



## 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

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|  | Entry to Residency  | Transition to Discipline  | Foundations of Discipline   | Core of Discipline  | Transition to Practice   | Advanced Expertise   |
|--|---|---|---|---|--|--|
| <b>Medical Expert</b>  |   |   |   |   |  |  |
| <b>1 Practise medicine within their defined scope of practice and expertise</b>          |   |   |   |   |  |  |
| 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<br><br>Provide expert opinion to advise government or other organizations or to provide expert legal testimony |

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|---|---|---|--|---|--|---|
| <b>Medical Expert</b>   |   |   |  |   |  |   |
| 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<br><br>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<br><br>Teach colleagues how to perform consultations<br><br>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<br><br>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<br><br>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  |

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|---|--|--------------------------|---|--|---|---|
| <b>Medical Expert</b>   |  |                          |   |  |   |   |
| <b>2 Perform a patient-centred clinical assessment and establish a management plan</b>  |  |                          |   |  |   |   |
| 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<br><br>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<br><br>Synthesize patient information to determine a diagnosis<br><br>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<br><br>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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| <b>Medical Expert</b>   |  |                          |  |  |   |  |
| 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 |                          | <p>Work with the patient and family to understand relevant options for care</p> <p>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</p>   | <p>Address the impact of the medical condition on the patient's ability to pursue life goals and purposes</p> <p>Share concerns, in a constructive and respectful manner, with the patient and family about goals of care that are not felt to be achievable</p>   | 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                      |                          | <p>Develop and implement initial management plans for common problems in their discipline</p> <p>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</p> <p>Discuss with the patient and family the degree of uncertainty inherent in all clinical situations</p> | <p>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</p> <p>Develop, in collaboration with the patient and family, a plan to deal with clinical uncertainty</p> | 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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| <b>Medical Expert</b>  |   |   |  |   |  |   |
| <b>3 Plan and perform procedures and therapies for the purpose of assessment and/or management</b>                                     |   |   |  |   |  |   |
| 3.1 Determine the most appropriate procedures and therapies  |   |   | Describe the indications, contraindications, risks, and alternatives for a given procedure or therapy<br><br>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<br><br>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 |   |
| 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<br><br>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 |

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| <b>Medical Expert</b>  |  |   |  |  |  |  |
| 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<br><br>Set up and position the patient for a procedure | Perform common procedures in a skilful, fluid, and safe manner with minimal assistance<br><br>Seek assistance as needed when unanticipated findings or changing clinical circumstances are encountered     | Competently perform discipline-specific procedures<br><br>Document procedures accurately<br><br>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<br><br>Teach the procedures of the discipline to others |
| <b>4 Establish plans for ongoing care and, when appropriate, timely consultation</b>   |  |   |  |  |  |  |
| 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<br><br>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<br><br>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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| <b>Medical Expert</b>  |  |  |   |  |  |  |
| <b>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</b> |  |  |   |  |  |  |
| 5.1 Recognize and respond to harm from health care delivery, including patient safety incidents  | <p>Describe the scope and burden of health-care-related harm</p> <p>Define the types of patient safety incidents</p>   | <p>Recognize the occurrence of a patient safety incident</p> <p>Differentiate outcomes of medical conditions and diseases from complications related to the inherent risks of treatments and from patient safety incidents</p> | <p>Prioritize the initial medical response to harmful patient safety incident to mitigate further injury</p> <p>Incorporate, as appropriate, into a differential diagnoses, harm from health care delivery</p>        | <p>Report patient safety incidents to appropriate institutional representatives</p> <p>Recognize near-misses in real time and respond to correct them, preventing them from reaching the patient</p> <p>Identify potential improvement opportunities arising from harmful patient safety incidents and near misses</p> <p>Participate in an analysis of patient safety incidents</p> | <p>Recognize and respond to harm from health care delivery, including patient safety incidents</p> | <p>Teach how to respond to harm from health care and improve bedside care</p>  |
| 5.2 Adopt strategies that promote patient safety and address human and system factors  | <p>Describe the individual factors that can affect human performance, including sleep deprivation and stress</p> <p>Describe system factors that can affect patient safety, including resource availability and physical and environmental factors</p> | <p>Describe common types of cognitive and affective bias</p> <p>Describe the principles of situational awareness and their implications for medical practice</p>   | <p>Use cognitive aids such as procedural checklists, structured communication tools, or care paths, to enhance patient safety</p> <p>Describe strategies to address human and system factors on clinical practice</p> | <p>Apply the principles of situational awareness to clinical practice</p>  | <p>Adopt strategies that promote patient safety and address human and system factors</p>           | <p>Evaluate the impact of system changes on the provision of patient care</p> <p>Design safety initiatives, including those that incorporate needs and metrics identified by patients and their families</p> |

