Professional

Communicator

Scholar

Medical
Expert

Collaborator

Health
Advocate

Leader

CanMEDS

The CanMEDS 2015 Milestones Guide | Selected milestones

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In the progression through a physician's career, competencies acquired at a given stage are sustained and developed further through subsequent stages. Where a specific milestone for the acquisition of an enabling competency is not specified for a given stage, it should be assumed that earlier milestones for that competency still apply.

Throughout the CanMEDS 2015 Framework and Milestones Guide, reference to the patient's family are intended to include all those who are personally significant to the patient and are concerned with his or her care, including, according to the patient's circumstances, family members, partners, caregivers, legal guardians, and substitute decision-makers.

Filters selected

All roles

All stages

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Medical Expert						
1 Practise medicine within their defined scope of practice and expertise						
1.1 Demonstrate a commitment to high-quality care of their patients	As a learner in the clinical environment, demonstrate a duty of care toward patients		Demonstrate compassion for patients	Under supervision, demonstrate commitment and accountability for patients in their care	Demonstrate a commitment to high-quality care of their patients	Role-model a commitment to high-quality patient care
1.2 Integrate the CanMEDS Intrinsic Roles into their practice of medicine	Describe the CanMEDS Roles and explain how they relate to the practice of medicine	Explain how the Intrinsic Roles need to be integrated into the practice of their discipline to deliver optimal patient care			Integrate the CanMEDS Intrinsic Roles into their practice of medicine	Teach and assess the application of the CanMEDS Competency Framework to medical practice
1.3 Apply knowledge of the clinical and biomedical sciences relevant to their discipline	Apply knowledge of biomedical and clinical sciences to identify, diagnose, and address common clinical problems		Apply clinical and biomedical sciences to manage core patient presentations in their discipline		Apply a broad base and depth of knowledge in clinical and biomedical sciences to manage the breadth of patient presentations in their discipline	Teach aspects of their discipline to other physicians and health care professionals Provide expert opinion to advise government or other organizations or to provide expert legal testimony

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Medical Expert						
1.4 Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner	Perform a patient assessment and provide an interpretation of the clinical situation to the supervising physician		Perform focused clinical assessments with recommendations that are well-documented Recognize urgent problems that may need the involvement of more experienced colleagues and seek their assistance immediately	Perform clinical assessments that address the breadth of issues in each case	Perform appropriately timed clinical assessments addressing the breadth of the discipline with recommendations that are well organized and properly documented in written and/or oral form	Develop system-level processes to facilitate appropriately timed clinical assessments Teach colleagues how to perform consultations Use technology to facilitate consultation for patients who may have limited or delayed access to care
1.5 Carry out professional duties in the face of multiple, competing demands	Recognize competing demands in professional duties and seek assistance in determining priorities		On the basis of patient-centred priorities, seek assistance to prioritize multiple competing tasks that need to be addressed	Maintain a duty of care and patient safety while balancing multiple responsibilities Prioritize patients on the basis of clinical presentations	Carry out professional duties in the face of multiple, competing demands	Teach and role-model how to prioritize professional duties
1.6 Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice	Recognize that there is a degree of uncertainty in all clinical decision-making	Identify clinical situations in which complexity, uncertainty, and ambiguity may play a role in decision-making	Develop a plan that considers the current complexity, uncertainty, and ambiguity in a clinical situation	Adapt care as the complexity, uncertainty, and ambiguity of the patient's clinical situation evolves Seek assistance in situations that are complex or new	Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice	Teach about complexity and clinical care

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Medical Expert						
2 Perform a patient-centred clinical assessment and establish a management plan						
2.1 Prioritize issues to be addressed in a patient encounter	Identify the concerns and goals of the patient and family* for the encounter		Iteratively establish priorities, considering the perspective of the patient and family (including values and preferences) as the patient's situation evolves	Consider clinical urgency, feasibility, availability of resources, and comorbidities in determining priorities to be addressed during the current encounter or during future visits or with other health care practitioners	Prioritize which issues need to be addressed during future visits or with other health care practitioners	
2.2 Elicit a history, perform a physical exam, select appropriate investigations, and interpret their results for the purpose of diagnosis and management, disease prevention, and health promotion	Elicit a history and perform a physical exam that informs the diagnosis Develop a general differential diagnosis relevant to the patient's presentation		Develop a specific differential diagnosis relevant to the patient's presentation	Select and interpret appropriate investigations based on a differential diagnosis Synthesize patient information to determine a diagnosis Focus the clinical encounter, performing it in a time-effective manner, without excluding key elements	Elicit a history, perform a physical exam, select appropriate investigations, and interpret their results for the purpose of diagnosis and management, disease prevention, and health promotion	Conduct a clinical assessment in challenging or unusual situations Conduct a clinical assessment when a second opinion is requested or when a high degree of diagnostic uncertainty has already been established

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Medical Expert						
2.3 Establish goals of care in collaboration with patients and their families, which may include slowing disease progression, treating symptoms. achieving cure, improving function, and palliation	Initiate, under supervision, discussions with the patient and family about goals of care		Work with the patient and family to understand relevant options for care Address with the patient and family their ideas about the nature and cause of the health problem, fears and concerns, and expectations of health care professionals	Address the impact of the medical condition on the patient's ability to pursue life goals and purposes Share concerns, in a constructive and respectful manner, with the patient and family about goals of care that are not felt to be achievable	Establish goals of care in collaboration with the patient and family, which may include slowing disease progression, achieving cure, improving function, and palliation	
2.4 Establish a patient-centred management plan	Develop an initial management plan for common patient presentations		Develop and implement initial management plans for common problems in their discipline Ensure that the patient and family are informed about the risks and benefits of each treatment option in the context of best evidence and guidelines Discuss with the patient and family the degree of uncertainty inherent in all clinical situations	Develop and implement management plans that consider all of the patient's health problems and context in collaboration with the patient and family and, when appropriate, the interdisciplinary team Develop, in collaboration with the patient and family, a plan to deal with clinical uncertainty	Establish a patient-centred management plan	Establish management plans in patient encounters when there are significant disagreements about what is achievable

