



Appendix 1: Plan-Do-Study-Act Tool

AIM STATEMENT

(measurable goal, with a target date)

- What are we trying to address?
- What population is this going to serve? Are we including underserved groups of students?

PLAN

- What is our initial idea for what to do?
- Why at this time? Are the conditions right (change of semester, upcoming breaks, school initiatives)?
- At what scale do I need to implement this (start small, work up)?
- Is there data to support the need for this work?
- What are we doing now to address this?
- What has worked? What hasn't worked?
- Have the students expressed explicit interest? What can be done to collect information about interest?
- Is this connected to a specific measurable?
- Has any other SBHC tried something similar? What was their experience?
- Are there existing evidence-based programs? Do they need modification?

Who will be involved?

Stakeholder	Details
SBHC team:	Is this in someone's scope? Who has capacity? Who is the Point Person/People?
<u>Partners</u> School: Internal Org: External:	Who will contact each? What boundaries do we need to make clear? What will they get out of their involvement? How often should we check in?
Students/Families	How do we outreach students/families? What boundaries do we need to make clear? What will they get out of their involvement?

Date	What meetings need to be set up?

What is the outcome of the SWOT Analysis?	
Internal	External
Strengths	Opportunities
Weaknesses	Threats

What MTSS Tier is this initiative?		
	Clinic Level	School Level
Tier 1	Available to any and all registered patients (<i>Risk assessments, clinic flow adjustments</i>)	Available to all students (<i>classroom environment</i>)
Tier 2	Offered to patients with identified need (<i>support groups, insurance navigation</i>)	Provided to certain students who have been identified as needing additional support (<i>tutoring</i>)
Tier 3	Offered to patient with highest, multifaceted needs (<i>care coordination, referrals to specialists</i>)	Provided to students with highest, multifaceted needs (<i>IEPs, targeted interventions</i>)

What is the evaluation process?
<ul style="list-style-type: none"> • What are some measures of success? • Who will collect the evaluation data?

How is equity and cultural sensitivity being centered?
<ul style="list-style-type: none"> • How are we ensuring students/families are leading and informing this work? • Has/Is someone from within the target community implemented something similar? Is this supporting the community's existing efforts? • How are we gaining informed and active consent from the participants? • Are we creating and communicating realistic expectations to the participants and partners? • Are we using existing trusted relationships? • Is this taking the opportunity to reduce stigma? • Is this helping educate students and families on the health care system? • Does the data collection method address barriers for underserved students and families? • Written media: what will you do with families that do not have English Literacy? Translation? Verbal Options? • Online media: families without internet? People without smartphones/computer? • Participation/Event: at a time, good for working families? Childcare offered? Meal? • Outcomes: are SDOH addressed?

DO

- Small Scale:
- Medium Scale:
- Large Scale:
- Deadline (Remember to start small and short):
- Unplanned factors:

STUDY

- Document everything that happened. Compile data
- What did you learn?
- How did the results compare to your predictions?
- What does the data tell you?
- How accurate is the data? What adjustments need to be made in the collection method?

ACT

- Adapt:
- Accept:
- Abandon:

PDSA WORKSHEET EXAMPLE

Site name: <i>School-Based Health Center</i>	Date of test: <i>Sept-Oct 2021</i>	Test Completion Date: <i>10/29/2021</i>
Which change idea does this test? <i>Getting new students registered at the School-Based Health Center</i>		
Which quality improvement priority is test-related? <i>Increase enrollment at SBHC</i>		

<p>PLAN</p> <p>What questions do you want this test to answer? <i>Are we able to accommodate the new students?</i></p> <p>Briefly describe the test: <i>With returned Registrations that have Parent Consent we plan in November to document the Well-Child visits and BMI.</i></p> <p>What do you predict will happen? <i>Our clinic will increase the number of Students that will have full consent, and we will identify more patient needs.</i></p> <p>PLAN</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">List the tasks necessary to complete this test (what)</th> <th style="width: 20%;">Person responsible (who)</th> <th style="width: 20%;">When</th> <th style="width: 30%;">Where</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><i>Add/Update clinic registrations to full consent</i></td> <td style="text-align: left;"><i>Clinic Coordinator</i></td> <td style="text-align: left;"><i>9/8/21-10-30-21</i></td> <td style="text-align: left;"><i>School-Based Health Center</i></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>How will you know that the change is an improvement? Plan for collection of data: <i>When we received the Registrations back from the students with their Parent's Consent.</i></p>	List the tasks necessary to complete this test (what)	Person responsible (who)	When	Where	<i>Add/Update clinic registrations to full consent</i>	<i>Clinic Coordinator</i>	<i>9/8/21-10-30-21</i>	<i>School-Based Health Center</i>	2.				3.				4.				5.				<p>DO: Test the changes. Was the cycle carried out as planned? <input type="checkbox"/> Yes <input type="checkbox"/> No Record data and observations. <i>-A lot of the Registrations came back fairly quick, some came throughout the months of Sept.and Oct.</i> <i>-With the consent we are able to schedule the patients for non-confidential appointments.</i> <i>-In November we will track BMI and Well-Child visits.</i> What did you observe that was not part of our plan? .</p> <p>STUDY: Did the results match your predictions? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Yes, we got over 150 NEW students registered to our clinic.</i></p> <p>What did you learn? <i>-Sending forms with the school's family packets in the beginning of the school year, we are getting the majority back with parent's consent.</i> <i>-students that are already registered without full consent are now updated to full consent and updated information- address, phone #s etc.</i></p> <p>ACT: Decide to Abandon, Adapt, Adopt <input type="checkbox"/> <u>Abandon</u>: Discard this change idea and try a different one. <input type="checkbox"/> <u>Adapt</u>: Improve the change and continue testing. Describe what you will change in your next PDSA. <input type="checkbox"/> <u>Adopt</u>: Select changes to implement on a larger scale and develop an implementation plan and plan for sustainability. <i>We will continue to send the Clinic Registration forms home with the school's beginning of the year packets.</i></p>
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