Agenda

Part 1 (3-4p)

- ED Pathway

- Stakeholder Plan

- Needs Assessment Steps

Part 2 (4-5p)

- Data Basics

Reminder...

- As your team begins to explore the ED space, begin with the following:

    - Review the ED Care Pathway in the EIIC's "Engaging Emergency Departments (EDs) Toolkit."

    - Think about the stakeholders you need to begin this work.

    - Consider the different paths of action for your team.

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ED Care Workflow

In the Engaging EDs toolkit, review the [workflow of the ED](#) and the mental and behavioral health elements to consider in each.

1. **TRIAGE**	This stage in the care pathway is when a patient enters the ED, where their treatment is prioritized based on the severity of their condition.	**The elements an ED is asked to consider for their patients:** Calm environment; dedicated care team availability; use of triage scales; trauma-informed approach; need for chemical or physical restraints; specific rooms or hallways
2. **SCREENING**	Once a patient is stabilized, a provider will often conduct some form of mental and behavioral health screen to detect the presence of a health condition or risk to the patient.	**Screenings an ED could consider using:** Suicidal ideation, behavior, and self-harm; violence/aggressive behavior; depression; psychosis; exposure to violence; general mental health; telepsychiatry and crisis teams; drug and alcohol
3. **ON-GOING ASSESSMENT**	This includes tools and considerations that EDs use in conducting further workups on pediatric patients in mental health crises, including medical and toxicology screenings.	**Assessments that an ED could consider conducting:** Medical assessments; safety assessments; acute agitation and behavioral escalation
4. **DISPOSITION**	This stage is about when a patient leaves the ED, either for inpatient or outpatient care, with essential elements including outpatient resources and community follow-up linkages.	**If a patient is determined to move to inpatient, an ED may consider the following options:** Inpatient admission (psychiatric unit or other); transfer to another facility **If a patient is determined to move to outpatient, an ED may consider the following options:** Linkages to primary care; linkages to community mental health services; home resources; telepsychiatry and eHealth

Stakeholder Analysis

- Analyze the different stakeholders involved before beginning your project.

- Identify stakeholders interested in project change.
  - Clinicians, administrators, patients, EMSC State Partners, community organizations, and families may be included in this list.

- Objective: assess interest, influence, and resource allocation.