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Medical Expert						
3 Plan and perform procedures and therapies for the purpose of assessment and/or management						
3.1 Determine the most appropriate procedures and therapies			Describe the indications, contraindications, risks, and alternatives for a given procedure or therapy Describe to patients common procedures or therapies for common conditions in their discipline	Integrate all sources of information to develop a procedural or therapeutic plan that is safe, patient-centred, and considers the risks and benefits of all approaches Integrate planned procedures or therapies into global assessment and management plans	Determine the most appropriate procedures or therapies for the purpose of assessment and/or management	Develop a novel procedure or therapy while respecting ethical standards for experimentation
3.2 Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed procedure or therapy	Describe the ethical principles and legal process of obtaining and documenting informed consent		Obtain informed consent for commonly performed procedures and therapies, under supervision	Use shared decision-making in the consent process, taking risk and uncertainty into consideration	Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed procedure or therapy	

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Medical Expert						
3.3 Prioritize a procedure or therapy, taking into account clinical urgency and available resources		Recognize and discuss the importance of the triaging and timing of a procedure or therapy	Advocate for the timely execution of a patient procedure or therapy	Triage a procedure or therapy, taking into account clinical urgency, potential for deterioration, and available resources Advocate for a patient's procedure or therapy on the basis of urgency and available resources	Prioritize a procedure or therapy, taking into account clinical urgency, potential for deterioration, and available resources	Triage and schedule procedures in complex situations, demonstrating a collaborative approach when competing for limited resources
3.4 Perform a procedure in a skilful and safe manner, adapting to unanticipated findings or changing clinical circumstances	Perform a simple procedure under direct supervision	Demonstrate effective procedural preparation, including the use of a pre-procedure time-out or safety checklist as appropriate Set up and position the patient for a procedure	Perform common procedures in a skilful, fluid, and safe manner with minimal assistance Seek assistance as needed when unanticipated findings or changing clinical circumstances are encountered	Competently perform discipline-specific procedures Document procedures accurately Establish and implement a plan for post-procedure care	Perform procedures in a skilful and safe manner, adapting to unanticipated findings or changing clinical circumstances	Perform specialized procedures that extend beyond routine practice in the discipline Teach the procedures of the discipline to others

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Medical Expert						
4 Establish plans for ongoing care and, when appropriate, timely consultation						
4.1 Implement a patient-centred care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation	Describe the importance of follow-up in patient care		Coordinate investigation, treatment, and follow-up plans when multiple physicians and health care professionals are involved Ensure follow-up on results of investigation and response to treatment	Establish plans for ongoing care, taking into consideration the patient's clinical state, circumstances, preferences, and actions, as well as available resources, best practices, and research evidence Determine the necessity and appropriate timing of consultation	Implement a patient-centred care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation	Develop a novel system of follow-up that is flexible and adaptable to patients, families, and community resources

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Medical Expert						
5 Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety						
5.1 Recognize and respond to harm from health care delivery, including patient safety incidents	Describe the scope and burden of health-care–related harm Define the types of patient safety incidents	Recognize the occurrence of a patient safety incident Differentiate outcomes of medical conditions and diseases from complications related to the inherent risks of treatments and from patient safety incidents	Prioritize the initial medical response to harmful patient safety incident to mitigate further injury Incorporate, as appropriate, into a differential diagnoses, harm from health care delivery	Report patient safety incidents to appropriate institutional representatives Recognize near-misses in real time and respond to correct them, preventing them from reaching the patient Identify potential improvement opportunities arising from harmful patient safety incidents and near misses Participate in an analysis of patient safety incidents	Recognize and respond to harm from health care delivery, including patient safety incidents	Teach how to respond to harm from health care and improve bedside care

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Medical Expert						
5.2 Adopt strategies that promote patient safety and address human and system factors	Describe the individual factors that can affect human performance, including sleep deprivation and stress Describe system factors that can affect patient safety, including resource availability and physical and environmental factors	Describe common types of cognitive and affective bias Describe the principles of situational awareness and their implications for medical practice	Use cognitive aids such as procedural checklists, structured communication tools, or care paths, to enhance patient safety Describe strategies to address human and system factors on clinical practice	Apply the principles of situational awareness to clinical practice	Adopt strategies that promote patient safety and address human and system factors	Evaluate the impact of system changes on the provision of patient care Design safety initiatives, including those that incorporate needs and metrics identified by patients and their families

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Communicator						
1 Establish professional therapeutic relationships with patients and their families						
1.1 Communicate using a patient-centred approach that encourages patient trust and autonomy and is characterized by empathy, respect, and compassion	Describe the key components of a patient-centred approach to medical care Outline the evidence that effective physician–patient communication enhances patient and physician outcomes	Communicate using a patient-centred approach that facilitates patient trust and autonomy and is characterized by empathy, respect, and compassion				Teach and assess the patient-centred approach to communication
1.2 Optimize the physical environment for patient comfort, dignity, privacy, engagement, and safety	Describe elements of the physical environment that affect patient comfort, dignity, privacy, engagement, and safety	Mitigate physical barriers to communication to optimize patient comfort, dignity, privacy, engagement, and safety	Optimize the physical environment for patient comfort, dignity, privacy, engagement, and safety			Participate in institutional/system initiatives to improve the physical environment for patients
1.3 Recognize when the values, biases, or perspectives of patients, physicians, or other health care professionals may have an impact on the quality of care, and modify the approach to the patient accordingly	Describe how patient and physician values, biases, and perspectives can affect clinical encounters			Recognize when the values, biases, or perspectives of patients, physicians, or other health care professionals may have an impact on the quality of care, and modify the approach to the patient accordingly		Teach learners to recognize situations in which patient and physician values, biases, or preferences may threaten the quality of care, and how to modify the approach to patient care

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Communicator						
1.4 Respond to a patient's non-verbal behaviours to enhance communication	Identify non-verbal communication from a patient and family and its impact on physician–patient communication Describe how to utilize non-verbal communication to build rapport	Identify, verify, and validate non-verbal cues on the part of patients and their families Use appropriate non-verbal communication to demonstrate attentiveness, interest, and responsiveness to the patient and family		Respond to patients' non-verbal communication and use appropriate non-verbal behaviours to enhance communication with patients		Demonstrate advanced non-verbal communication skills in difficult situations
1.5 Manage disagreements and emotionally charged conversations	Describe physician, patient, and contextual factors that lead to strong emotions Describe how strong emotions may affect the patient–physician interaction Critically reflect upon emotional encounters and identify how different approaches may have affected the interaction		Recognize when personal feelings in an encounter are valuable clues to the patient's emotional state	Recognize when strong emotions (such as, anger, fear, anxiety, or sadness) are affecting an interaction and respond appropriately Establish boundaries as needed in emotional situations	Manage disagreements and emotionally charged conversations	Teach others to anticipate, recognize, and manage emotions in routine clinical encounters

