

# My IRF-PAI v1.4

## TRAINING ACTION PLAN



May 18–19, 2016  
Dallas/AddisonMarriott Quorum Hotel  
Dallas, TX

Action planning is a process to help you focus your ideas and thoughts into the steps you will need to take to accomplish your goal(s). This worksheet is designed to help you record the steps you decide need to be taken to educate others at your organization about the modifications and new additions to the IRF-PAI v1.4. Following each educational module, spend a minute or two planning your next steps. Consider educational needs as well as any processes or workflows that may need to change in order to meet the data collection needs of each section of the IRF-PAI v1.4.

As you deliberate what steps to take in your action plan, you will want to consider the potential impacts of each new or revised data standard on your organization's:

- » Policies.
- » Processes/procedures.
- » Tools (paper or electronic).
- » People:
  - Who will be impacted?
  - What will they need to do differently?
  - What skills will they need to adopt the new behaviors? Do they currently have the skills? Will the change require mainly communication or significant training efforts to build new skills?
  - What kind of communication will be needed ahead of time to ensure those who are impacted understand why the change is being made and how they will be supported through the change?
  - How will your organization ensure new behaviors are adopted? Are there feedback mechanisms that will need to be put in place?
  - What role will supervisors and managers play in helping to support the change?
- » Reporting requirements (both internal and external).



Section/Topic	To do:	Any process changes to consider?	Coordinate with/who can help?	Timeline
Section B: Hearing, Speech, and Vision	<ul style="list-style-type: none"> <li>• Evaluate current documentation to ensure terminology aligns with items in the IRF-PAI v1.4.</li> <li>• Determine where in your medical record the information will be captured.</li> <li>• Identify who on your team will be completing Section B.</li> <li>• Practice coding a variety of scenarios with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Current nursing assessment process/ documentation</li> <li>• Current therapy assessment process</li> </ul>	<ul style="list-style-type: none"> <li>• Nurse educator, unit-based nursing leaders</li> <li>• Therapy leads</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with team by 6/1/16.</li> <li>• Evaluate needs by 6/15/16.</li> <li>• Train staff on new changes by 8/1/16.</li> <li>• Practice coding different scenarios in August.</li> <li>• Institute documentation changes needed no later than 9/1/16.</li> </ul>

Example

Section/Topic	To do:	Any process changes to consider?	Coordinate with/ who can help?	Timeline
<b>Section B:</b> <b>Hearing, Speech,</b> <b>and Vision</b>				

Section/Topic	To do:	Any process changes to consider?	Coordinate with/ who can help?	Timeline
Section C: Cognitive Patterns				

Section/Topic	To do:	Any process changes to consider?	Coordinate with/ who can help?	Timeline
Section GG: Functional Abilities and Goals				

Section/Topic	To do:	Any process changes to consider?	Coordinate with/ who can help?	Timeline
Section H: Bladder and Bowel				

Section/Topic	To do:	Any process changes to consider?	Coordinate with/ who can help?	Timeline
Section I: Active Diagnoses				

Section/Topic	To do:	Any process changes to consider?	Coordinate with/ who can help?	Timeline
Section J: Health Conditions (Falls)				



Section/Topic	To do:	Any process changes to consider?	Coordinate with/ who can help?	Timeline
Section K: Swallowing/ Nutritional Status				

Section/Topic	To do:	Any process changes to consider?	Coordinate with/ who can help?	Timeline
Section M: Skin Conditions				

Section/Topic	To do:	Any process changes to consider?	Coordinate with/ who can help?	Timeline
Section O: Special Treatments, Procedures, and Programs				

Section/Topic	To do:	Any process changes to consider?	Coordinate with/ who can help?	Timeline
Data Submission and CASPER Reports				