**PLAN-DO-STUDY-ACT (PDSA)**

Using the PDSA cycle, your team can work on improving various aspects of the educational program, such as governance, policies, personnel, and resource allocation, while continuously monitoring progress and making data-driven adjustments to achieve your defined goals and outcomes. Let's break down the components of the PDSA cycle and how they are applied to your context:

PDSA is an iterative and four-step problem-solving tool used for carrying out changes or improving a process. Utilizing this tool, we focus on the following questions(Langley, 2009):

* What are we trying to accomplish or change?
* How will we know that a change is an improvement?
* What changes can we make that will result in improvement?
* What systems or processes of communication will you use to share progress or results of the implementation with students?

**When you consider your CQI initiatives, consider following categories:**

* Governance Structure
* Policies
* Personnel (ex. Fill vacancies, create new positions, etc.)
* Central Monitoring system
* Resources
* Communication Plan

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| **PLAN**   * **Identify Areas to Improve**: This is the initial phase where you identify the areas or categories that require improvement. The categories may include governance, policies, personnel, central monitoring systems, and resource allocation. * **Set Measurable Goals/Outcomes**: Clearly define what you are trying to achieve and establish measurable goals. Please specify your annual goal(s), such as student satisfaction at 80% and dissatisfaction below 10%. These are the benchmarks to track progress.   + **Consider the following: Quality outcomes (e**.g., student satisfaction), process outcomes (e.g., implementation of policy, procedures, or a program), communication plan, governance, and resource allocations. * **Develop a Plan**: Create a plan that addresses the identified issues. It is recommended to identify the top three primary drivers for improvement work. These drivers are critical factors that have the most significant impact on the desired outcomes. * **Data Collection**: Determine what data you need to collect to monitor improvement. For example, consider internal data sources like ISA, EOP, student performance data, and external data sources like GQ, policies, and procedures are identified. |
| **[Your Plan]** |
| **DO**   * **Implement Plans**: Put your improvement plans into action. Use secondary drivers and actionable items to make the necessary changes. * **Collect Data**: Begin collecting data related to the areas you're working to improve by partnering with EQI or other units. This data may include EQI EOP survey, end-of-block evaluations, student performance data, and other relevant metrics. |
| **[Implementation Plan]** |
| **STUDY**   * **Analyze Data**: After collecting data, analyze the results and compare them with your initial goals. This step allows you to determine whether the changes made have had the desired impact. * **Reflection**: Reflect on what you have learned from the data analysis. This reflection can provide insights into the effectiveness of your improvement efforts. |
| **[Analysis of Results and Reflection]** |
| **ACT**   * **Adapt or Adopt**: Based on what you've learned from the data and your reflections, decide on the next steps. You may need to adapt your plans, make further changes, or adopt new strategies to continue the improvement process. * **Prepare for the Next Cycle**: Prepare a plan for the next PDSA cycle. This ensures that the improvement process remains continuous and that you can build on the progress made in previous cycles. |
| **[Next Steps]** |

**Data Sources**

EQI identified a range of data sources, both internal and external, to inform the PDSA cycle. This includes survey data, evaluations, student performance data, and external sources like policies and procedures.

* Internal Data
  + ISA
  + EOP
  + Evaluation related data
    - End of Block evaluations
    - End of Clerkship evaluations
    - Student performance data
  + Grades submission (ALT)
  + Test Scores (such as USMLE)
* External Data
  + GQ
* Policies and Procedures
  + UWSOM Medical Education Program Policies (MD Program Handbook)
  + Curriculum Governance Minutes
* Additional student input beyond data (qualitative data including comments)