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Communicator						
1.6 Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstances	Describe models of decision-making along the spectrum from "paternalistic" to "shared" to "autonomous" Describe the importance of capacity assessment Assess and appropriately address the patient's preferred involvement in decisions about care		Assess a patient's decision-making capacity	Tailor approaches to decision-making to patient capacity, values, and preferences	Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstances	Teach others to tailor approaches to decision-making to patient capacity, values, and preferences

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Communicator						
2 Elicit and synthesize accurate and relevant information, incorporating the perspectives of patients and their families						
2.1 Use patient-centred interviewing skills to effectively gather relevant biomedical and psychosocial information	Describe the basic elements of the patient-centred interview Conduct a patient-centred interview under supervision, gathering relevant biomedical and psychosocial information in the context of an uncomplicated presentation of a common medical problem		Conduct a patient-centred interview, gathering all relevant biomedical and psychosocial information for any clinical presentation Integrate and synthesize information about the patient's beliefs, values, preferences, context and expectations with biomedical and psychosocial information	Actively listen and respond to patient cues Integrate, summarize, and present the biopsychosocial information obtained from a patient-centred interview	Use patient-centred interviewing skills to effectively gather relevant biomedical and psychosocial information	Intervene when, during the patient interview, a learner or health care professional ignores the patient's beliefs, values, preferences, context, or expectations
2.2 Provide a clear structure for and manage the flow of an entire patient encounter	Conduct a patient encounter using an organizing framework		Conduct a focused and efficient patient interview, managing the flow of the encounter while being attentive to the patient's cues and responses	Manage the flow of challenging patient encounters, including those with angry, distressed, or excessively talkative individuals	Provide a clear structure for and manage the flow of an entire patient encounter	
2.3 Seek and synthesize relevant information from other sources, including the patient's family, with the patient's consent	Describe potential sources of information that may assist in a given patient's care		Seek and synthesize relevant information from other sources, including the patient's family, with the patient's consent			

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Communicator						
3 Share health care information and plans with patients and their families						
3.1 Share information and explanations that are clear, accurate, and timely, while checking for patient and family understanding	Describe the ethical principles of truth-telling in the physician–patient relationship	Communicate the diagnosis, prognosis and plan of care in a clear, compassionate, respectful, and accurate manner to the patient and family Recognize when to seek help in providing clear explanations to the patient and family	Use strategies to verify and validate the understanding of the patient and family with regard to the diagnosis, prognosis, and management plan	Provide information on diagnosis and prognosis in a clear, compassionate, respectful, and objective manner Convey information related to the patient's health status, care, and needs in a timely, honest, and transparent manner	Communicate clearly with patients and others in the setting of ethical dilemmas	
3.2 Disclose harmful patient safety incidents to patients and their families accurately and appropriately	Describe the ethical, professional, and legal obligations, and policies for, disclosure and reporting of patient safety incidents	Describe the steps in providing disclosure after a patient safety incident		Communicate the reasons for unanticipated clinical outcomes to patients and disclose patient safety incidents Apologize appropriately for a harmful patient safety incident	Disclose patient safety incidents to the patient and family accurately and appropriately Plan and document follow-up to harmful patient safety incident	Lead disclosure teams Conduct peer review and practice assessments related to unexpected clinical outcomes and patient safety incidents Contribute to the improvement of the system of disclosure for patient safety incidents

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Communicator						
4 Engage patients and their families in developing plans that reflect the patient's health care needs and goals						
4.1 Facilitate discussions with patients and their families in a way that is respectful, non-judgmental, and culturally safe	Describe the principles of cross-cultural interviewing Demonstrate interviewing techniques for encouraging discussion, questions, and interaction Conduct culturally safe interviews with close supervision Describe steps for conducting an interview with a translator	Conduct an interview, demonstrating cultural awareness	Explore the perspectives of the patient and others when developing care plans Communicate with cultural awareness and sensitivity		Facilitate discussions with the patient and family in a way that is respectful, non-judgmental, and culturally safe	Teach others and assess their ability to engage patients in a way that is respectful and non-judgmental and that provides cultural safety
4.2 Assist patients and their families to identify, access, and make use of information and communication technologies to support their care and manage their health	Describe the various technologies and information sources available to enhance patients' understanding and management of their health care				Assist the patient and family to identify, access, and make use of information and communication technologies to support care and manage health	Contribute to the development of communication resources and technologies to enhance patient care and medical knowledge

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Communicator						
4.3 Use communication skills and strategies that help patients and their families make informed decisions regarding their health	Describe elements of informed consent	Demonstrate steps to obtaining informed consent	Answer questions from the patient and family about next steps		Use communication skills and strategies that help the patient and family make informed decisions regarding their health	

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Communicator						
5 Document and share written and electronic information about the medical encounter to optimize clinical decision-making, patient safety, confidentiality, and privacy						
5.1 Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements	Describe the functions and principal components of a medical record Describe the regulatory and legal requirements, including privacy legislation, for record keeping Identify potential difficulties and errors in medical record keeping that have a negative impact on patient care or patient safety Document the essential elements of a clinical encounter using a structured approach Include as appropriate in the medical record the patient's narrative* of the illness experience	Organize information in appropriate sections within an electronic or written medical record Maintain accurate and up-to-date problem lists and medication lists	Document information about patients and their medical conditions in a manner that enhances intra-and interprofessinal care Document clinical encounters to adequately convey clinical reasoning and the rationale for decisions	Adapt record keeping to the specific guidelines of their discipline and the clinical context Identify and correct vague or ambiguous documentation	Document clinical encounters in an accurate, complete, timely and accessible manner, and in compliance with legal and privacy requirements	Teach or conduct peer review and practice assessment regarding record keeping practices Use medical record review to assess trainee clinical reasoning and their understanding of their patients as persons