- Example: Key Stakeholder Interview Template

4 Steps to Carry Out a Stakeholder-analysis
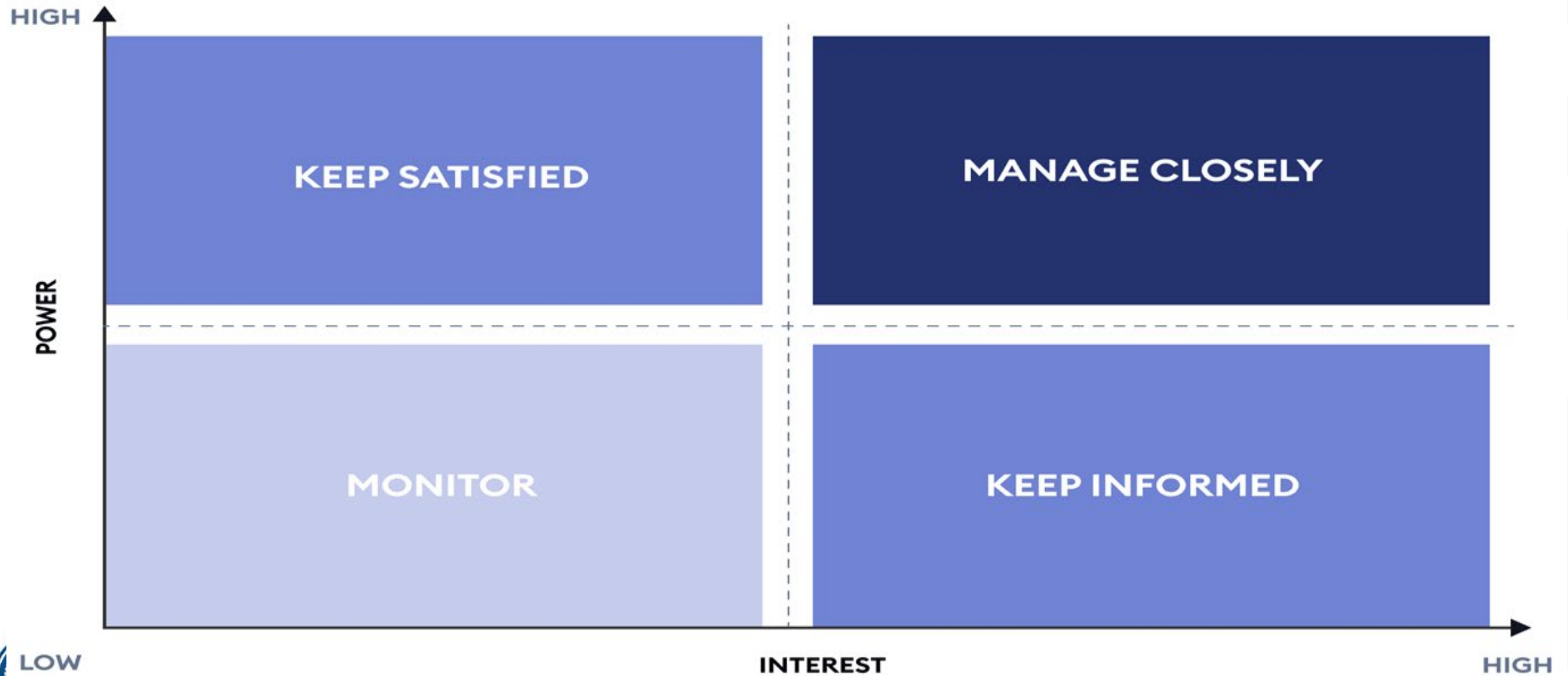
Step 1
Identify The Stakeholder

- Who participates in the project?
- Who is interested in this project or who is affected by it?
- Which processes are connected?

Step 2
Display Relations

Define all stakeholders and how they are related to the process

- Internal and external stakeholders
- Degree of intensity
- Importance of each stakeholder

Step 3
Evaluate & Analyze

Compare expectations and interests of each stakeholder

- Expectations concerning the project
- Characterization
- Objectives and interests of stakeholders
- Investments
- Influence, power and attitude (positive/ negative) in regard of the project

Step 4
Deduce Future Measures

Insights of analysis and possible consequences

- Plan measures and communication
- Calculate risks, threats as well as opportunities
- Develop implementation strategy

Stakeholder Analysis Process

Stakeholder Analaysis - Power-Interest Grid

Paths of ED Engagement

- Explore the different paths of engagement:
  - Education and Training (Provider-Specific)
  - Teleconsultation (Provider-to-Provider)
  - Patient Resource Connection (Community-Focused)

Ask questions!

Prepare a few questions to explore ED expansion based on the path breakout you've joined.

Examples (tailor these to your team's interests):

- What stakeholders did you include in your initial explorations?

- Who did you conduct the needs assessment on?

- How did you determine the questions for your needs assessment?

- What made you choose this path for ED engagement?

- Who did you decide to include in your team for your work?

What are your next steps?

- Review Step 1 in the Engaging EDs Toolkit
- Conduct a stakeholder analysis
- Create a needs assessment

Step 1: Identifying ED opportunities for your team

Close ∧

Goal(s):

- Understand what the ED is already doing.
- Understand what matters most to the ED when addressing pediatric behavioral health.

What to consider:

- EDs continue to be frequent access points for those who suffer from mental health conditions and substance use disorders.
- Many EDs lack the capacity or capability to support these individuals. This lack often leads to prolonged "psychiatric boarding."
- The lack of coordinated care for the patient leads to poor experience and poor health outcomes.
- PMHCA teams are uniquely positioned to work alongside EDs and can provide behavioral health support to providers and staff.

What to do:

- Review an overview of the ED Care Path 📄 .
- Review ways PMHCAs can support EDs. 📄
- Conduct a needs assessment. The needs assessment will help your team identify and focus on the needs of the EDs you collaborate with. This will involve gathering information about their current situation, what processes are in place, and identifying areas of concern or opportunity. The results of your needs assessment will guide your team's decision-making. This will ensure that resources are effectively used to meet the group or organization's needs. Example needs assessment questions can be found here 📄 .

Stakeholder Analysis Worksheet

The EIIC has a worksheet for Key Stakeholder Interviews to aid in stakeholder identification and analysis.

