Foundational Improvement Science Curriculum (FISC) Program: 2016-2017 Competencies

Instructions: On each self-assessment date, assess your current competency level and select the one box per competency (page) that best represents you. Mark the associated letter with that box in the self-assessment box next to today’s date.

Competency 1: Demonstrate knowledge of foundational concepts in improvement science

- **Novice**: Unaware of basics of improvement science theory, tools, methods, and application.
- **Competent**: Aware of basics of the breadth of improvement knowledge and core resources to use in practice.
- **Proficient**: Understands and applies relevant theories in order to apply concepts of improvement science.
- **Expert**: Applies knowledge to own work and develops improvement projects with others in their field.
- **Master**: Applies skills in clinic or system-wide projects across disciplines and improve upon prior experiences.

My Self-Assessment

- 8/31/16
- 1/27/17
- 5/12/17

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Competency 2: Apply improvement science knowledge through improvement projects

**Aware**
- Novice: Unaware of how to apply basic improvement tools.
- Competent: Recognizes basic improvement tools, and able to identify stakeholders important to an improvement team.
- Proficient: Thoroughly investigates underlying system or process design issues, and understands the potential and capacity for improvement.
- Expert: Effectively interprets data to monitor learning from cycles of improvement work, assesses the results, and plans for future cycles.
- Master: Evaluates various tools and applies them with team to redesign the process or system that is the focus for the work.

**Design & Deliver**
- Novice: Consider principles of the Triple Aim, high value care, and identifies relevant sources of data when designing an improvement project.
- Competent: Assembles interprofessional team to conduct improvement project, and guides them through structured process.
- Proficient: Provides leadership in planning projects and collaborates on system-wide projects within and across disciplines.
- Expert: Coaches and mentors others in developing and implementing both small and large scale improvement projects.

**Evaluate & Improve**

My Self-Assessment
- 8/31/16 _____
- 1/27/17 _____
- 5/12/17 _____
Competency 3: Create improvement science curriculum relevant to program

- **Novice**: Unaware of how program integrates improvement science.
- **Competent**: Aware of program's improvement goals and LCME/RRC requirements for their learners.
- **Proficient**: Compares and appraises improvement models relevant to curriculum for program.
- **Expert**: Assembles tools and works with others to introduce learners to improvement science.
- **Master**: Creates learning activities and provides improvement education content to learners.

**Aware**
- **Design & Deliver**
- **Evaluate & Improve**

**My Self-Assessment**
- 8/31/16
- 1/27/17
- 5/12/17

Name (please print): ____________________________

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Competency 4: Develop scholarly agenda in improvement science

- Novice: Unaware of improvement science literature.
  - My Self-Assessment: 8/31/16

- Competent: Aware of the improvement science literature and references it as needed.
  - My Self-Assessment: 1/27/17

- Proficient: Regularly reads the improvement science literature and stays current with new developments.
  - My Self-Assessment: 5/12/17

- Expert: Designs and leads scholarly projects with explicit description of theory.
  - Disseminates work broadly on improvement science via publications, presentations, internet, etc.
  - My Self-Assessment:

- Master: Advocates for scholarly improvement science activities across professional societies and organizations.
  - Collaborates with relevant leaders to continue to advance acceptance of improvement science as scholarly work.
  - Coaches and mentors others on development and dissemination of scholarly work in improvement science.