact on patient satisfaction scores drove Nationwide Children’s to implement these concepts. Disney emphasized that to provide great service, an on-stage area is necessary for interactions with the public while an off-stage area has everything from supplies and logistics, to staff lounges and trash collection. The off-stage area allows staff to have a place where they can more effectively complete their work without being in the public eye. For example, if staff members need to debrief about an emotional experience in private, they can do so off-stage versus at the nurse’s station in the on-stage area, where other families can potentially see and hear what’s being discussed.

As this concept was beginning to take shape in the minds of Nationwide Children’s leaders, intense research was being conducted toward building the new main hospital. A team of more than 30 multidisciplinary staff members visited nine other children’s hospitals to review how design of this new building could facilitate core values and concepts.

The team discovered eight key concepts that impacted the design of other pediatric hospitals:

- Patient/family focus
- Safety and security
- Standardization
- Decentralization
- Separation of front of the house from back of the house
- Infection control
- Surge capacity
- Education and clinical research as part of the unit

The design behind the units in the new main hospital is a direct result of embracing these core concepts. The on-stage and off-stage areas are well-designed and easily understood. With off-stage access requiring an employee badge, it was an easily accepted concept for staff when going through the new main hospital orientation.

The new facility was designed to support these customer service concepts, from reminding staff to be alert to the perception of availability and service when they are on stage with the public, to the safe haven of off-stage areas that allow for rest periods, checking of personal cellular phones and debriefing out of the eyes of the public. Nationwide Children’s employees are very fortunate to work in an environment that was designed with such detailed planning to ultimately allow staff to provide the best care possible to patients and families.
Nationwide Children’s Employee Diabetes Program
Shannon Yarosz, PharmD, Outpatient Pharmacist

Nationwide Children’s Hospital’s current strategic plan embraces Journey to Best Outcomes through Best People and Programs. Employees at Nationwide Children’s are an integral part in moving this vision forward and employees must be at their best to accomplish these goals. In order for employees to be at their best, they need to take care of their own health, too. Nationwide Children’s has implemented an Employee Diabetes Program designed to help employees living with diabetes and to prevent long-term complications by working closely with a health care team.

The Nationwide Children’s Employee Diabetes Program health care team is comprised of a clinical pharmacist, a registered dietitian and a registered nurse. The role of the team’s pharmacist is to manage drug therapy while educating on use, frequency, side effects and precautions. The pharmacist also assesses adherence and tolerability of medication while collaborating with participants’ physicians in order to manage their drug regimen. The registered dietician provides education related to disease prevention of short and long-term complications associated with diabetes. Furthermore, the dietician educates employees on the effects of carbohydrates, proteins and fats on blood sugar control and weight. The nurse monitors progress of lifestyle habit goals, reinforces proper medication use and assists with education.

Each appointment with a health care team member is structured around the personal goals of each participant. Participation in the program will qualify employees to receive 50 percent co-pay reimbursement on diabetes medications and supplies. Enrollment does not require a change in current pharmacy, physician or health care providers.

Criteria for Enrollment
• Participant must have a physician diagnosis of Type 1 or Type 2 diabetes
• Participant must be enrolled in Aetna Health insurance plan (employees, spouses, dependents)
• Participant must sign a consent agreement

How to Get Started
Interested employees can contact one of the health care team members. During the initial visit, the employee will sign a participant agreement consent form, an initial patient questionnaire and a Health Insurance Portability and Accountability Act (HIPAA) form. Each appointment typically ranges from 30 to 60 minutes and will be individualized to the participant. All participants are asked to bring their blood glucose meter and most recent lab work to each appointment.

How to Stay Active in the Program
New participants will meet at least one time individually with the pharmacist, dietitian and nurse. To continue in the program, each participant is asked to schedule at least one session with any of the health care team members individually or meet within a group session. Employees are also encouraged to attend Nationwide Children’s diabetes support group meetings, if interested. The employee can decide to end participation in the program at any time.

“With the help of this program and attending formal diabetes education classes my HgA1C has gone from 10.6 to 8 percent! I am getting more active, I feel better and I have more energy. But more importantly, for the first time in over 10 years, I feel like I can succeed at controlling my diabetes.”

