

## Special Assessment and Milestone Mapping

### **Special Assessment 1**

#### **Title: Contribution or Leadership of Formal Institutional Quality and/or Safety Activities**

**Description:** This special assessment is to be utilized when a trainee has the opportunity to contribute to or lead a formal quality or safety initiative or engage in routine quality and safety practices. Examples of engagement in routine safety activities include but are not limited to utilizing the safety features of devices, incorporating national safety standards into patient care, and ensuring safe use of medications during patient care. Examples of institutional quality or safety initiatives include but are not limited to: Root Cause Analysis, continuous quality improvement meetings, and safety/quality policy development. Throughout their training, residents encounter situations where patient safety or care quality has been compromised or is potentially compromised. This special assessment may be used in these situations to evaluate resident performance and engagement with formal quality or safety initiatives. This assessment should be used when trainees have the opportunity to demonstrate behaviors in the domains of Practice-based Learning and Improvement (PBLI) and Systems-based Practice (SBP) that relate to formal quality and safety initiatives as well as routine safety precautions. The assessment options 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 behavior:**

#### **1. Foundational activities to improve patient safety**

- **Routinely utilizes the safety features of equipment and devices to improve patient safety**
  - SBP2-L1-1 – Describes common sources of errors
  - SBP2-L2-1 – Uses safety features of medical devices
  - SBP2-L3-1 – Participates in systems and procedures that promote safety
- **Incorporates national standards or guidelines into patient care**
  - SBP2-L1-5 – incorporates national standards and guidelines into patient care
- **Independently and effectively addressed potential dangers to patients in their practice**
  - SBP2-L5-5 – Addresses areas in practice that pose potential dangers to patients
- **Participates in routine institutional or team activities to promote patient safety**  
(examples: Procedure Time-out, team communication, transfer of care checklist, etc.)
  - PBLI1-L1-1 – Knowledge that patient safety issues exist
  - SBP2-L1-1 – Describes common sources of errors
  - SBP2-L1-2 – Describes team-based actions designed to enhance patient safety
  - SBP2-L1-3 – Participates in institutional patient safety initiatives
  - SBP2-L2-2 – Participates in team-based actions to enhance patient safety
  - SBP2-L3-1 – Participates in systems and procedures that promote patient safety

## 2. Formal institutional activities to improve the quality of care and patient outcomes

- **Identified departmental and / or institutional opportunities to improve quality of care and reported it to the appropriate parties for follow-up**
  - SBP2-L1-3 – Participates in institutional patient safety initiatives
  - SBP2-L1-4 – Follows institutional safety policies including reporting of safety problems
  - SBP2-L2-3 – Identifies problems in care and brings to the attention of supervisors
  - SBP2-L3-1 – Participates in systems and procedures that promote safety
  - SBP2-L3-2 – Identifies departmental or institutional opportunities to improve care
- **Participated in formal institutional meeting to improve patient safety (examples: Quality improvement meetings, root cause analysis, team debriefing after critical event)**
  - SBP2-L1-3 - Participates in institutional patient safety initiatives
  - SBP2-L3-1 - Participates in systems and procedures that promote safety
  - SBP2-L3-3 – Participates in QI activities as a member of an inter-professional team
  - SBP2-L4-2 – Participates in a formal analysis of a medical error
  - SBP2-L5-5 – Addresses areas in anesthesiology that pose dangers to patients
- **Participated in formal analysis of issues regarding patients for whom he or she has provided care.**
  - SBP2-L4-3 – Identifies opportunities to improve patient outcomes
  - IC1-L2-3 – Participates in a root cause analysis for whom he or she has provided care
  - PBLI1-L2-1 – Identifies impact of one’s decisions on patient outcomes
  - PBLI1-L2-2 – Identifies patient safety issues in one’s practice and develops a plan to address deficiencies with direct supervision
- **Participated in a formal Institutional Quality Improvement project (examples include a formal quality improvement project or ERAS protocol development with team meetings over several weeks to months to produce a work product)**
  - SBP2-L1-3 - Participates in institutional patient safety initiatives
  - SBP2-L3-1 - Participates in systems and procedures that promote safety
  - SBP2-L3-3 – Participates in QI activities as a member of an inter-professional team
  - SBP2-L4-3 - Identifies opportunities to improve patient outcomes and reduce cost
  - PBLI1-L4-1 – Carries out most steps of a quality improvement project
  - PBLI3-L4-1 – Incorporates evidence-based medicine into patient management