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| <b>Communicator</b>  |  |   |   |  |                        |   |
| <b>1 Establish professional therapeutic relationships with patients and their families</b>   |  |   |   |  |                        |   |
| 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<br><br>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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| <b>Communicator</b>   |  |   |  |  |  |   |
| 1.4 Respond to a patient's non-verbal behaviours to enhance communication | <p>Identify non-verbal communication from a patient and family and its impact on physician-patient communication</p> <p>Describe how to utilize non-verbal communication to build rapport</p>  | <p>Identify, verify, and validate non-verbal cues on the part of patients and their families</p> <p>Use appropriate non-verbal communication to demonstrate attentiveness, interest, and responsiveness to the patient and family</p> |  | 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            | <p>Describe physician, patient, and contextual factors that lead to strong emotions</p> <p>Describe how strong emotions may affect the patient-physician interaction</p> <p>Critically reflect upon emotional encounters and identify how different approaches may have affected the interaction</p> |   | Recognize when personal feelings in an encounter are valuable clues to the patient's emotional state | <p>Recognize when strong emotions (such as, anger, fear, anxiety, or sadness) are affecting an interaction and respond appropriately</p> <p>Establish boundaries as needed in emotional situations</p> | Manage disagreements and emotionally charged conversations | Teach others to anticipate, recognize, and manage emotions in routine clinical encounters |

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| <b>Communicator</b>   |  |                          |  |   |  |  |
| 1.6 Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstances            | <p>Describe models of decision-making along the spectrum from “paternalistic” to “shared” to “autonomous”</p> <p>Describe the importance of capacity assessment</p> <p>Assess and appropriately address the patient’s preferred involvement in decisions about care</p>  |                          | 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  |
| <b>2 Elicit and synthesize accurate and relevant information, incorporating the perspectives of patients and their families</b> |  |                          |  |   |  |  |
| 2.1 Use patient-centred interviewing skills to effectively gather relevant biomedical and psychosocial information              | <p>Describe the basic elements of the patient-centred interview</p> <p>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</p> |                          | <p>Conduct a patient-centred interview, gathering all relevant biomedical and psychosocial information for any clinical presentation</p> <p>Integrate and synthesize information about the patient’s beliefs, values, preferences, context and expectations with biomedical and psychosocial information</p> | <p>Actively listen and respond to patient cues</p> <p>Integrate, summarize, and present the biopsychosocial information obtained from a patient-centred interview</p> | 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 |

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|--|--|---|---|--|--|--------------------|
| <b>Communicator</b>  |  |   |   |  |  |                    |
| 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                         |  |  |                    |
| <b>3 Share health care information and plans with patients and their families</b>  |  |   |   |  |  |                    |
| 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<br><br>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<br><br>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  |                    |

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| <b>Communicator</b>  |   |  |  |  |  |  |
| 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<br><br>Apologize appropriately for a harmful patient safety incident | Disclose patient safety incidents to the patient and family accurately and appropriately<br><br>Plan and document follow-up to harmful patient safety incident | Lead disclosure teams<br><br>Conduct peer review and practice assessments related to unexpected clinical outcomes and patient safety incidents<br><br>Contribute to the improvement of the system of disclosure for patient safety incidents |
| <b>4 Engage patients and their families in developing plans that reflect the patient's health care needs and goals</b>       |   |  |  |  |  |  |
| 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<br><br>Demonstrate interviewing techniques for encouraging discussion, questions, and interaction<br><br>Conduct culturally safe interviews with close supervision<br><br>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<br><br>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  |