NCH Employee Diabetes Program Participant

Email EmployeeWellness@NationwideChildrens.org, for more information about the Employee Diabetes Program.
Code Violet is a response plan for all Nationwide Children’s employees to follow when encountering individuals who are demonstrating behaviors that are perceived to be a threat to the safety of themselves or others. Some examples of this type of situation are when someone exhibits violence, aggression, combativeness toward others, destruction to property or an attempted patient elopement. More recently, the hospital has encouraged the activation of a Code Violet as a proactive measure for safety planning when there is reason to believe there is a safety risk due to the patient’s reason for admission or other known safety concerns from a previous admission.

All direct patient care staff and managers are encouraged to attend on-site de-escalation trainings and workshops to learn and develop the skills to help identify behaviors that could potentially lead to escalation and preventing them from going any further. Staff are encouraged to use these skills; however, when a situation escalates beyond their skill set or comfort level, staff are encouraged to initiate a Code Violet to gain urgent assistance to keep everyone involved in the situation safe.

An employee can initiate a Code Violet in three different ways. The staff can use the duress alarm at the nurses’ station, which prompts an alert to the Emergency Communication Center (ECC), who then calls the nurses’ station. The staff also can call the ECC directly to report the issue. The code can be called through Vocera using the prompt “call Code Violet” which will immediately connect with the ECC. When the code is initiated, the ECC collects the necessary information to appropriately notify the staff who will be responding to the situation. The ECC then simultaneously radios for security and sends out a silent page to the other responding team members describing the details of the situation and location.

Code Violet has two different response teams depending on the type of situation. The Code Violet patient response team responds when the identified individual is a current patient at the hospital. The Code Violet security response team is used when the identified individual is a visitor or staff member at the hospital.

The Code Violet patient response team is a larger team to assist the patient as well as the staff members caring for the patient. The team consists of a behavioral health specialist, the nursing supervisor/unit or clinic manager, the attending physician, security officers, a psychiatrist and the registered nurse assigned to the patient. The pharmacy personnel are on standby for the situation in case they are needed for medication management. The behavioral health team lead directs the overall code by briefing other team members on the situation and determining how the team can best be used. For example, some patients may de-escalate immediately by seeing a team of individuals while other patients may have a more heightened response with a team approach. The leader quickly assesses and determines how the team can best support the patient. The team operates on a case-by-case basis, based upon the needs of the patient in order to keep everyone safe. The goal always is to de-escalate the patient with a hands-off approach.

A Code Violet is cleared once the patient is no longer at risk of harming themselves or others. As a team, the responders debrief the overall actions and outcome of the code, the disposition of the patient, issues or concerns with the response, further actions that need to take place, an assessment of whether injury occurred to the patient or any responding staff and what went well with the response. The team also answers questions from the treating providers and inquires if responding staff feel supported to return to duty and/or what additional resources responding staff need.

Once the team debrief is completed, responding staff document the event in the patient’s medical record. All the instructions for patient care and the safety plan are included so that the treatment team knows how to provide ongoing care to keep themselves and the patient safe. The forms completed after the debriefing are submitted to the leadership team and are available for review with the manager(s) and physician leadership on the unit that the code occurred. The review process allows for further education on prevention, staff training needs and areas for improvement for patient and staff safety.
The Code Violet security team is a smaller team dispatched using security personnel and the nursing supervisor for a visitor or hospital employee. There also is an opportunity to have a delayed social work response to assist when there are other individuals who may have witnessed the event. The prevention model still is followed with this type of response attempting to de-escalate the individual with a security presence and a nurse supervisor. With this response, a visitor or employee can and may be removed from the hospital when non-physical de-escalation is unsuccessful and safety is perceived as being compromised. The hospital works closely with the individual to assess the incident and, when possible, create a safety plan for their return to the hospital.

The hospital adopted Code Violet with the intent of maintaining a safe environment for staff, visitors and patients. The hospital places significant emphasis on Zero Hero, our goal of zero preventable harm incidents. Code Violet is designed to assist in preventing harm to the struggling individual and staff members involved in the situation. A team approach allows trained individuals to assist with the management of a potentially volatile situation. The team works together using Zero Hero tools such as Stop, Think, Act, Review (STAR) in decision making during these events. Employing STAR techniques enables the responders to work together to make appropriate decisions based upon the situation by briefly stopping to assess as a team, evaluating risk factors and act based upon those factors. The team then reviews each code to examine the actions of the responders to ensure that they were in line with the situation. It is important to not underreact or overreact for safety purposes, as either can escalate a situation. The Code Violet team also employs the Zero Hero tool of HEAT — Hear the person out; Empathize with what is going on; Apologize about the situation; and Take ownership and action. The responders understand that in a hospital setting they are seeing people and parents in the most challenging situations and their coping skills may be compromised. Visitors, particularly guardians, are scared, anxious and fearful about their child being ill. If the Code Violet team can assist by helping the person feel heard, it often can decrease the need for physical intervention. This is important, because a hands-on intervention puts both the struggling individual and the staff implementing the restraint at risk for injury. Code Violet uses hands-on intervention as a last resort when all of the other interventions have failed.

