

PREVIEW GUIDE



General Hospitable

Background Information

Comprised of seven mini-episodes, **General Hospitable** depicts a day-in-the-life of a patient - Gladys - beginning with her admission to the hospital and continuing right on through to her discharge. **General Hospitable** is filled with customer service tips your staff can put to use immediately. But more than just teach specific skills, it provides your healthcare team with a vision of what your facility can be when everyone sets their sights on consistently delivering top quality care to your patients.

Materials Included With *General Hospitable*

The workshop designed to accompany the video-based program includes three training designs, lasting anywhere from 2 to 3 hours. The workshop materials include everything you'll need to customize and run the program:

- ◆ The **Video program** of *General Hospitable* provides the theory and examples to illustrate the workshop topics. It is closed-captioned.
- ◆ At the conclusion of the video, a series of video **Discussion Segments** is included for follow-up discussion. These video segments are designed to be used in a stop-and-go, interactive format to elicit additional in-depth follow-up discussion of the customer service issues explored in the video.
- ◆ The 32-page **Leader's Guide** provides step-by-step instructions for running all three Training Designs, including one Training Design that can be used for self-study. It includes extensive background information, discussion questions, five exercises, and all necessary participant handouts.

General Hospitable

SAMPLE PAGES FROM LEADER'S GUIDE

SUGGESTED TRAINING DESIGNS

The three following Training Designs provide interesting exercises that allow you to immediately practice the concepts discussed in the video **GENERAL HOSPITABLE: Keeping Your Patients Satisfied (And Just Plain Keeping Them!)**.

Training Design 1 should be useful to individuals who have extensive patient contact, such as physicians, nurses, aides, technicians, and receptionists. **Training Design 2** is aimed at all health service staff, from housekeeping to physicians to billing services. **Training Design 3** can be used as an instructor-led session or as a self-study program by utilizing a series of Video Discussion Segments described below.

Choose one that best meets the needs of your group, or create your own training session by using any Activities you feel are appropriate.

At the conclusion of **GENERAL HOSPITABLE**, CRM has provided a series of additional Video Discussion Segments for follow-up discussion. These video segments are designed to be used in a stop-and-go, interactive format to elicit additional in-depth follow-up discussion of the customer service issues explored in the video.




TRAINING DESIGN 1




2 hours, 10 minutes

- 1 Introduce yourself and the workshop. Give an example of your best and worst experiences as a patient. Then have participants describe their own best and worst experiences. Ask the participants to explain the causes for these experiences, both good and bad. Was it due to the work of one person or an organizational policy? Write brief summaries of their statements in two columns (Bad/Good) on the flip chart. See if there are any consistent problems or positive experiences that individuals bring up. (10 minutes)

- 2  Show the video **GENERAL HOSPITABLE: Keeping Your Patients Satisfied (And Just Plain Keeping Them!)**. (20 minutes)

- 3 Break participants into groups of 2 or 3, depending on the number of people you have. Have each group make a list of "Moments of Truth" they might experience if they were a patient at your healthcare facility. Have them write them down. They should remember to include things like parking, the waiting room, payment, prescriptions, etc.

Reassemble the large group and write down their answers as chronologically as possible. Then go through the list and see which items really would make a difference in how they felt about their healthcare. How does their own facility rate for each of these important Moments of Truth? (15 minutes)

- 4  Have participants complete **Worksheet I**. Explain what is meant by defining their jobs from a patient's point of view. For example, you might define your job as "an instructor of training workshops." However, from participant's point of view, your job is "to clearly and interestingly present information that will help them do their jobs better." See if anyone else has more to add to that definition. (And, of course, plan to live up to their expectations!)

