



## **STEP 4.4: Identify and obtain additional descriptive information about the health system to inform analysis**

### **➡ What is the purpose of this step?**

The purpose of this step is to collect additional descriptive information about the health system to inform your analysis. This information should address the specific processes, systems, and resources that relate to the provision of preventive and developmental health care. This information can be used to identify which processes and systems are correlated with higher and poorer quality of care, and then inform policy and quality improvement decisions.

### **In this step you will:**

- ☒ Identify health system characteristics related to the provision of preventive and developmental health care.
- ☒ Collect this descriptive information for each unit of analysis.



### **Guidelines and Issues to Consider**

- ☒ Identify health system characteristics related to the provision of preventive and developmental health care.

This important step will enhance the value and usefulness of the PHDS data in guiding future policy and improvement efforts. Review the PHDS survey items again and think about specific processes, systems, and resources in place that are related to the topics measured in the PHDS.

Below is a description of tools that can help you gather related descriptive information:

## 1. Office Systems Inventory

**Appendix 10** provides an example of the Office Systems Inventory (OSI) developed through the Healthy Development Collaborative.<sup>1</sup>

The OSI collects descriptive information about specific office systems related to:

- meeting parents' informational needs and addressing their concerns about their child's learning, development, and behavior;
- identifying children at risk through the use of structured developmental and psychosocial assessments and screening at appropriate visits;
- providing strong links to community resources for families who need or want them; and
- promoting optimal parent/child relationships.

The OSI can be completed by the office manager or another office staff member who has the knowledge needed to complete the tool.

The PHDS can then be analyzed by the office-specific OSI scores, and systems yielding higher quality of care scores can be identified.

### Tip from the Field

Where possible, you should collect information on the OSI for each office included in your starting sample. For example, if you are using the PHDS to examine quality of care in 10 pediatric offices, then you should collect the OSI for each office.

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<sup>1</sup> The Healthy Development Collaborative was a Commonwealth Fund–supported initiative designed to help primary care practices in Vermont and North Carolina engage families in a partnership to promote positive developmental outcomes for the families' children through the development of improved office systems. The OSI is part of the *Practical Guide for Healthy Development*, a set of materials and tools designed and tested in the Healthy Development Learning Collaborative, a 12-month quality improvement initiative. The OSI is also available at [http://www.cmwf.org/usr\\_doc/Office\\_Systems\\_Inventory.pdf](http://www.cmwf.org/usr_doc/Office_Systems_Inventory.pdf).

## 2. Posters and Handouts in the Office

Parents can receive information about the topics measured in the PHDS through posters and handouts located in the office of their child's health care provider. These resources may answer parents' questions and meet their informational needs without involving a discussion with their child's health care provider.

Given that the PHDS allows the parent to indicate whether they had their informational needs met, it can be useful to catalog the types of information available to the parent and analyze the PHDS findings using this descriptive information.

**Appendix 11** provides an example of a worksheet that can be used to catalog posters and handouts. The worksheet lists all of the topics that are included in the PHDS and has a column to indicate whether there is a related poster or handout that is provided in the office. It is important to catalog only those educational resources that are readily available to the parent and do not require a discussion with the office staff, as such discussions are included in the PHDS.

The PHDS can then be analyzed by the poster and handout scores, and educational resources correlated with higher quality of care scores can be identified.

## 3. Electronic Medical Records

Some health systems utilize electronic medical records (EMRs). Most EMR programs have standardized forms or templates that can be used by the provider for well-child visits. And most EMR programs allow users to develop standard parent education templates (often called an "After-Visit Summary") that are handed out by the health care provider. The worksheet provided in **Appendix 11** can also be used to catalog standard EMR text and handouts.

- ☒ Collect this descriptive information for each unit of analysis.

In Step 2.2 you specified the units of analysis for sampling and analysis. It is important to collect as much descriptive information for each unit of analysis as possible, as it will enhance the useability of your PHDS findings and will help you to identify possible reasons for high and lower performance within each unit of analysis.