The Code Violet leadership team provide regular presentations about Code Violet, how and when employees call the code, risk factors and signs of violence, responder roles, how to maintain safety, in addition to discussing scenarios with audience participation. All hospital employees must also complete an annual CHEX education module about Code Violet. The next step in education is to implement drills for responders and staff. The drills will be used to practice, educate and review the process for continued improvement of safety.

Volatile situations are never easy. Nationwide Children’s goal is to provide a safe day, every day, while also doing the right thing by treating everyone with respect. Code Violet responders work to balance these important goals by managing the situation, managing their reactions to the individual struggling, and by remaining calm, yet assertive, when safety is in question.

Zero Hero® Tools

**HEAT:**
- Hear the person out
- Empathize with that is going on
- Apologize about the situation
- Take ownership and action

**STAR:** Stop, Think, Act, Review

What is a Safety Coach?

Annamarie Rayburn, Director of Quality Improvement Services

Nationwide Children’s goal of zero preventable harm is an organizational value and focus which requires a true cultural transformation to achieve mutual accountability and high reliability. There are three important steps for culture transformation. The primary purpose of the safety coach is to educate and provide positive reinforcement when they see their team members use a Zero Hero tool. Commonly-used tools include the Name Game, QVV (Qualify, Validate and Verify), ARCC (Ask a Question, Request a Change, Concern and Chain of Command), Stop and Resolve, SBAR (Situation, Barrier, Assessment and Recommendation) and STAR (Stop, Think, Act and Review). Safety coaches help team members correct unsafe practices and encourage use of the tools. The safety coaches also help team members correct unsafe practices and encourage use of the tools. The safety coaches should be providing 5:1 feedback, which are five positive observations or engagements to one negative observation or engagement. Instant feedback and constant reinforcement is the most effective method in minimizing human error rates. Safety Coaches also facilitate active communication between the disciplines by eliminating behaviors and practices that could cause harm. Safety Coaches are integral to building our culture of mutual accountability, where we look out for each other. The coaches intervene when a co-worker inadvertently takes a step that might cause an error or harm. They actively practice being wingmen and wingwomen for fellow employees. An example may be coaching on proper hand hygiene to help reduce infections.

Safety Coaches also share lessons learned from root cause analysis (RCA) investigations and the Zero Hero tool that could have been used to mitigate the failure modes identified. Another important role is to communicate good catch or success stories to personalize how the Zero Hero tools can be used to eliminate patient harm. Most safety coaches have been nominated by their managers or supervisors, and is a real honor to be recognized in this way. Safety coaches are engaged and respected in their department. A palpable passion for safe practices and understanding of Zero Hero tools is essential. The Safety Coach is responsible for initiating weekly engagements and documentation. They also attend monthly meetings to learn new coaching priorities and receive regular feedback on their performance. The Safety Coach also is responsible for collaborating with the manager on hot topics to be shared with staff. Do you have what it takes to be a Safety Coach? Do you have the positive drive to facilitate spreading the use of Zero Hero tools and behaviors in your work group? If interested, please share your desire with your manager or contact Lindsay Lieb, patient safety coordinator, at (614) 722-5818.

**Interested in Being a Safety Coach?**

Contact Lindsay Lieb, patient safety coordinator (614) 722-5818.
Acceptable Behavior Toward Fellow Staff

Trudy Towns, Employee Relations Manager

Building good working relationships with your co-workers is important. It contributes to a healthy work environment where everyone can focus on their work to help achieve the best outcomes for our patients and families. In addition, healthy workplace relationships make the day more enjoyable. Respect and trust are the foundations of all good relationships, including those you have with your co-workers. Trusting and respectful relationships can create a sense of being appreciated by others as a valued member of the team. It means being heard, validated and looked up to as a skilled professional.

Here are some practical suggestions on how to treat your co-workers to build respectful, trusting relationships.