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Communicator						
5.2 Communicate effectively using a written health record, electronic medical record, or other digital technology			Demonstrate reflective listening, open-ended inquiry, empathy, and effective eye contact while using a written or electronic medical record	Adapt use of the health record to the patient's health literacy and the clinical context	Communicate effectively using a written health record, electronic medical record, or other digital technology	Teach others how to effectively communicate with patients while using a medical record Build reminders and clinical practice guidelines into the health record to enhance care
5.3 Share information with patients and others in a manner that respects patient privacy and confidentiality and enhances understanding	Describe the principles and legal requirements for privacy and confidentiality of written and electronic communication Describe the different levels of written and electronic health literacy of patients and their implications for patient care Describe the advantages, limitations and risks of using electronic communication directly with patients (including telehealth) and strategies to reduce these risks	Assess patients' needs and preferences with respect to methods of information sharing		Adapt written and electronic communication to the specificity of the discipline and to the expectations of patients	Share information with patients and others in a manner that respects patient privacy and confidentiality and enhances understanding	Teach others, including patients, how to use electronic communication effectively and safely to protect confidentiality

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Collaborator						
1 Work effectively with physicians and other colleagues in the health care professions						
1.1 Establish and maintain positive relationships with physicians and other colleagues in the health care professions to support relationship-centred collaborative care	Describe relationship-centred care Identify the stages of group development in health care settings Introduce themselves and their role to physicians and other health care professionals Identify opportunities for collaboration among health care professionals along the continuum of care	Compare and contrast enablers of and barriers to collaboration in health care	Respect established rules of their team Receive and appropriately respond to input from other health care professionals Differentiate between task and relationship issues among health care professionals	Anticipate, identify, and respond to patient safety issues related to the function of a team	Establish and maintain healthy relationships with physicians and other colleagues in the health care professions to support relationship-centred collaborative care	Analyze interactions among health care professionals to provide feedback to optimize the performance of a team for the benefit of patients Advocate for organizational structures that support relationship-centred collaborative care Contribute to policy discussions related to collaborative care Teach, assess, or develop the relationship-centred model of collaborative care
1.2 Negotiate overlapping and shared responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care	Describe the importance of professional role diversity and integration in high-quality and safe patient care	Discuss the role and responsibilities of a specialist in their discipline	Describe the roles and scopes of practice of other health care professionals related to their discipline	Consult as needed with other health care professionals, including other physicians	Negotiate overlapping and shared care responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care	Teach and assess the negotiation of role overlap and shared responsibilities with other health care professionals

The CanMEDS 2015 Milestones Guide

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Collaborator						
1.3 Engage in respectful shared decision-making with physicians and other colleagues in the health care professions	Describe strategies to promote the engagement of physicians and other colleagues in the health care professions in shared decision-making	Discuss with the patient and family any plan for involving other health care professionals, including other physicians, in the patient's care	Integrate the patient's perspective and context into the collaborative care plan	Communicate effectively with physicians and other colleagues in the health care professions

Provide timely and necessary written information to colleagues to enable effective relationship-centred care | Engage in respectful shared decision-making with physicians and other colleagues in the health care professions

Use referral and consultation as opportunities to improve quality of care and patient safety by sharing expertise | Integrate feedback into shared decision-making processes as part of a quality improvement initiative

Analyze, for the purposes of teaching others, shared decision-making processes in a given patient's care

Use technology to enhance collaboration in health care |
| **2 Work with physicians and other colleagues in the health care professions to promote understanding, manage differences, and resolve conflicts** | | | | | | |
| 2.1 Show respect toward collaborators | Respect the diversity of perspectives and expertise among health care professionals | Convey information thoughtfully

Respond to requests and feedback in a respectful and timely manner | Actively listen to and engage in interactions with collaborators | Delegate tasks and responsibilities in an appropriate and respectful manner | Show respect toward collaborators | |

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Collaborator						
2.2 Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports a collaborative culture	List factors that contribute to misunderstandings, differences, and conflicts in the health care setting Describe different approaches to promote understanding and manage differences		Identify communication barriers between health care professionals Communicate clearly and directly to promote understanding, manage differences, and resolve conflicts Listen to understand and find common ground with collaborators	Gather the information and resources needed to manage differences and resolve conflicts among collaborators Analyze team dynamics Gain consensus among colleagues in resolving conflicts	Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports a collaborative culture	Act as a consultant to physicians and other health care professionals in the promotion of a culture of collaboration Teach conflict resolution in health care
3 Hand over the care of a patient to another health care professional to facilitate continuity of safe patient care						
3.1 Determine when care should be transferred to another physician or health care professional	Describe how scope of practice can trigger transfer of care Describe common transitions in health care and the process of safe transfer of care		Identify patients requiring handover to other physicians or health care professionals		Determine when care should be transferred to another physician or health care professional	

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Collaborator						
3.2 Demonstrate safe handover of care, using both verbal and written communication, during a patient transition to a different health care professional, setting, or stage of care	Describe a structured framework for transfer of care that ensures the patient, physicians, and other health care professionals understand and agree with all aspects of the care	Describe specific information required for safe handover during transitions in care	Communicate with the receiving physicians or health care professionals during transitions in care, clarifying issues after transfer as needed Communicate with the patient's primary health care professional about the patient's care Summarize the patient's issues in the transfer summary, including plans to deal with the ongoing issues	Organize the handover of care to the most appropriate physician or health care professional Analyze gaps in communication between health care professionals during transitions in care Recognize and act on patient safety issues in the transfer of care	Demonstrate safe handover of care, both verbal and written, during patient transitions to a different health care professional, setting, or stage of care	Teach effective handover, including structured frameworks for safe and effective transfer of care Analyze local handover practices and contribute to process improvements to enhance the safety and effectiveness of transfer of care

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Leader						
1 Contribute to the improvement of health care delivery in teams, organizations, and systems						
1.1 Apply the science of quality improvement to contribute to improving systems of patient care	Describe the relevance of system theories in health care Describe a patient's longitudinal experience through the health care system Describe the domains of health care quality	Describe quality improvement methodologies	Compare and contrast the traditional methods of research design with those of improvement science Compare and contrast systems theory with traditional approaches to quality improvement Seek data to inform practice and engage in an iterative process of improvement	Analyze and provide feedback on processes seen in one's own practice, team, organization, or system Participate in a patient safety and/or quality improvement initiative	Apply the science of quality improvement to contribute to improving systems of patient care	Lead quality improvement initiatives Design processes to mitigate the impact of human and system factors on performance Apply the science of complexity to the improvement of health care Teach quality improvement science Engage physicians and other health care professionals to collaborate in improving systems of patient care