KEY STAKEHOLDER INTERVIEW

INTERVIEWEE: _____

INTERVIEWER: _____ **DATE:** _____

PROJECT PURPOSE (key reason(s) for the project) _____

_____

DESCRIPTION (the how, what, and when of key deliverables) _____

_____

DESIRED RESULTS (a prioritized list of specific and measureable deliverables) _____

_____

EXCLUSIONS (items out of scope) _____

_____

COMMUNICATION NEEDS (who, how, and how often) _____

Interviewee _____ How Often _____

_____

ACCEPTANCE CRITERIA (who needs to sign off on what, and how they will sign off) _____

_____

CONSTRAINTS (a prioritized list of restrictions or limitations) _____

_____

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Needs Assessment

- To successfully implement your plan, it's crucial to identify the needs of the EDs you want to engage with.

- Our toolkit includes a bank of questions that you can use to create your own question sets.

Needs Assessment Question Bank for PMHCA ED Expansion Work

Your team should consider implementing a needs assessment to align PMHCA knowledge with the needs related to pediatric mental and behavioral health care in the emergency department (ED). Each ED will have unique needs. Below you will find several possible questions to use during an assessment of EDs or other emergency care spaces.

Whenever possible, provide answer choices instead of open-ended questions. In addition, it is important to match the services and/or educational opportunities you offer to the needs of the emergency care team. Your assessment should reflect the services your team can deliver in the future.

Questions are organized into three categories: ED Provider Education, ED Services, and General ED.

ED Provider Education	ED Services	General ED
What is your current role at the hospital? • ED Medical provider • Social Worker • Bedside Nurse • Paramedic • Other; Specify_____ **How comfortable are you caring for pediatric mental health patients in your ED?** • Not at all comfortable • Somewhat comfortable • Generally comfortable Extremely comfortable	**What services do you think are needed to enhance the care provided to pediatric patients who present with a mental or behavioral health need?** (Ex: Patient navigation services; provider-to-provider consultation on mental health screening; medical management guidance; discharge and safety planning assistance) **Are there any barriers present in implementing these services?** (Ex: We would like to incorporate patient navigation to connect patients to mental health resources, but we don't have the staff or funding to hire someone for this role.)	**General Information:** • Name • Organization Name • Position Title • Email Address **Please select the type that best describes your organization:** • Community care/designated agency • Government • Hospital • Non-profit organization • Other; Specify_____ **What is your current role at the hospital?** • ED Medical provider • Social Worker • Bedside Nurse • Paramedic • Other; Specify **How comfortable are you caring for pediatric mental health patients in your ED** • Not at all comfortable • Somewhat comfortable • Generally comfortable • Extremely comfortable
When it comes to education and training, how should it be offered to help providers in emergency departments? **How could these education sessions be structured to address the challenges you are experiencing?**	**What does the workflow look like when a child or adolescent presents at the emergency department with a mental or behavioral health need?** **Where would mental or behavioral health consultation fit into your workflow?**	**Have you experienced situations where pediatric patients have to be boarded in the emergency department while awaiting higher levels of psychiatric care because they cannot be safely discharged to their homes or community?** • Yes • No
Is your health system already providing consultation, education, and/or training to your staff on mental health-related issues? **Are these opportunities specific to pediatric populations?** **How are these opportunities received by your ED staff?**	**Who would benefit from the consultation in your emergency department?** **What role or discipline would you envision accessing this service?** **What times of the day would be most helpful for this type of service?** **How often would you envision accessing this service?**	**If yes, please share what you typically do in those situations.** (Ex: Communication strategy with the patient's family members; connection to
What works well in the current education you offer? **What opportunities exist for improvement?**	**What format(s) for the consultation would be most helpful (select all that apply)?** • Phone • Video conferencing • Text messaging	

Explore opportunities in the ED

Our toolkit provides examples of real-world applications throughout the ED care path.

Pediatric Mental Health Care Engagement Opportunities for PMHCAs Along the ED Care Pathway

The table below provides an overview of different exemplars that assist in aligning Pediatric Mental Health Care Access (PMHCA) team goals with the emergency department (ED) care pathway and considerations when handling pediatric mental health emergencies in the ED environment of care.

The first column, PMHCA Implementation Examples, describes the potential goals the PMHCA team might focus on, their connection to a particular ED Care Pathway Steps (middle column), and the Elements to Consider in the ED (last column on the right).