ASSUME POSITIVE INTENT

Make a generous interpretation when someone else makes a mistake or disappoints you in some way. When people immediately jump to the worst conclusion about others’ competence and motivation, it creates suspicion, not trust. Remember, most co-workers want to do a good job, so give others the benefit of the doubt until you have facts that prove otherwise.

BE COURTEOUS

Acknowledge your co-workers and say “Good Morning!” with a smile. By simply acknowledging their presence and being positive, you may help lift someone’s day. No one wants to walk into the workplace and greet a co-worker with a friendly hello only to be ignored or receive a stony stare in response.

RESPECT TIME & PRIORITIES

Arrive on time to work and for meetings and answer phone calls and emails promptly. This shows people that you value their time. In addition, don’t hover outside someone’s workspace while they’re busy with someone else or wait for them to get off the phone or finish an existing conversation. It can be a distraction. Respect your co-worker’s need for concentration. If you need to interrupt them, ask first “Is this a good time?” If your request is urgent, apologize for the interruption and keep your request brief. Remember that each of us has a different style of working, so respect your co-worker’s style of time management and prioritizing their workload.

RESPECT DIFFERENCES

Each of us brings different perspectives and approaches to the workplace. Treat everyone with respect even though they may not think the way that you do.

LISTEN ATTENTIVELY

Give your co-workers your full attention when they talk to you. Let others know that they have your attention by making eye contact and not allowing distractions such as phone calls to interrupt the conversation unless it is urgent.

MAINTAIN A POSITIVE ATTITUDE

Earn co-workers’ respect by avoiding office gossip and maintaining a positive attitude. Steer conversations in another direction when someone is bad-mouthing another co-worker or the boss.

SHOW APPRECIATION

Remember to say thank you when a co-worker goes out of their way to assist you. Everyone appreciates recognition for doing a good job and being given credit for their contributions in the workplace.

PITCH IN & HELP OUT

Be a team player and help out when you can if a co-worker is having a very busy day. Offering to cover if a co-worker needs to leave the work area for an appointment or break is especially appreciated.

By following the principles above in your interactions with your co-workers, you can learn to work successfully with your co-workers and flourish professionally in the process.


A Path for Wellness

Kari DuBro, MS, RD, LD, Employee Wellness Program Manager, Human Resources

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To thrive, innovate, excel, and lead in this new reality, we must reach beyond effectiveness toward fulfillment, contribution, and greatness.” These are words written by Stephen R. Covey. His book, The 7 Habits of Highly Effective People teaches that we must “sharpen the saw.” It is the last of the seven habits. In order to preserve and enhance the greatest asset you have (you), you need to focus on self-renewal in four areas of life: physical, social/emotional, mental and the spiritual dimension. This belief drives the direction of Employee Wellness at Nationwide Children’s Hospital. We need to take care of ourselves to provide the best care to our patients and families and to be at our best. Only then, will our Journey to Best be a reality.

Employee Wellness is here to help employees along their journey to health and self-renewal. Part of assisting employees along this wellness path is promoting a healthy culture at Nationwide Children’s. We recognize the importance of employees not only making healthy food choices and finding time for physical activity, but also feeling fulfilled at work, believing in a positive mindset and finding time to reflect and refresh. By educating and increasing awareness on topics such as stress and burnout prevention, breastfeeding in the workplace, financial planning, healthy cooking, nutrition, mindfulness, disease prevention and body image we want to help employees in all dimensions of wellness.

Nature has a healing effect on our patients; that’s one reason why it’s part of the theme and décor of our hospital. It’s the same reason many of our wellness programs take our staff outside. Organizing winter walks like our Heart Walk in February reminds us to dress warm and get outside for breaks. Giving employees the opportunity to plant vegetables and herbs in containers to take home also encourages them to visit our Community Garden. Coming to the park to eat lunch or meet after shopping at a Farmers’ Market reminds us to re-energize by walking outside and by cooking fresh, locally-grown produce. Many of our group fitness classes are also led in Livingston Park.

For many employees, participating in a variety of group fitness classes is how they stay active and motivated. We encourage employees at all fitness levels to try Zumba, yoga, toning, core, spinning and boot camp classes. Employee Wellness also organizes physical activity challenges and walking programs to encourage employees to take short walks throughout their day. To offer employees the convenience of exercising at work any time of the day, Employee Wellness, along with the YMCA of Central Ohio, manages the Employee Fitness Center which is open 24 hours a day. Employees also can pay for a shower pass to access just the lockers and showers. Employee Wellness visits several off-site Nationwide Children’s locations and offers nutrition, fitness and stress prevention classes. Employees can request a visit or a class by visiting ANCHOR/Employee-Wellness-Home and completing the Department Visit Request Form.