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Leader						
1.2 Contribute to a culture that promotes patient safety	Describe the features of a "just culture" approach to patient safety			Actively encourage all involved in health care, regardless of their role, to report and respond to unsafe situations Engage patients and their families in the continuous improvement of patient safety Model a just culture to promote openness and increased reporting	Contribute to a culture that promotes patient safety	Promote a health care culture that enhances safety and quality Evaluate the culture of an institution or group with respect to patient safety and health quality Champion a just culture to enhance patient safety
1.3 Analyze safety incidents to enhance systems of care	Describe the elements of the health care system that facilitate or protect against patient safety incidents	Describe the available supports for patients and health care professionals when patient safety incidents occur			Analyze harmful patient safety incidents and near misses to enhance systems of care	Implement systems-level improvements in processes for identification of and response to patient safety hazards and patient safety incidents

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Leader						
1.4 Use health informatics to improve the quality of patient care and optimize patient safety		Describe the data available from health information systems in their discipline to optimize patient care		Map the flow of information in the care of their patients and suggest changes for quality improvement and patient safety Use data on measures of clinical performance during team discussions and to support team decision-making	Use health informatics to improve the quality of patient care and optimize patient safety	Participate in systems-based informatics development and improvement Engage others in the adoption and refinement of health information technology for quality improvement Compare service delivery data to accepted targets or goals
2 Engage in the stewardship of health care resources						
2.1 Allocate health care resources for optimal patient care	Describe the differences between cost, efficacy, and value with respect to health care delivery Describe the ethical issues related to resource stewardship in health care Analyze how practice-related decisions affect service utilization and health-system sustainability	Describe the costs of common diagnostic and therapeutic interventions relevant to their discipline	Describe models for resource stewardship in health care used at the institutional level Consider costs when choosing care options	Use clinical judgment to minimize wasteful practices Develop practice-based and system-based rules for resource allocation	Allocate health care resources for optimal patient care	Assess performance of learners in providing high-value care Experiment with care delivery models that may improve care, value, or efficiency

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Leader						
2.2 Apply evidence and management processes to achieve cost-appropriate care	Discuss strategies to overcome the personal, patient, and organizational factors that lead to waste of health care resources Describe how evidence-informed medicine can be applied to optimize health care resource allocation		Apply evidence and guidelines with respect to resource utilization in common clinical scenarios	Determine cost discrepancies between best practice and their current practice Optimize practice patterns for cost-effectiveness and cost control	Apply evidence and management processes to achieve cost-appropriate care	Compare utilization data within and outside their institution to revise processes that are inefficient or unnecessary Engage health care administration and leadership to reduce waste Analyze a proposed practice innovation to determine its cost impact in the clinical microsystem
3 Demonstrate leadership in professional practice						
3.1 Demonstrate leadership skills to enhance health care	Describe leadership styles as they relate to health care Describe how self-awareness, self-reflection, and self-management are important to developing leadership skills	Analyze their own leadership styles, including strengths, weaknesses, and biases		Contribute to a health care change initiative	Demonstrate leadership skills to enhance health care	Provide mentorship and guidance to help others develop leadership skills

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Leader						
3.2 Facilitate change in health care to enhance services and outcomes	Compare and contrast the Canadian health care system with other models around the world Describe the key issues regarding the need to improve health care delivery and the role of physician leadership in this improvement Describe a recent local or national health system change and the basis for acceptance or resistance to this change		Analyze patient feedback to help improve patient experiences and clinical outcomes Describe key health policy and organizational issues in their discipline	Develop a strategy for implementing change in health care with patients, physicians, and other health care professionals Analyze ongoing changes occurring in health care delivery	Facilitate change in health care to enhance services and outcomes	Lead a multidisciplinary team to implement a change in health care delivery Provide consultative advice from a physician perspective to institutional managers and policy-makers
4 Manage their practice and career						
4.1 Set priorities and manage time to integrate practice and personal life	Reflect on and set personal, educational, and professional goals Demonstrate time management skills	Align priorities with expectations for professional practice	Build relationships with mentors Organize work using strategies that address strengths and identify areas to improve in personal effectiveness		Set priorities and manage time to integrate practice and personal life	Adjust priorities to enable participation in clinical care, the profession, and institutional, provincial, national, or international activities Teach and assess time and personal management skills Mentor others

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Leader						
4.2 Manage career planning, finances, and health human resources in a practice	Prioritize career path options on the basis of personal strengths and goals, the needs of society, and current and projected workforce needs	Review opportunities for practice preparation, including choices available for further training Maintain a portfolio and reflect professional development	Examine personal interests and seek career mentorship and counselling	Reconcile expectations for practice with job opportunities and workforce needs Adjust educational experiences to gain competencies necessary for future independent practice Describe remuneration models as they pertain to their discipline Plan practice finances, considering short- and long-term goals	Manage a career and a practice	Teach others about career and financial planning Hire health care professionals according to defined capabilities Align practice with career goals and opportunities

The CanMEDS 2015 Milestones Guide

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Leader						
4.3 Implement processes to ensure personal practice improvement	Manage a personal schedule using tools and technologies	Describe how practice standardization can improve quality of health care		Improve personal practice by evaluating a problem, setting priorities, executing a plan, and analyzing the results	Implement processes to ensure personal practice improvement	Engage regulatory bodies, medical associations, and specialty societies to improve standards of practice Engage others to develop a culture of continuous practice improvement Solicit feedback and external practice audits to drive practice improvement Develop systems to optimize practice management, including the use of checklists, prompts, and standard operating procedures

