

CATCH RURAL Falls

*Coordinated Action Toward
Community Health: RedUce
Risk And Limit Falls*

**Applying Plan-Do-Study-Act (PDSA) Cycles
to Improve Use of Interventions that
Address Feet and Footwear Concerns**

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Introductions and Contact Information

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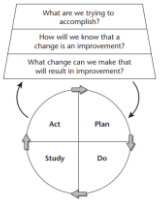


Educational Objectives

- Describe the intended purpose of Plan-Do-Study-Act (PDSA) cycles
- Describe each element of a PDSA cycle
- Apply the PDSA approach to improve use of interventions that address feet and footwear concerns



P – “Plan”



Define what you are going to do, how you are going to do it, and what you expect to learn



- ☐ What is the objective of this test of change?
- ☐ What question(s) do you want to answer with this test of change?
- ☐ What do you think will happen? (make a prediction)
- ☐ What data do you need to collect to help answer your question(s)?
- ☐ What is your plan to test this change?

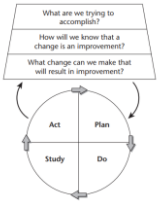


Checklist for Developing the Plan

- ☐ Establish the objective of the test
 - ☐ Ensure key background information is available to understand the plan
 - ☐ Be clear about the change(s) to be tested in this specific cycle
 - ☐ Specify the question(s) to be answered
 - ☐ Generate your predictions about what will happen (related to the question(s) to be answered in this test cycle)
 - ☐ Specify the measures that will be collected in this specific test cycle – ensure your measures will help you gather the data needed to answer each question proposed for this test of change
- ☐ Establish the test design
 - ✓ Specify the scale of the test
 - ✓ Clarify the people or things selected for this test and your sampling strategy
 - ✓ Clarify the when and where
 - ✓ Describe the test design
 - ✓ Describe the method of data analysis planned for the 'study' phase
 - ✓ Discuss the possible influential uncontrolled conditions



Plan Example: Intervention to Address Feet and Footwear Concerns in the Clinic



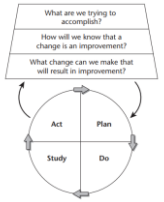
Objective: Increase delivery of standardized patient education about interventions to address identified feet and/or footwear concerns.

Change to Test: Provide standardized education using the CDC STEADI Feet and Footwear for Older Adults resource to eligible patients to address their specific feet/footwear needs.

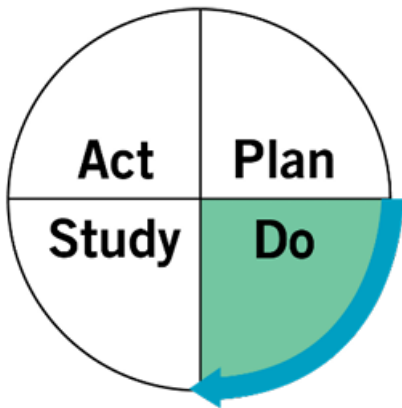
Who/What/When/Where: For a two-week period, every patient aged 65+ who screens positive for fall risk and has a completed assessment of their feet and footwear that indicated need for intervention will be offered standardized patient education. Staff will review the information relevant to the patient's identified concern(s), discuss recommended actions, provide the patient with the education resource, and document in the EHR that the education was provided. Staff were provided with in-person training on the patient education guide.

Questions	Predictions	Data to Collect
To what extent will staff provide and document standardized feet/footwear education for eligible patients?	The percentage of eligible patients who receive documented patient education will increase from 0% to 50% during the two-week test period.	(# of patients aged 65+ with a positive fall risk screen and identified feet/footwear concerns with completed patient education documented in EHR / total # of patients aged 65+ with a positive fall risk screen and identified feet/footwear concerns) x 100
What facilitators and barriers do staff experience when providing education?	Staff will identify successes and barriers that can be addressed in the next PDSA cycle.	Staff observations and feedback regarding the education, content, workflow, time required, documentation, and patient response.

D – “Do”



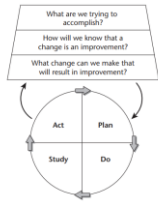
Carry out the plan, collect data to see how it works



- ☐ Run your test – put the change into action
- ☐ Collect and monitor data – consistency and accuracy in data collection is critical
- ☐ Document what happens – include any successes, issues, problems, and unexpected observations along the way



Do Example: Intervention to Address Feet and Footwear Concerns in the Clinic

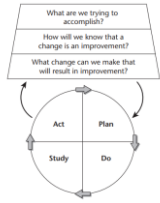


The plan is initiated. For two weeks, the clinic will offer standardized education to all patients aged 65 and older who screen positive for fall risk and have an identified feet and/or footwear concern. Feedback is solicited from staff at the regular monthly staff meeting one week later.