PMHCA Implementation Examples	ED Care Pathway Steps	Elements to Consider in the ED
Ex: The PMHCA team works with ED and/or EMS to develop a screening process for schools, pediatric primary care providers, and families to reduce unnecessary ED visits by educating these groups on how to identify and manage pediatric mental health issues effectively. **Ex**: The PMHCA team creates educational materials for community partners and families. The purpose is to inform them about what to expect during an ED stay and help them make informed decisions about sending their child to the ED. **Ex**: The PMHCA team could play a role in guiding community partners towards more appropriate care environments. **Ex**: The PMHCA team provides education to ED personnel on best practices and screening tools to assist in creating standard protocols to ensure the safety of the child.	**TRIAGE** This stage in the care pathway is when a patient enters the ED, where their treatment is prioritized based on the severity of their condition.	Ensure a calm environment; have dedicated care team availability; use triage scales; implement a trauma-informed approach; understand the potential need for chemical or physical restraints; designate specific rooms or hallways for these patients. A quick look takes place: intake nurse will follow a standard protocol to make the best decision of the best steps for a child in a mental health crisis at this time. Safety and confidentiality are the main concerns. Note: Pediatric and adolescent patients facing mental health emergencies may not meet psychiatric unit admission criteria and may have to wait to be evaluated by a designated pediatric mental health professional. Determining next steps for those not meeting admission criteria can be challenging.
Ex: A PMHCA team could set up a consultation line linking mental health and ED providers to improve care for pediatric mental health emergencies in the ED. This could expedite care and ensure proper screening.	**SCREENING & ON-GOING ASSESSEMENT** Once a patient is stabilized, a provider will often conduct some form of mental and behavioral health screening to detect the	Implement protocols that include trauma informed care. Determine the level of safety risk, conducting future evaluations, and medication use guidelines. Screenings to consider: Suicidal ideation, behavior, and self-harm; violence/aggressive behavior; depression; psychosis;

Resources for You!

ED STOP Fireside Chats

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For insights on ED-specific topics...

ED-based Interventions - Ensuring a Safe ED Environment	Drs. Jennifer Hoffmann and Mohsen Saidinejad	Watch video / Download slides
Suicide Screening	Drs. Jackie Grupp-Phelan and Jennifer Hoffman; Angela Nguyen, LCSW-S	Watch video / Download slides
Mental Health Assessment and Community Resources	Drs. Vera Feuer and Mohsen Saidinejad	Watch video / Download slides
Discharge/Safety Planning	Drs. Neil Uspal and Sheryl Yanger	Watch video / Download slides
ED-based Interventions - Safe and Patient-Centered Care for Children with Mental and Behavioral Health Conditions who are Experiencing ED Boarding	Drs. Ashley Foster, Joyce Li, Sheryl Yanger, and Mohsen Saidinejad	Watch video / Download slides
ED-based Interventions – Patient, Family, and Team Considerations	Nina Friedman, MS, CCLS; Angela Nguyen, LCSW-S; Dr. Mohsen Saidinejad	Watch video / Download slides
ED-based Interventions – SAFETY-Acute: Therapeutic Assessment and Safety Planning	Drs. Joan Asarnow and Mohsen Saidinejad	Download slides (recording not available). See podcast with Dr. Asarnow.

For more information, visit our website: https://emscimprovement.center/collaboratives/suicide/sessions/

Next TA Webinars

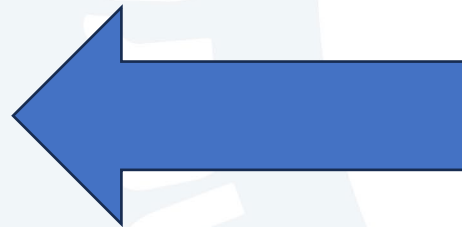|		
May 2	Office Hour: Meet with a QI Coach and Data Analyst: Considerations for Data Software Platforms	3pm - 4pm ET/ [Zoom link](#)
May 7	Webinar: Pediatric Needs During Times of Disaster – Part 2 with Trevor Covington	2pm - 3pm ET / [Zoom link](#)
May 14	Webinar: Presenting Your Work Publicly – How to Create an Abstract and Poster Presentation with Dr. Snyder	4pm - 5pm ET / [Zoom link](#)

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Any Questions?

Please reach out to Anna.Goldman@UHhospitals.org or jen@essential-pm.com

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