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Health Advocate						
1 Respond to an individual patient's health needs by advocating with the patient within and beyond the clinical environment						
1.1 Work with patients to address determinants of health that affect them and their access to needed health services or resources	Describe the role of physicians and other health care professionals in patient advocacy Define determinants of health and explain their implications Describe the health care system, identifying obstacles patients and families face in obtaining health care resources	Analyze a given patient's needs for health services or resources related to the scope of their discipline	Demonstrate an approach to working with patients to advocate for health services or resources	Facilitate timely patient access to health services and resources	Work with patients to address the determinants of health that affect them and their access to needed health services or resources	Advocate to administrative or governing bodies on behalf of patients Champion the development, implementation, and promotion of health advocacy teaching
1.2 Work with patients and their families to increase opportunities to adopt healthy behaviours	Describe the value and limitations of promoting healthy behaviours Describe the principles of behaviour change	Identify resources or agencies that address the health needs of patients	Select patient education resources related to their discipline Educate the patient and family about information and communication technologies to improve health	Apply the principles of behaviour change during conversations with patients about adopting healthy behaviours	Work with the patient and family to increase opportunities to adopt healthy behaviours	Create health promotion and education resources

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Health Advocate						
1.3 Incorporate disease prevention, health promotion, and health surveillance into interactions with individual patients	Describe the processes of disease prevention, health promotion, and health surveillance		Work with the patient and family to identify opportunities for disease prevention, health promotion, and health protection	Evaluate with the patient the potential benefits and harms of health screening	Incorporate disease prevention, health promotion, and health surveillance activities into interactions with individual patients	Champion education programs for disease prevention, health promotion, and health surveillance
2 Respond to the needs of the communities or populations they serve by advocating with them for system-level change in a socially accountable manner						
2.1 Work with a community or population to identify the determinants of health that affect them	Describe the health care system, identifying communities or populations facing health inequities		Identify communities or populations they serve who are experiencing health inequities	Analyze current policy or policy developments that affect the communities or populations they serve	Work with a community or population to identify the determinants of health that affect them	Contribute to policy discussions relevant to the determinants of health Engage the communities or populations they serve about ways to improve health
2.2 Improve clinical practice by applying a process of continuous quality improvement to disease prevention, health promotion, and health surveillance activities		Participate in health promotion and disease prevention programs relevant to their practice	Identify patients or populations that are not being optimally served in their clinical practice	Report epidemics or clusters of unusual cases seen in practice, balancing patient confidentiality with duty to protect the public's health	Improve clinical practice by applying a process of continuous quality improvement to disease prevention, health promotion, and health surveillance activities	Collaborate with organizations and surveillance programs to identify populations in need

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Health Advocate						
2.3 Contribute to a process to improve health in the community or population they serve			Partner with others to identify the health needs of a community or population they serve	Appraise available resources to support the health needs of communities or populations they serve Distinguish between the potentially competing health interests of the individuals, communities, and populations they serve	Contribute to a process to improve health in the communities or populations they serve	Partner with others to support, plan, or lead the implementation of a program to improve the health of the communities or populations they serve

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Scholar						
1 Engage in the continuous enhancement of their professional activities through ongoing learning						
1.1 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	Describe the principles of effective learning relevant to medical education Describe learning opportunities, learning resources, and assessment and feedback opportunities relevant to the clinical setting	Describe physicians' obligations for lifelong learning and ongoing enhancement of competence	Create a learning plan in collaboration with a designated supervisor identifying learning needs related to their discipline and career goals Use technology to develop, record, monitor, revise, and report on learning in medicine Demonstrate a structured approach to monitoring progress of learning in the clinical setting	Review and update earlier learning plan(s) with input from others, identifying learning needs related to all CanMEDS Roles to generate immediate and longer-term career goals	Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	Develop a plan to enhance competence across all CanMEDS Roles and update it regularly Coach others to enhance their own learning plans for practice

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Scholar						
1.2 Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources	Identify and prioritize, with guidance, personal learning needs based on formal curriculum learning objectives Define reflective learning as it relates to medicine Use exam results and feedback from teachers and peers to enhance self-assessment and improve learning Compare, with guidance, self-assessment with external assessments		Identify, record, prioritize and answer learning needs that arise in daily work, scanning the literature or attending formal or informal education sessions	Seek and interpret multiple sources of performance data and feedback, with guidance, to continuously improve performance	Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources	Access and summarize sources of performance data applicable to a scope of practice Use practice performance data in dialogue with a peer or mentor to inform a personal performance improvement plan for ongoing learning Revise and monitor a performance improvement plan on the basis of changes to scope of practice
1.3 Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice	Contribute to collaborative group learning Define a community of practice as it relates to medicine		Identify the learning needs of a health care team		Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice	Lead learning activities of a team

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Scholar						
2 Teach students, residents, the public, and other health care professionals						
2.1 Recognize the influence of role-modelling and the impact of the formal, informal, and hidden curriculum on learners	Describe the link between role-modelling and the hidden curriculum		Identify behaviours associated with positive and negative role-modelling	Use strategies for deliberate, positive role-modelling	Recognize the influence of role-modelling and the impact of the formal, informal, and hidden curriculum on learners	Address systemic issues that contribute to the hidden curriculum Apply strategies to mitigate the tensions between formal, informal, and hidden curricula
2.2 Promote a safe learning environment	Describe factors that can positively or negatively affect the learning environment Describe strategies for reporting and managing witnessed or experienced mistreatment		Explain how power differentials between learners and teachers can affect the learning environment		Ensure a safe learning environment for all members of the team	Address systemic or institutional processes that may compromise the safety of the learning environment Coach others about optimizing learning environments
2.3 Ensure patient safety is maintained when learners are involved	Speak up in situations in the clinical training environment where patient safety may be at risk because of learner involvement		Identify unsafe clinical situations involving learners and manage them appropriately	Supervise learners to ensure they work within limitations, seeking guidance and supervision when needed Balance clinical supervision and graduated responsibility, ensuring the safety of patients and learners	Ensure patient safety is maintained when learners are involved	Contribute to guidelines on the supervision of learners with regard to patient safety and quality improvement

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Scholar						
2.4 Plan and deliver a learning activity	Describe the characteristics of effective teachers in medicine		Demonstrate basic skills in teaching others, including peers	Describe how to formally plan a medical education session Describe sources of information used to assess learning needs Define specific learning objectives for a teaching activity Describe clinical teaching strategies relevant to their discipline	Plan and deliver a learning activity	Integrate formal and informal methods of needs assessment to guide the development and/or modification of learning activities Teach the public and other health care stakeholders Use relevant learning theories to enhance the learning of others Coach others to enhance their teaching
2.5 Provide feedback to enhance learning and performance	Describe the features of effective feedback and its importance for teaching and learning		Provide written or verbal feedback to other learners, faculty, and other members of the team		Provide feedback to enhance learning and performance Role-model regular self-assessment and feedback-seeking behaviour	Help learners and teachers manage the emotional impact of giving and receiving feedback Work with recipients of feedback to develop plans for improvement

