

Assessment Tool 3 – Quality Improvement Project

CanMEDS Leader

Leader Role quality improvement project

THE UNMODIFIED CONTENT BELOW WAS CREATED FOR THE CANMEDS TEACHING AND ASSESSMENT TOOLS GUIDE BY S GLOVER TAKAHASHI, M CHAN, D DATH AND B WONG AND IS OWNED BY THE ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA. YOU MAY USE, REPRODUCE AND MODIFY THE CONTENT FOR YOUR OWN NON-COMMERCIAL PURPOSES PROVIDED THAT YOUR MODIFICATIONS ARE CLEARLY INDICATED AND YOU PROVIDE ATTRIBUTION TO THE ROYAL COLLEGE. THE ROYAL COLLEGE MAY REVOKE THIS PERMISSION AT ANY TIME BY PROVIDING WRITTEN NOTICE.

NOTICE: THE CONTENT BELOW MAY HAVE BEEN MODIFIED FROM ITS ORIGINAL FORM AND MAY NOT REPRESENT THE OPINION OR VIEWS OF THE ROYAL COLLEGE.

Prepare a six to eight page summary report describing your quality improvement project.

Consider the following points:

- Describe your clinical experience, including details about the clinical context and type(s) of service.
- Reflect on the use of the QI core concepts, principles and QI methodology.
- Consider the following structure to organize your QI project report:
 1. Background and project rationale
 2. Aim statement
 3. Process analysis and changes tested
 4. Improvement results (if available)
 5. Lessons learned
 6. Next steps

Please return this form in a confidential manner to: _____

Learner's Name: _____

Postgraduate year (PGY): _____

Place a check mark in your answer for each item.

Indicate all that apply. I am a:

- Health professional team member (including co-resident)
- Resident supervisor
- Faculty
- Other, please describe

Degree of Interaction

- I had considerable interaction with this learner.
- I had occasional interaction with this learner.

Deadlines

- A 1-page (i.e. 250-word) abstract is due by _____
(i.e. one month before the final deadline)
- The paper is due via email by/before _____

QUALITY IMPROVEMENT PROJECT: SAMPLE ASSESSMENT FORMⁱ

1. MEDICAL EXPERT	1 Unsatisfactory	2 Needs Improvement	3 Meets expectations	4 Exceeds expectations	5 Outstanding	Not able to comment
Demonstrates knowledge of basic QI principles (i.e. six aims of quality)						
Distinguish between measurement for QI as compared to evaluative research						
Identifies important quality gaps in their clinical environment as opportunities for improvement						
2. COLLABORATOR						
Contributes meaningfully to QI project and fulfills duties responsibly						
Collaborates effectively with other members of QI team and faculty						

3. LEADER	1 Unsatisfactory	2 Needs Improvement	3 Meets expectations	4 Exceeds expectations	5 Outstanding	Not able to comment
Engages relevant stakeholders effectively and appropriately						
Employs a systems-based approach to address QI and patient safety issues						
Demonstrates commitment to improving health care quality and patient safety						
Applies QI tools (i.e. Fishbone, process mapping, PDSA cycles) appropriately to identify gaps in patient care and develop possible solutions						
4. SCHOLAR						
Critically appraises relevant medical and QI literature						
Uses appropriate methods for data collection and analysis (e.g. gap analysis, run or control charts)						
Clearly and effectively presents the QI project in oral and/or written format (including mid-year and final project presentations)						
Recognizes and addresses research ethics issues appropriately						

	1 Unsatisfactory	2 Needs Improvement	3 Meets expectations	4 Exceeds expectations	5 Outstanding	Not able to comment
Overall Rating						

Indicate two or three areas of strength

Indicate two or three areas for improvement

Assessment date: _____

Completion by: _____

¹Quality Improvement In-training Evaluation Report developed by: Alexander Lo, Rory McQuillan, Kieran McIntyre, Lisa Hicks, Jerome Leis, Geetha Mukerji, Adam Weizman, Jeannette Goguen, Brian Wong. University of Toronto Co-Learning Curriculum in Quality Improvement, 2015. Reproduced with permission.