While we promote exercise to aid in stress management, the hospital also offers massage therapy and reflexology that can be paid through payroll deduction. When needed, Matrix Psychological Services can help employees cope with life stresses. They provide eight free and confidential sessions to Nationwide Children’s employees. Employee Wellness supports employees with balancing their work and life demands by offering Mobile Mammography clinics, Farmers’ Markets and a Community Supported Agriculture delivery. Employees also can join Weight Watchers® at Work to find group support and have access to Weight Watchers® Online.

Another way we help employees on their wellness journey is by offering individual nutrition counseling and fitness assessments. We offer an Employee Diabetes Program, a Diabetes Support Group, a Caregiver Support Group and health coaching, both in person and by telephone, to guide employees in making lifestyle changes.

Employee Wellness continues to seek innovative and effective ways to reach employees. Our Wellness Advisory Team, consisting of employees throughout the hospital departments, volunteers and meets monthly to provide feedback and act as a liaison. As we Journey to Best and strive to provide the best patient care and programs at Nationwide Children’s, Employee Wellness is here to support employees along their wellness journey.
Parenting Skills for the Health Care Provider

Heather L. Yardley, Ph.D., Pediatric Psychologist, Pediatric Psychology and Neuropsychology

Working in a children’s hospital can be rewarding and stressful. As health care providers in this setting, we are privy to both the best and worst-case scenarios for our patients. While we are fortunate that we have the ability to make a difference in the lives of our patients and their families, it can take a toll on our ability to care for ourselves and our own families. Adding another dimension to our work is having a child of our own. This can enhance our experience with our patients but can also lead to some challenges when our own children are sick or injured.

One of the challenges that we face as health care professionals and parents is how to assess and treat our own child’s symptoms. It is very easy to underestimate the severity of our child’s illness or injury, and having the attitude that it “isn’t that bad” or the child will “feel better quickly.” This may come from having daily experiences with youth who have symptoms that are much worse than those of our own child at that time. Conversely, our initial reaction to a minor symptom could be that it is catastrophic, and we may overdiagnose symptoms that need immediate attention. This may come from experiences with our patients in which another parent dismissed a symptom and it did indicate something more sinister and we want to avoid this. Overriding the tendency to see illness can be extremely challenging.

Another challenge is how to explain to our children what their mom or dad does every day at work. Kids are curious by nature and want to know what their parent is up to during the day. While generally explaining our positions is easy (i.e., mommy helps kids feel better), it is important to be mindful of how to answer the follow-up questions that we might receive. So, what’s a parent to do? First, it is important that all health care professionals engage in self-care, the same things that we tell our patients and families. Make time for relaxation, exercise and enjoyable activities and spend time with your family.

Second, maintain appropriate boundaries between your work and your personal life. Working with children can at times make it difficult to leave work at work. Kids are cute and they pull on our heartstrings. Find some time between work and your home to process the day so you can enjoy your time and be present at home. It’s equally important to maintain boundaries between your family and your work. Be mindful that not all children will experience the symptoms consistent with your specialty and try not to look for those symptoms.

Third, be aware of your reactions and your biases. Being mindful of what pushes your buttons or is a trigger for you can help you be a better clinician and parent.

Fourth, listen. Listen not only to yourself and your experiences but to your children. Children are good guides for what they need and/or want at any given time. It can be hard to know what to share with our children, but listen to what they ask and provide them with the information they are requesting. If they need more, they will ask for it. This lets you off the hook a bit about how much to tell them.

Finally, be aware of your role. If your child does need medical attention, do your best to be mom or dad rather than the nurse, physician or psychologist. Be there for your child and try to let the medical team do their jobs as well. That being said, advocate for your child using the skills you have worked hard to develop.

In health care, we see all the good and bad that can happen to children, and we are fortunate that we can make a difference in their lives. Being in this environment makes us even more thankful for our healthy daughters and sons, and allows us to recognize that they are truly a gift.
A Balanced Life: Enhancing Health and Wellness

Janice Card, RN, BSN, Employee Wellness Nurse, Human Resources

As a Nationwide Children’s Hospital value to promote health and well-being:

We balance work and life demands
We generate optimism and energy in one another
We advance our health, and the health of our community

Employee Wellness offers a wide range of health, wellness and educational resources to help employees enhance all areas of life. Here are stories of three employees who, while working fulltime and using resources available to them at Nationwide Children’s have improved health, have improved connections to others facing similar situations, and have reduced stress.