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| <b>Communicator</b>  |  |   |   |                    |   |   |
| 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 |
| 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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| <b>Communicator</b>   |   |   |  |  |   |   |
| <b>5 Document and share written and electronic information about the medical encounter to optimize clinical decision-making, patient safety, confidentiality, and privacy</b> |   |   |  |  |   |   |
| <p>5.1 Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements</p>                         | <p>Describe the functions and principal components of a medical record</p> <p>Describe the regulatory and legal requirements, including privacy legislation, for record keeping</p> <p>Identify potential difficulties and errors in medical record keeping that have a negative impact on patient care or patient safety</p> <p>Document the essential elements of a clinical encounter using a structured approach</p> <p>Include as appropriate in the medical record the patient's narrative* of the illness experience</p> | <p>Organize information in appropriate sections within an electronic or written medical record</p> <p>Maintain accurate and up-to-date problem lists and medication lists</p> | <p>Document information about patients and their medical conditions in a manner that enhances intra-and interprofessional care</p> <p>Document clinical encounters to adequately convey clinical reasoning and the rationale for decisions</p> | <p>Adapt record keeping to the specific guidelines of their discipline and the clinical context</p> <p>Identify and correct vague or ambiguous documentation</p> | <p>Document clinical encounters in an accurate, complete, timely and accessible manner, and in compliance with legal and privacy requirements</p> | <p>Teach or conduct peer review and practice assessment regarding record keeping practices</p> <p>Use medical record review to assess trainee clinical reasoning and their understanding of their patients as persons</p> |
| <p>5.2 Communicate effectively using a written health record, electronic medical record, or other digital technology</p>  |   |   | <p>Demonstrate reflective listening, open-ended inquiry, empathy, and effective eye contact while using a written or electronic medical record</p>   | <p>Adapt use of the health record to the patient's health literacy and the clinical context</p>  | <p>Communicate effectively using a written health record, electronic medical record, or other digital technology</p>                              | <p>Teach others how to effectively communicate with patients while using a medical record</p> <p>Build reminders and clinical practice guidelines into the health record to enhance care</p>                              |



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| <b>Communicator</b>   |   |   |                           |   |   |   |
| 5.3 Share information with patients and others in a manner that respects patient privacy and confidentiality and enhances understanding | <p>Describe the principles and legal requirements for privacy and confidentiality of written and electronic communication</p> <p>Describe the different levels of written and electronic health literacy of patients and their implications for patient care</p> <p>Describe the advantages, limitations and risks of using electronic communication directly with patients (including telehealth) and strategies to reduce these risks</p> | 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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|--|--|---|---|--|---|--|
| <b>Collaborator</b>  |  |   |   |  |   |  |
| <b>1 Work effectively with physicians and other colleagues in the health care professions</b>  |  |   |   |  |   |  |
| 1.1 Establish and maintain positive relationships with physicians and other colleagues in the health care professions to support relationship-centred collaborative care | <p>Describe relationship-centred care</p> <p>Identify the stages of group development in health care settings</p> <p>Introduce themselves and their role to physicians and other health care professionals</p> <p>Identify opportunities for collaboration among health care professionals along the continuum of care</p> | Compare and contrast enablers of and barriers to collaboration in health care | <p>Respect established rules of their team</p> <p>Receive and appropriately respond to input from other health care professionals</p> <p>Differentiate between task and relationship issues among health care professionals</p> | 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 | <p>Analyze interactions among health care professionals to provide feedback to optimize the performance of a team for the benefit of patients</p> <p>Advocate for organizational structures that support relationship-centred collaborative care</p> <p>Contribute to policy discussions related to collaborative care</p> <p>Teach, assess, or develop the relationship-centred model of collaborative care</p> |
| 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  |

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|---|---|---|--|---|--|--|
| <b>Collaborator</b>   |   |   |  |   |  |  |
| 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<br><br>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<br><br>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<br><br>Analyze, for the purposes of teaching others, shared decision-making processes in a given patient's care<br><br>Use technology to enhance collaboration in health care |
| <b>2 Work with physicians and other colleagues in the health care professions to promote understanding, manage differences, and resolve conflicts</b> |   |   |  |   |  |  |
| 2.1 Show respect toward collaborators   | Respect the diversity of perspectives and expertise among health care professionals   | Convey information thoughtfully<br><br>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  |  |

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

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|   | Entry to Residency  | Transition to Discipline   | Foundations of Discipline   | Core of Discipline   | Transition to Practice   | Advanced Expertise  |
|---|---|--|---|--|--|---|
| <b>Collaborator</b>   |   |  |   |  |  |   |
| <p>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</p> | <p>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</p> | <p>Describe specific information required for safe handover during transitions in care</p> | <p>Communicate with the receiving physicians or health care professionals during transitions in care, clarifying issues after transfer as needed</p> <p>Communicate with the patient's primary health care professional about the patient's care</p> <p>Summarize the patient's issues in the transfer summary, including plans to deal with the ongoing issues</p> | <p>Organize the handover of care to the most appropriate physician or health care professional</p> <p>Analyze gaps in communication between health care professionals during transitions in care</p> <p>Recognize and act on patient safety issues in the transfer of care</p> | <p>Demonstrate safe handover of care, both verbal and written, during patient transitions to a different health care professional, setting, or stage of care</p> | <p>Teach effective handover, including structured frameworks for safe and effective transfer of care</p> <p>Analyze local handover practices and contribute to process improvements to enhance the safety and effectiveness of transfer of care</p> |

