**TRACTION Learning Collaborative – Example PDSA**

**SITE:** Brigham and Woman’s Hospital

**DATE:** 10/02/2020

**CYCLE #:**  1

**PDSA TITLE:** Implementing RAPID-3

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| **PLAN** |
| * **What is the objective for this cycle?**   To test implementation of RAPID-3 by having front-desk staff hand out the pre-made RAPID-3 worksheet to patients   * **What do you predict will happen?**   This will help utilize time in the exam room because providers will not be responsible for collecting disease activity measures and instead can discuss prognosis and treatment options.   * **What is the plan for the cycle? What are the steps to execute the cycle, including data collection (who, what, where, when)?**   Starting this Monday, when patients check in for their appointment, Mary, our administrator, will hand them a RAPID-3 worksheet and ask them to fill it out while waiting. Once the patient returns the worksheet, Mary will calculate and enter the score into the EMR before the patient sees the provider |

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| **DO** |
| * **Carry out the cycle. What did you observe? Include descriptions of successful encounters, problems, and other special circumstances that may or may not have been part of the plan.**   Patients had an easy time, for the most part, filling out the form. Providers were very happy to have this information ready for them so that they could discuss the result with patients when it was available. Front desk staff had little issues handing out the form but felt overwhelmed when they had to calculate and enter the data into the EMR, especially if there were many patients checking in. Sometimes they were not able to enter it before patient saw their provider. |

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| **STUDY** |
| * **Summarize and analyze the observed results. What did you learn from this cycle?** RAPID-3 scores are valuable measures for providers in the exam room, but a faster method must be used to calculate and enter the data into the EMR that lessens the burden on front-desk staff * **Do the results agree with the predictions you listed in the “Plan” phase? (circle one)**   Yes No |

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| **ACT** |
| * **What action are you going to take as a result of this cycle? (circle one)**   Expand the Test Adapt the Test Abandon the Test   * **Plan for the next cycle. What changes are needed? If expanding or adapting, what will you do to continue your learning while beginning to spread the successes?**   Front desk staff will still be responsible for handing out the RAPID-3 worksheet and explaining it to patients but one of our medical assistants, John, is willing to quickly calculate and enter the score into the EMR when he is taking vitals. We feel that splitting up the workload might help speed up the process and lessen the responsibility of administrators. |

**TRACTION Learning Collaborative – Example PDSA**

**SITE:** Brigham and Woman’s Hospital

**DATE:** 11/15/2020

**CYCLE #:**  1

**PDSA TITLE:** Implementing RAPID-3

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| **PLAN** |
| * **What is the objective for this cycle?**   To test implementation of RAPID-3 by having front-desk staff hand out the pre-made RAPID-3 worksheet to patients and medical assistants calculating the scores   * **What do you predict will happen?**   This will help utilize time in the exam room because providers will not be responsible for collecting disease activity measures and instead can discuss prognosis and treatment options. This will lessen the burden on front desk staff and incorporate medical assistants into the process of disease activity score collection.   * **What is the plan for the cycle? What are the steps to execute the cycle, including data collection (who, what, where, when)?**   When patients check in for their appointment, Mary, our administrator, will hand them a RAPID-3 worksheet and ask them to fill it out while waiting for all patients being seen this Monday. The patient will take the completed form with them and hand it to John, our medical assistant, when they are having their vitals measured. John will calculate and enter the score at the same time that he enters weight, height, blood pressure, etc. into the EMR. |

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| **DO** |
| * **Carry out the cycle. What did you observe? Include descriptions of successful encounters, problems, and other special circumstances that may or may not have been part of the plan.**   Patients had an easy time, for the most part, filling out the form. Providers were very happy to have this information ready for them so that they could discuss the result with patients when it was available. Front desk staff had little issues handing out the form and explaining it. John thought it was very easy for him to calculate and enter the score into the electronic medical record during the vitals collection process. This was successfully completed for all 12 patients seen on Monday. |

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| **STUDY** |
| * **Summarize and analyze the observed results. What did you learn from this cycle?** RAPID-3 scores are valuable measures for providers in the exam room and spreading out the process to include administrative and medical staff seemed very successful. All 12 patients seen by Dr. Smith on Monday had their RAPID-3 calculated and entered into the EMR before their appointment. * **Do the results agree with the predictions you listed in the “Plan” phase? (circle one)**   Yes No |

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| **ACT** |
| * **What action are you going to take as a result of this cycle? (circle one)**   Expand the Test Adapt the Test Abandon the Test   * **Plan for the next cycle. What changes are needed? If expanding or adapting, what will you do to continue your learning while beginning to spread the successes?**   Front desk staff (Mary and also Jane) will be responsible for handing out the RAPID-3 worksheet and explaining it to patients. John had little difficulty calculating and entering the score so we will try to implement this process with our other medical assistants, Sue and Mark. Hopefully, they will also find this easy to accomplish. We will try this method for all patients seen by Dr. Smith next week. |