

**Physician Peer Review Nova Scotia**

# **Quick Guide to Practice Assessment**

**2017**



**COLLEGE OF  
PHYSICIANS & SURGEONS  
OF NOVA SCOTIA**

## Introduction and Purpose of this Guide

A demonstrated commitment to Continuing Professional Development (CPD) is required for ongoing medical licensure in Nova Scotia. However, simply attending CPD events and recording credits does not in itself ensure a strong link between learning and actual practice improvement. Practice improvement is more likely to occur when professional development has been undertaken in response to a recognised gap or challenge in practice.

When identifying gaps in practice, physicians must not rely solely on self-perception or intuition. Evidence clearly shows that human beings (including doctors) tend to have difficulty identifying and acknowledging the things they do poorly. For this reason, it is important that physicians habitually seek out external sources of assessment, feedback and data related to their practice.

Recently, the Federation of Medical Regulatory Authorities of Canada (FMRAC) published their Physician Practice Improvement (PPI) framework. The FMRAC-PPI framework is a representation of the Quality Improvement (QI) approach to learning in which a physician uses sources of external assessment to identify practice gaps, select learning activities, apply this learning to practice and assess its impact. In keeping with this approach, the CPD frameworks of Canada's certifying colleges, the Royal College of Physicians and Surgeons of Canada (MOC) and the College of Family Practitioners of Canada (MAINPRO+), specifically recognize and reward learning that is linked to an assessment of practice.

It is important to acknowledge that feedback which is at odds with one's self-perception may be disconcerting and therefore difficult to accept or act upon. Physicians are therefore encouraged to review external feedback with a trusted colleague or peer. The peer interaction should focus on identifying meaningful learning goals that will help promote good practice while sustaining the physician's self-image as a competent and dedicated practitioner.

This guide has been compiled by CPSNS staff with the assistance of experts from the Dalhousie University Department of Continuing Professional Development. The purpose is to provide physicians with practical suggestions for practice assessment, categorized according to the seven roles of the CanMEDs Competency Framework. In some cases, specific resources are identified.

CanMEDs Role	Assessment Strategies
Medical Expert	<p>Use sources of data (e.g. your EMR or MSI Billing Report) to better understand the spectrum of patients and conditions cared for in your practice.</p> <p>Use your PPR-NS practice report to identify aspects of clinical care that could be improved.</p> <p>Keep a log of presentations or problems in practice that you found challenging or that gave you angst.</p> <p>Test your knowledge in an aspect of clinical care relevant to your practice (e.g. CFPC Self Learning™ program – subscription)</p> <p>Audit a sample of your patient records against an established Clinical Practice Guideline using a simple checklist.</p> <p>Pair up with a colleague to observe one another in practice or to review patient records.</p> <p>Review a difficult case, critical event or adverse outcome with a trusted colleague (protecting patient confidentiality) to identify opportunities to improve knowledge, care approach.</p> <p>Consider holding an office or group challenging case review each month to share challenges and solutions for tough cases.</p>
Communicator	<p>Use your PPR practice report to identify elements of record-keeping that could be improved.</p> <p>Participate in a self-test on documentation and record keeping (e.g. CMPA website).</p> <p>Perform a self-audit of record keeping against regulatory standards (e.g. CPSNS or CPSO Website).</p> <p>Actively solicit feedback from patients on your communications during their visit (e.g. patient experience survey).</p> <p>Review feedback from patients (e.g. letters of compliment or complaint).</p> <p>Solicit feedback from colleagues (e.g. during handover, regarding consultation letters).</p>

CanMEDs Role	Assessment Strategies
Collaborator	<p>Solicit feedback from colleagues and staff (informal or using MSF).</p> <p>Participate in a simulation exercise with colleagues.</p> <p>Hold an office/ unit meeting to review tasks and workloads.</p> <p>Ask external colleagues how you could improve collaboration. (a physiotherapist or pharmacist you work with).</p>
Leader	<p>Use your PPR-NS practice report to identify facility or process changes that might be achieved with your leadership.</p> <p>Assess your use of clinical resources against best practices (CPGs, Choosing Wisely) and consider approaches for ongoing feedback in these areas.</p> <p>Audit your practice processes – wait times for urgent / non-urgent appointments, waiting room times.</p> <p>Conduct a personal health check. (last dental, optometrist or Family Doctor visit for example; exercise, diet, sleep or time off monitoring).</p> <p>Review processes in your office for appropriate delegation to optimise effectiveness and efficiency.</p>
Health Advocate	<p>Audit your practice for compliance with health surveillance, health promotion etc.</p> <p>Conduct a patient survey, asking about your effectiveness in helping them reach their health goals.</p> <p>Review the network of resources you access for poverty, mental health, addiction, patients support groups, and other supports and then compare and contrast these with a few peers to broaden them.</p>

CanMEDs Role	Assessment Strategies
Scholar	<p>Select a topic in medicine where you have identified knowledge gap and review this topic using a trusted resource (e.g. Up-to-date, e-medicine or other)</p> <p>Solicit and consider feedback whenever you make a presentation to colleagues or your health care team.</p> <p>Use a tough question from a learner in your practice to identify a topic and explore the answer together.</p> <p>Review the results of clinical teaching evaluations.</p> <p>Compare your MAINPRO+ or MOC CPD history to your scope of practice, with the goal of identifying potential educational gaps.</p>
Professional	<p>Participate in a Self-Test related to important professional obligations such as consent, confidentiality and liability. (e.g. CMPA Website)</p> <p>Get a personal fitness or health assessment.</p> <p>Review how patient records and consultations are stored and managed in your practice to identify gaps in confidentiality or potential missed reports.</p> <p>Actively solicit feedback from colleagues and co-workers (e.g. multi-source feedback).</p> <p>Actively solicit feedback from patients regarding professional behaviour in your office (e.g. multi-source feedback).</p> <p>Hold a meeting with office staff or colleagues to exchange perspectives on professionalism and how it is demonstrated.</p> <p>Review your use of language from patient, consultation and EMR perspective using surveys or paperwork review to reduce jargon, acronyms and inaccuracies</p>

## References of Potential Interest to the Reader

Sargeant J et al, Directed Self-Assessment: Practice and Feedback within a Social Context, J of Cont Educ Heath Prof. 2008; 28(1): 47-54.

Eva K, Regehr G, Effective Feedback For Maintenance Of Competence; From Data Delivery To Trusting Dialogues, CMAJ, 2013; 185(60) 463-4.

FMRAC PPI Framework [http://fmrac.ca/wp-content/uploads/2016/04/PPI-System\\_ENG.pdf](http://fmrac.ca/wp-content/uploads/2016/04/PPI-System_ENG.pdf)