In early 2013, Jill decided again to try to lose weight, a path she had been on many times. But this time was different: her son had asked for her help with his own weight loss. While Jill was considering gastric bypass surgery, her son asked her to rejoin Weight Watchers®. Because of her busy work schedule, and because of the convenience, she joined Nationwide Children’s Weight Watchers® at Work program. Soon, her children lost 110 pounds and has become the champion of the family for her at Nationwide Children’s. Linda views her coworkers as family. She relocated to Columbus just two years ago. Since then, facing stressful personal circumstances, and drawing on the support of new coworkers and several resources available to her through Nationwide Children’s, Linda is finding balance again. Family health circumstances caused her to take her eye off her own health. An avid hiker, her mobility was limited by an injury and soon found herself gaining weight.

Linda is a member of the Nationwide Children’s fitness center and has taken some of the free fitness classes available to employees. Now, because of her limited mobility, fitness center staff works with her personally to find an alternative solution for her to participate in while she heals. Linda is also a member of the Community Supported Agriculture program at Nationwide Children’s, which offers the convenience of receiving locally grown produce delivered to work. A weekly delivery of fresh fruits and vegetables helps Linda improve her overall diet. Linda’s son works at Nationwide Children’s too, and while he is busy working, she helps by transporting her two grandchildren to childcare here: one to the toddler center and the other to infant care. For Linda, it really is all in the family for her at Nationwide Children’s. Linda shares that it is during the most stressful times that we have to be the most disciplined. Struggle in one area of our lives affects all areas of our lives. Devoting attention to those issues helps us perform better—at work, at home and even at rest! We have to take care of ourselves to be able to take care of others.

Jill now says using Weight Watchers® helped them lose weight while enjoying the foods they love. They learned how to eat a serving. They learned there’s always tomorrow to have more. To date, Jill’s son, now a high school senior, has lost 50 pounds and will be enrolling in college this fall. Her daughter has lost 35 pounds. Jill has lost 110 pounds and has become the champion of the Weight Watchers® at Work session in her building. Jill’s goal now? Ride the roller coasters at Cedar Point this summer because now she can get in the seat. Jill shares that one can never underestimate the shadow of a leader. Behaviors have an effect on all those you come in contact with. For Jill, a commitment to her son turned into a commitment to her health.

With a strong family history of heart disease, John got a wakeup call when he received the results from the Nationwide Children’s biometric screening in the fall of 2013. Once more active, now John was less so in his office job, and in the New Year he made a commitment to be more conscious of his eating habits and to join a gym. The information he received in a health coaching session after his screening reinforced his choices. Now John is the group leader in his building for the Nationwide Children’s-sponsored Couch To 5k training. Additionally, with the endorsement of his manager, John and other staff in the building often visit a nearby dog shelter at lunchtime. Both his co-workers and the dogs all benefit from a walk!

John’s goal is to get off medication and he hopes to do so with assistance from wellness programming and by taking his own advice. John’s advice is that there are very few things one can control but we can make conscious decisions about where and what to eat and schedule fitness into the day. The next up for John and his partner — becoming foster parents! He will need his newfound energy for that role.

Employee Wellness visits several off-site Nationwide Children’s locations and offers nutrition, fitness and stress prevention classes. Request a visit or a class by visiting ANCHOR/Employee-Wellness-Home and completing the Department Visit Request Form.

For more information about Employee Wellness resources and other support programs available to employees, email EmployeeWellness@NationwideChildrens.org.
Daisy Award

Allison Neal, RN

The sixth Nationwide Children’s Hospital Daisy Award was awarded to Allison Neal, RN, a nurse on C5B. The Daisy Award is given in appreciation of the important difference our nurses make in the lives of the patients and families at Nationwide Children’s. Allison was nominated by a patient who wanted express gratitude for the patient-centered care she received. “My stay started out scary, being rushed from trauma ER to the PICU for septic shock. Once I made it to the floor, Allison was one of the first nurses I had,” the patient shared. The patient, who hopes to become a nurse, added that Allison’s encouragement gave her hope. “Allison’s constant smile, amazing attitude and the fact that she goes above and beyond makes me want to become a nurse even more. She definitely showed her passion behind the isolation gown she had to wear while taking care of me and I hope, one day, someone will say the same of me.”