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Scholar						
2.6 Assess and evaluate learners, teachers, and programs in an educationally appropriate manner	Assess teachers in an honest, fair, and constructive manner Evaluate programs in an honest, fair, and constructive manner Contribute to the assessment of other learners			Appropriately assess junior learners	Assess and evaluate learners, teachers, and programs in an educationally appropriate manner	Plan systematic approaches to the assessment of learners or evaluation of programs Develop a new assessment tool or process
3 Integrate best available evidence into practice						
3.1 Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that can address them	Describe the different kinds of evidence and their roles in clinical decision-making		Recognize uncertainty and knowledge gaps in clinical and other professional encounters relevant to their discipline	Generate focused questions that address practice uncertainty and knowledge gaps		
3.2 Identify, select, and navigate pre-appraised resource	Describe the advantages and limitations of pre-appraised resources Select appropriate sources of knowledge as they relate to addressing focused questions		Contrast the various study designs used in medicine and the quality of various pre-appraised resources		Identify, select, and navigate pre-appraised resources	Coach others to find and select sources of evidence for a given practice-related question

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Scholar						
3.3 Critically evaluate the integrity, reliability, and applicability of health-related research and literature	For a given practice scenario, formulate a well-structured question using a specific framework Identify appropriate sources that answer a practice question		Interpret study findings, including a critique of their relevance to their practice Determine the validity and risk of bias in a source of evidence	Evaluate the applicability (external validity or generalizability) of evidence from a resource Describe study results in both quantitative and qualitative terms	Critically evaluate the integrity, reliability, and applicability of health-related research and literature	
3.4 Integrate evidence into decision-making in their practice	Use evidence, as appropriate, during decision-making Describe the principles of knowledge translation and the knowledge-to-action framework		Discuss the barriers to and facilitators of applying evidence into practice Describe how various sources of information, including studies, expert opinion, and practice audits, contribute to the evidence base of medical practice	Identify new evidence appropriate to their scope of professional practice through quality-appraised evidence-alerting services	Integrate best evidence and clinical expertise into decision-making in their practice	Teach physicians and other health care professionals to effectively integrate evidence into decision-making in their practice
4 Contribute to the creation and dissemination of knowledge and practices applicable to health						
4.1 Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care	Describe the basic scientific principles of research and scholarly inquiry Describe the role of research and scholarly inquiry in health care			Contribute to a scholarly investigation or the dissemination of research findings in their discipline	Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care	Supervise a research project or scholarly inquiry Teach the principles of research and scholarly inquiry to others

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Scholar						
4.2 Identify ethical principles for research and incorporate them into obtaining informed consent, considering potential harms and benefits, and considering vulnerable populations	Describe the ethical principles applicable to research and scholarly inquiry		Discuss and provide examples of the ethical principles applicable to research and scholarly inquiry relevant to their discipline		Identify ethical principles for research and incorporate them into obtaining informed consent, considering harm and benefits, and considering vulnerable populations	Serve as a member on a research ethics board
4.3 Contribute to the work of a research program			Compare and contrast the roles and responsibilities of members of a research team and describe how they differ from clinical and other practice roles and responsibilities	Actively participate as a research team member, balancing the roles and responsibilities of a researcher with the clinical roles and responsibilities of a physician	Contribute to the work of a research program	Create and lead research teams Serve as a research mentor
4.4 Pose questions amenable to scholarly inquiry and select appropriate methods to address them	Describe the characteristics of a well-constructed research question Discuss and critique the possible methods of addressing a given scholarly question		Describe and compare the common methodologies used for scholarly inquiry in their discipline	Select appropriate methods of addressing a given scholarly question	Pose medically and scientifically relevant and appropriately constructed questions amenable to scholarly inquiry	Coach others to pose relevant, appropriately constructed questions that are amenable to scholarly inquiry

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Scholar						
4.5 Summarize and communicate to professional and lay audiences, including patients and their families, the findings of relevant research and scholarly inquiry			Summarize and communicate to peers the findings of applicable research and scholarship		Summarize and communicate to professional and lay audiences, including patients and their families, the findings of relevant research and scholarly inquiry Prepare a manuscript suitable for publication in a peer-reviewed journal	Formally present research and scholarly inquiry findings, including presentations at meetings, and in print and digital media

The CanMEDS 2015 Milestones Guide

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Professional						
1 Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards						
1.1 Exhibit appropriate professional behaviours and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality	Exhibit honesty and integrity with patients, peers, physicians, and other health care professionals Demonstrate caring and compassion Recognize and respect boundaries Demonstrate sensitivity to issues concerning diversity with respect to peers, colleagues, and patients Consistently maintain confidentiality in the clinical setting, while recognizing the special limitations on confidentiality	Consistently prioritize the needs of patients and others to ensure a patient's legitimate needs are met Demonstrate punctuality Complete assigned responsibilities	Independently manage specialty-specific issues of confidentiality, intervening when confidentiality is breached	Manage complex issues while preserving confidentiality Intervene when behaviours toward colleagues and learners undermine a respectful environment	Exhibit appropriate professional behaviours and relationships in all aspects of practice, reflecting honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality	Lead and advise on professionalism and professional behaviour Lead initiatives that promote respectful work environments Demonstrate special expertise in issues of confidentiality and serve as a resource for others
1.2 Demonstrate a commitment to excellence in all aspects of practice	Reflect on experiences in the clinical setting to identify personal deficiencies and modify behaviour accordingly			Analyze how the system of care supports or jeopardizes excellence	Demonstrate a commitment to excellence in all aspects of practice	Systematically address barriers to excellence in clinical care

