

CanMEDS Leader
Assessment tool A3
Quality Improvement Project

Leader Role quality improvement project

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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 FORM[[1]](#endnote-1)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1. MEDICAL EXPERT** | 1Unsatisfactory | 2NeedsImprovement | 3Meets expectations | 4Exceeds expectations | 5Outstanding | Notable tocomment |
| 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** |
| 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** | 1Unsatisfactory | 2NeedsImprovement | 3Meets expectations | 4Exceeds expectations | 5Outstanding | Notable tocomment |
| 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 |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | 1Unsatisfactory | 2NeedsImprovement | 3Meets expectations | 4Exceeds expectations | 5Outstanding | Notable tocomment |
| **Overall Rating** |  |  |  |  |  |  |

Indicate two or three areas of strength

Indicate two or three areas for improvement

Assessment date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completion by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Quality 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. [↑](#endnote-ref-1)