

## Special Assessment and Milestone Mapping

### **Special Assessment 2**

#### **Title: – Review of Personal Outcomes for Quality Improvement**

**Description:** This special assessment is to be utilized when a trainee has the opportunity to review personal outcomes for purposes of development of a personal quality improvement plan. Examples include but are not limited to MPOG or other personal quality indicator reports compared to benchmarks, department level personal quality indicator reports, chart review of personal cases, or review of a personal adverse event or near misses. The review of information should be conducted with a qualified individual (e.g. faculty member, mentor, QI committee member, program director etc.) that can help the trainee understand quality improvement opportunities within the trainee's practice and help the trainee develop a personal plan for improvement. The assessment should also be used when trainees demonstrate such changes in practice and improve their personal quality of care. A review of personal outcomes differs from institutional or departmental quality improvement efforts and process improvement projects (systems-based quality improvements), as this assessment is focused on personal quality improvement and personal outcomes. Some overlap in milestones between assessments is inevitable and unavoidable due to the breadth of quality improvement practices.

This assessment should be used any time a trainee has the opportunity to demonstrate behaviors in the domain of Practice-based Learning and Improvement (PBLI) that relate to personal outcomes and quality improvement. The options for assessment for each behavior will be: "No Opportunity to Demonstrate", "Failed to Demonstrate", and "Successfully Demonstrated." The specific behaviors and corresponding milestones are as follows - **note: the same milestone may be awarded in more than one demonstrated behaviors:**

#### **1. Foundational activities to improve personal quality of care**

- **Reviews personal performance and outcomes with a faculty member**
  - PBLI1-L1-1 – Has knowledge that patient safety issues exist
  - PBLI1-L2-2 - Identifies impact of one's decisions on patient outcomes
- **Reviews personal performance and outcomes against benchmark data with a faculty member**
  - PBLI2-L2-3 – Compares personal outcomes against peers
  - PBLI2-L2-4 – Uses multisource feedback to improve practice
  - PBLI2-L3-2 – Compares personal performance against accepted standards and uses data to improve practice
  - PBLI2-L5-1 – Uses comparative benchmark data to analyze self-performance
- **Reviews personal adverse events or near misses with a faculty member**

- PBLI2–L1-1 – Identifies adverse events or near misses and brings to the attention of a faculty member
- PBLI2–L2-1 – Identifies adverse events or near misses and analyzes personal practice for reasons they occurred
- **Develops a plan to improve their personal practice based on review of personal outcomes, near misses, or adverse events**
  - PBLI1-L2-2 – Identifies issues in one’s practice and develops a QI plan for improvement
  - PBLI2-L4-2 – Analyzes clinical practice and identifies approaches to minimize risk of adverse events

## 2. Demonstrated changes to improve personal quality

- **Demonstrates changes in practice to improve quality and safety for routine care**
  - PBLI1-L3-1 - Identifies issues in one’s practice and participates in a QI plan for improvement
  - PBLI2–L2-2 – Modifies personal practice to improve quality of routine care
  - P3-L5-1 - Models responsibility and accountability in one’s professional choices and behaviors
  - P4-L2-2 - Accepts feedback from faculty members and incorporates suggestions into practice
- **Demonstrates changes in practice to improve quality and safety for subspecialty or complex care**
  - PBLI2-L3-1 - Modifies personal practice to improve quality of subspecialty care
  - P3-L5-1 - Models responsibility and accountability in one’s professional choices and behaviors
- **Demonstrates changes in practice to minimize recurrence of personal adverse events or near misses**
  - PBLI2-L3-1 – Identifies adverse events and near misses related to subspecialty care and modifies personal practice to minimize likelihood of recurrence
  - PBLI2-L4-1 – Analyzes personal practice for potential of adverse events and modifies practice to reduce risk
  - PBLI3-L4-2 - Takes responsibility for integrating past experience, multiple learning activities, and self-reflection to direct lifelong learning independently
  - PBLI3-L5-2: Continually analyzes personal practice to focus self-directed lifelong learning
  - P3-L5-1 - Models responsibility and accountability in one’s professional choices and behaviors
  - P4-L2-2 – Accepts feedback from faculty members and incorporates suggestions into practice