Materials needed:


Flip chart, marking pens, video of **GENERAL HOSPITABLE**, photocopies of **Worksheets I, II and III**

TRAINING DESIGN
DESIGN 1
(continued)

After they've completed the worksheet, discuss the results. Are there differences in how someone in one job perceives the role of someone in a different job? (20 minutes)

- 5 Have participants come up with examples illustrating how a patient's need for privacy is met. This can range from curtained dressing rooms to limited access to computer records. Discuss circumstances under which patients' privacy is most likely to be trespassed and write down responses. What are some precautions a healthcare practice can take to avoid embarrassing the patient? (5 minutes)
- 6 Discuss the following among the group:
 - Why is it important to provide information to patients?
 - When are they most likely to need information?
 - What kinds of information do they expect?
 - How can you best provide it?
 - Do you feel like you're effective when you give information? Why or why not?
 - What do you do if you don't know the answer to a question or problem?

Have the group come up with suggestions for effective ways to give out information and write down their suggestions. (You might mention the Planetree Model Hospital Unit in San Francisco, where patients were taught how to read their own charts and allowed to make entries concerning their treatment.) (10 minutes)

- 7  Divide the group into small groups of 2 or 3. Have them complete **Worksheet II** and discuss the results. (20 minutes)
- 8 How do you handle complaints and practice service recovery? See if anyone can remember the three steps in the video: Listen, Apologize, and Resolve the problem.

WORKSHEET I

MOMENTS OF TRUTH

How would you define your job? _____

How would you define your job from a patient's point of view? _____

List 5 **Moments of Truth** that you frequently experience with patients:

① _____

② _____

③ _____

④ _____

⑤ _____

Choose two **Moments of Truth** from the list above and answer the following questions about each. What are the patient's expectations? How do you respond to them?

Moment # _____

Patient expectations: _____

Your response: _____

WORKSHEET III

Decide which responses are appropriate and which aren't for handling complaints.

RESPONDING TO COMPLAINTS		
	APPROPRIATE	NOT APPROPRIATE
Tell the person to calm down.	<input type="checkbox"/>	<input type="checkbox"/>
Listen without interrupting.	<input type="checkbox"/>	<input type="checkbox"/>
Don't take the anger personally.	<input type="checkbox"/>	<input type="checkbox"/>
Defend the organization or yourself.	<input type="checkbox"/>	<input type="checkbox"/>
Scream back.	<input type="checkbox"/>	<input type="checkbox"/>
Try to steer the person to a more private area.	<input type="checkbox"/>	<input type="checkbox"/>
Empathize with the person.	<input type="checkbox"/>	<input type="checkbox"/>
Point out how foolishly the person is behaving.	<input type="checkbox"/>	<input type="checkbox"/>
Agree to take care of the problem.	<input type="checkbox"/>	<input type="checkbox"/>
Support the person without necessarily agreeing.	<input type="checkbox"/>	<input type="checkbox"/>
Try to stay calm.	<input type="checkbox"/>	<input type="checkbox"/>
Keep an open mind about who's wrong.	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to get more information.	<input type="checkbox"/>	<input type="checkbox"/>
Apologize, even if it's not your fault.	<input type="checkbox"/>	<input type="checkbox"/>
Don't take any responsibility on yourself.	<input type="checkbox"/>	<input type="checkbox"/>
If you can't handle the situation, find someone who can.	<input type="checkbox"/>	<input type="checkbox"/>



WORKSHEET IV

Complete this worksheet **BEFORE** viewing the video.

- Describe your job as you perceive it: _____

- How would you describe your interactions with patients?

DO YOU MEET PATIENTS' EXPECTATIONS?

	NEEDS IMPROVEMENT	ADEQUATE	GOOD
I greet them pleasantly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use their name when possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I look them in the eye when I speak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I respect their need for privacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to be understanding and caring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to make them physically comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen to them without interrupting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to uncover problems or concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I answer all questions as clearly and thoroughly as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I respond to their complaints or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Needs Improvement = 1 pt., Adequate = 2 pts., Good = 3 pts.)

TOTAL POINTS: _____



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