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Professional						
1.3 Recognize and respond to ethical issues encountered in practice	Describe principles and theories of core ethical concepts Identify appropriate ethical concepts to address ethical issues encountered during clinical and academic activities			Manage ethical issues encountered in the clinical and academic setting	Recognize and respond to ethical issues encountered in independent practice	Advise on complex ethical issues in practice Teach and assess the management of ethical issues in clinical practice
1.4 Recognize and manage conflicts of interest	Describe the implications of potential personal, financial, and institutional conflicts of interest, including conflicts of interest with industry Recognize personal conflicts of interest and demonstrate an approach to managing them			Proactively resolve real, potential, or perceived conflicts of interest transparently and in accordance with ethical, legal, and moral obligations	Recognize and manage conflicts of interest in independent practice	Advise on conflicts of interest in practice and in institutions

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Professional						
1.5 Exhibit professional behaviours in the use of technology-enabled communication	Explain the potential abuses of technology-enabled communication and their relation to professionalism Describe policies related to technology-enabled communication Use technology-enabled communication, including their online profile, in a professional, ethical, and respectful manner Follow relevant policies regarding the appropriate use of electronic medical records			Intervene when aware of breaches of professionalism involving technology-enabled communication	Exhibit professional behaviours in the use of technology-enabled communication	Develop standards and/or policies incorporating the principles of professionalism related to the use of technology-enabled communication

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Professional						
2 Demonstrate a commitment to society by recognizing and responding to societal expectations in health care						
2.1 Demonstrate accountability to patients, society, and the profession by responding to societal expectations of physicians	Describe the social contract between the profession of medicine and society Explain physician roles and duties in the promotion of the public good Describe the levels of reciprocal accountability of medical students, physicians, and the medical profession in relation to individual patients, society, and the profession		Manage tensions between societal and physicians' expectations Describe the tension between the physician's role as advocate for individual patients and the need to manage scarce resources	Demonstrate a commitment to the promotion of the public good in health care, including stewardship of resources Demonstrate a commitment to maintaining and enhancing competence	Demonstrate accountability to patients, society, and the profession by recognizing and responding to societal expectations of the profession	Influence the profession's response to issues of societal accountability Advise institutions on social accountability and the profession
2.2 Demonstrate a commitment to patient safety and quality improvement	Describe the link between professionalism and a commitment to patient safety and quality improvement		Demonstrate a commitment to patient safety and quality improvement through adherence to institutional policies and procedures Monitor institutional and clinical environments and respond to issues that can harm patients or the delivery of health care		Demonstrate a commitment to patient safety and quality improvement initiatives within their own practice environment	

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Professional						
3 Demonstrate a commitment to the profession by adhering to standards and participating in physician-led regulation						
3.1 Fulfill and adhere to the professional and ethical codes, standards of practice, and laws governing practice	Describe the regulatory structures governing physicians and the profession			Describe how to respond to, cope with, and constructively learn from a complaint or legal action Demonstrate accountability to the profession and society with regard to the impact of decisions that are made Describe the relevant codes, policies, standards, and laws governing physicians and the profession including standard-setting and disciplinary and credentialing procedures	Fulfill and adhere to the professional and ethical codes, standards of practice, and laws governing practice	Contribute to the development of professional and ethical codes, standards, or laws governing practice
3.2 Recognize and respond to unprofessional and unethical behaviours in physicians and other colleagues in the health care professions	Describe and recognize key behaviours that are unprofessional or unethical	Respond to peer-group lapses in professional conduct		Describe and identify regulatory codes and procedures relevant to involving a regulatory body in a case of serious unprofessional behaviour or practice	Recognize and respond to unprofessional and unethical behaviours in physicians and other colleagues in the health care professions	Lead systematic initiatives to minimize unprofessional and unethical behaviours in colleagues

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Professional						
3.3 Participate in peer assessment and standard-setting	Describe the principles of peer assessment			Participate in the review of practice, standard setting and quality improvement activities Participate in the assessment of junior learners Prepare a morbidity and mortality report or chart review	Participate in peer assessment and standard-setting	Participate in the regulatory procedures that govern the profession Lead a debrief of a difficult clinical interaction
4 Demonstrate a commitment to physician health and well-being to foster optimal patient care						
4.1 Exhibit self-awareness and manage influences on personal well-being and professional performance	Describe how physicians are vulnerable to physical, emotional, and spiritual illness Use strategies to improve self-awareness to enhance performance Describe the connection between self-care and patient safety		Manage the impact of physical and environmental factors on performance Demonstrate an ability to regulate attention, emotions, thoughts, and behaviours while maintaining capacity to perform professional tasks	Integrate skills that support adaptation and recovery in challenging situations	Exhibit self-awareness and effectively manage influences on personal well-being and professional performance	Role-model and teach self-regulation Advise on strategies to mitigate the negative effects of physical and environmental factors on physician wellness and practice performance Role-model and coach others in resilience

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Professional						
4.2 Manage personal and professional demands for a sustainable practice throughout the physician life cycle	Identify strategies to support personal well-being, a healthy lifestyle and appropriate self-care, with the help of friends, family and a primary health professional.	Recognize evolving professional identity transitions and manage inherent stresses	Describe the influence of personal and environmental factors on the development of a career plan	Manage competing personal and professional priorities	Manage personal and professional demands for a sustainable practice throughout the physician life cycle	Role-model and teach the management of competing personal and professional priorities
	Describe the transitions through a physician's life cycle, including periods of vulnerability					Eliminate system barriers to physicians seeking care
	Seek appropriate health care for their own needs, which could include consultation with a therapist and/or spiritual advisor					Advocate for learning and work environments that provide opportunities for a healthy lifestyle
	Use strategies to mitigate stressors during transitions and enhance professional development					Coach physicians in the transition out of professional practice (retirement)
	Incorporate self-care into personal and professional routines					
	Seek mentorship to address professional development needs					

	Entry to Residency	Transition to Discipline	Foundations of Discipline	Core of Discipline	Transition to Practice	Advanced Expertise
Professional						
4.3 Promote a culture that recognizes, supports, and responds effectively to colleagues in need	Describe the multiple ways in which poor physician health can present, including disruptive behaviour, and offer support to peers when needed Describe the importance of early intervention for colleagues in need of assistance, identify available resources, and describe professional and ethical obligations and options for intervention		Use strategies to mitigate the impact of patient safety incidents	Support others in their professional transitions	Promote a culture that recognizes, supports, and responds effectively to colleagues in need Provide mentorship to colleagues	Role-model and teach learners and colleagues about personal and professional choices to effectively manage their practice Establish a mentorship program Teach and positively influence the behaviour of others to promote a culture of wellness