- Staff report that the standardized resource makes it easier to discuss different interventions based on the patient's specific concern, and that focusing only on information relevant to the patient's identified concern may make the education more manageable.
- Staff observe that all patients have footwear concerns and also have questions about how to translate general footwear recommendations into choosing appropriate shoes to wear.
- Two patients refused the education as they were in denial about the identified issues with their feet and/or footwear.
- One staff member reported issues with documenting the completed education in the EHR.
- Staff are encouraged to continue documenting their experiences, observations, successes, and barriers.
- After the two-week period, data are collected to determine the percentage of eligible patients who received documented education. Staff feedback and observations are compiled for analysis.



S – “Study”



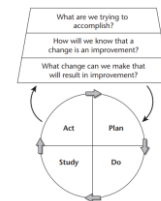
Did the change lead to improvement? Why or why didn't it work? What was the impact?



- ☐ Analyze your data for this test of change
- ☐ Evaluate the results
- ☐ Compare your data to the prediction(s) made for this test of change
- ☐ Summarize what was learned from this test

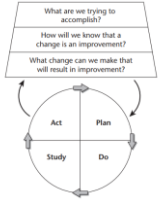


Study Example: Intervention to Address Feet and Footwear Concerns in the Clinic

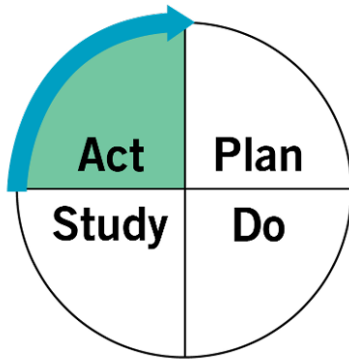


Questions for this Test of Change	Results Compared to Original Prediction(s)	Results for this Test of Change
To what extent did staff provide and document standardized feet/footwear education for eligible patients?	The percentage of eligible patients with documented patient education increased from 0% to 50%. [met]	50% (5/10) of eligible patients had completed and documented patient education. Two patients refused the education due to denial of issues with their feet and/or footwear. Education initiated but not completed for one patient due to competing emergent clinical concerns. Education completed for two patients but wasn't documented.
What facilitators and barriers did staff experience when providing the education?	Staff identified both successes and barriers associated with providing standardized patient education. [met]	Staff reported that the standardized education helped to structure education conversations and allowed them to address recommendations related to specific patient needs and concerns. Barriers included patient refusal, questions about EHR documentation of the education, competing clinical priorities, and patient questions about practical footwear selection guidance.

“Act”



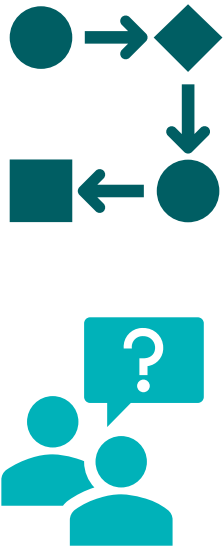
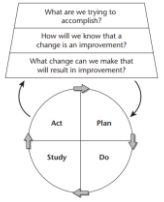
What will you do next?



- ☐ Decide to:
 - ☐ Adapt – modify and run another test
 - ☐ Adopt – test the change on a larger scale
 - ☐ Abandon – do not run another test on this change
- ☐ Create a plan for the next PDSA cycle



Act Example: Intervention to Address Feet and Footwear Concerns in the Clinic



Decision made to **adapt** and plan for another test of change

- Staff decided to continue providing standardized education to address feet/footwear concerns because the resource was useful to structure conversations about patient specific interventions for identified concerns.
- Staff want to address testing a brief standardized approach to discuss key practical features to look for when shopping for and selecting shoes, as this was a frequent question from patients during the first test of change.
- Staff also plan to later create a simple motivational interviewing script that staff can use to guide conversations with patients who may express resistance to discussions of interventions to address their identified feet/footwear concerns.
- Staff will also monitor documentation and, if needed, improve the location of EHR documentation to make it easier for staff to document the completion of education.
- The next PDSA cycle will also evaluate whether these workflow changes increase the percentage of eligible patients receiving a standardized and meaningful education about their feet/footwear concerns and reduce barriers reported by staff.

