



A3. LEADER ROLE QUALITY IMPROVEMENT PROJECT

Created for the *CanMEDS Teaching and Assessment Tools Guide* by S Glover Takahashi, M-K Chan, D Dath and B Wong. Reproduced with permission of the Royal College.

Learner's Name: _____

Postgraduate year (PGY): _____

See Leader Role teacher tips appendix for this assessment tool

Place a check mark in your answer for each item.

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

Indicate all that apply. I am a:

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

Consider the following points:

Degree of Interaction

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

- Describe your clinical experience, including details about the clinical context and type(s) of service.
- Reflect use of the QI core concepts, principles, 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 _____

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^a

	1	2	3	4	5	Not able to comment
1. MEDICAL EXPERT	Unsatisfactory	Needs improvement	Meets expectations	Exceeds expectations	Outstanding	
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						

^a 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. Reproduced with permission.



A3. LEADER ROLE QUALITY IMPROVEMENT PROJECT (continued)

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						
OVERALL RATING						

Two or three areas of strength _____

Two or three areas for improvement _____

Assessment date: _____

Completion by: _____

Leader