Rapid Cycle PDSA Testing: Intervention to Address Feet and Footwear Concerns in the Clinic Example

Cycle	Plan	Do	Study	Act
1	Staff will provide standardized education to patients aged 65 and older who screen positive for fall risk and with identified feet/footwear concerns.	For 2 weeks, all eligible patients aged 65+ who screen positive for fall risk and with identified feet/footwear concerns will be offered education and completion will be documented in the EHR.	Education completion and documentation increased from 0% to 50%, meeting the projected goal. Staff identified facilitators and barriers to implementation.	Continue using the education intervention tailored to patient identified concerns. Test a standardized approach to explain how to shop for and select safer footwear in the next cycle.
2	Staff will use a brief standardized approach to educate patients with footwear concerns about key features of safer footwear.	For 2 weeks, staff will use the standardized footwear specific education with eligible patients.	Continue monitoring standardized education and documentation. Examine the percentage receiving footwear specific education; staff feedback about ease of use and common patient questions.	Consider additional modifications per barriers that emerge in this test of change. Next trial to test use of motivational interviewing for patients resistant to receiving feet/footwear education.
3	Staff will use motivational interviewing strategies for eligible patients.			

Summary: Review of Objectives

- The Model for Improvement and PDSA cycles are useful tools to guide efforts to improve use of interventions that address feet and footwear concerns
- Create a clear, focused plan for a small test of change to help you get started
- Be clear on what question(s) you are trying to answer to help inform the data you need to collect in each test of change
- Remember this is an iterative process to support change over time



Model for Improvement Resources

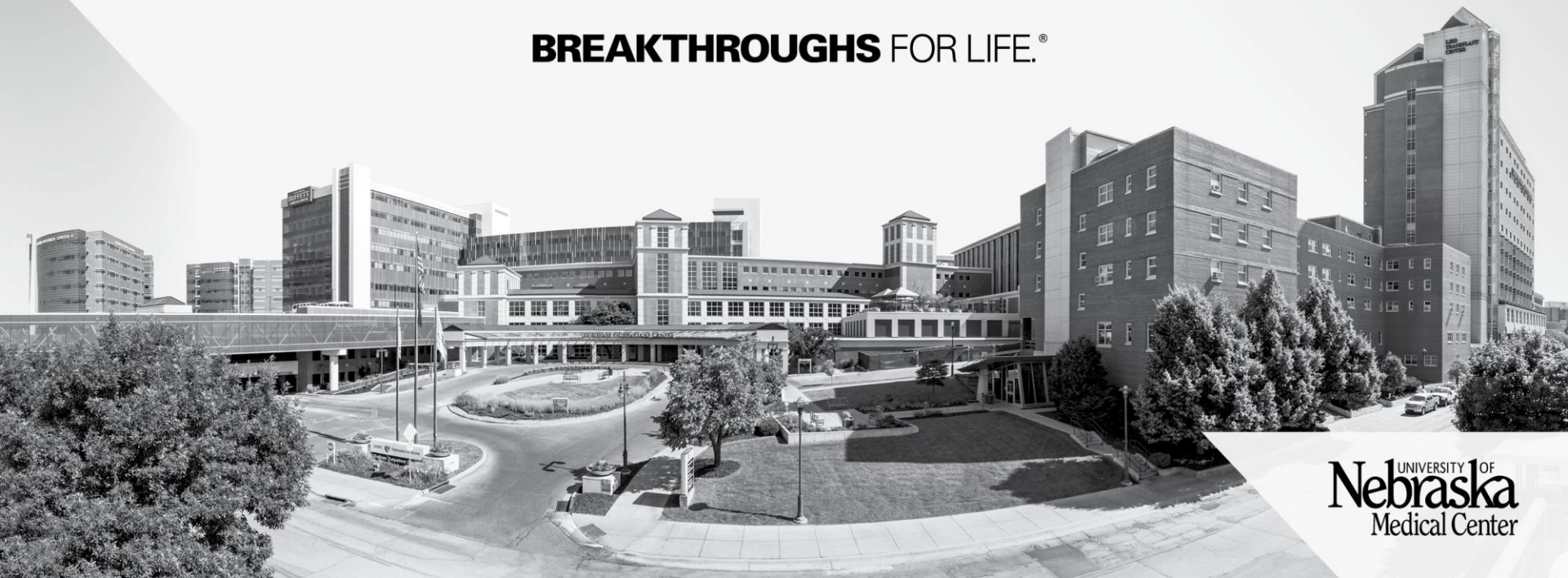
- [Institute for Healthcare Improvement. QI Essentials Toolkit: PDSA Worksheet](#)





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