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

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|  | Entry to Residency  | Transition to Discipline   | Foundations of Discipline | Core of Discipline  | Transition to Practice  | Advanced Expertise  |
|--|---|--|---------------------------|---|---|---|
| <b>Leader</b>  |   |  |                           |   |   |   |
| 1.2 Contribute to a culture that promotes patient safety | Describe the features of a “just culture” approach to patient safety  |  |                           | <p>Actively encourage all involved in health care, regardless of their role, to report and respond to unsafe situations</p> <p>Engage patients and their families in the continuous improvement of patient safety</p> <p>Model a just culture to promote openness and increased reporting</p> | Contribute to a culture that promotes patient safety                                | <p>Promote a health care culture that enhances safety and quality</p> <p>Evaluate the culture of an institution or group with respect to patient safety and health quality</p> <p>Champion a just culture to enhance patient safety</p> |
| 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   |

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|   | Entry to Residency  | Transition to Discipline   | Foundations of Discipline  | Core of Discipline   | Transition to Practice  | Advanced Expertise  |
|---|---|--|--|--|---|---|
| <b>Leader</b>   |   |  |  |  |   |   |
| 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<br><br>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<br><br>Engage others in the adoption and refinement of health information technology for quality improvement<br><br>Compare service delivery data to accepted targets or goals |
| <b>2 Engage in the stewardship of health care resources</b>                                   |   |  |  |  |   |   |
| 2.1 Allocate health care resources for optimal patient care                                   | Describe the differences between cost, efficacy, and value with respect to health care delivery<br><br>Describe the ethical issues related to resource stewardship in health care<br><br>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<br><br>Consider costs when choosing care options | Use clinical judgment to minimize wasteful practices<br><br>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<br><br>Experiment with care delivery models that may improve care, value, or efficiency   |



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|  | Entry to Residency  | Transition to Discipline   | Foundations of Discipline   | Core of Discipline   | Transition to Practice   | Advanced Expertise  |
|--|---|--|---|--|--|---|
| <b>Leader</b>  |   |  |   |  |  |   |
| 2.2 Apply evidence and management processes to achieve cost-appropriate care | <p>Discuss strategies to overcome the personal, patient, and organizational factors that lead to waste of health care resources</p> <p>Describe how evidence-informed medicine can be applied to optimize health care resource allocation</p> |  | Apply evidence and guidelines with respect to resource utilization in common clinical scenarios | <p>Determine cost discrepancies between best practice and their current practice</p> <p>Optimize practice patterns for cost-effectiveness and cost control</p> | Apply evidence and management processes to achieve cost-appropriate care | <p>Compare utilization data within and outside their institution to revise processes that are inefficient or unnecessary</p> <p>Engage health care administration and leadership to reduce waste</p> <p>Analyze a proposed practice innovation to determine its cost impact in the clinical microsystem</p> |
| <b>3 Demonstrate leadership in professional practice</b>                     |   |  |   |  |  |   |
| 3.1 Demonstrate leadership skills to enhance health care                     | <p>Describe leadership styles as they relate to health care</p> <p>Describe how self-awareness, self-reflection, and self-management are important to developing leadership skills</p>  | 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  |

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

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|  | Entry to Residency   | Transition to Discipline   | Foundations of Discipline   | Core of Discipline  | Transition to Practice         | Advanced Expertise   |
|--|--|--|---|---|--------------------------------|--|
| <b>Leader</b>  |  |  |   |   |                                |  |
| 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<br><br>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<br><br>Adjust educational experiences to gain competencies necessary for future independent practice<br><br>Describe remuneration models as they pertain to their discipline<br><br>Plan practice finances, considering short- and long-term goals | Manage a career and a practice | Teach others about career and financial planning<br><br>Hire health care professionals according to defined capabilities<br><br>Align practice with career goals and opportunities |

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|   | Entry to Residency                                      | Transition to Discipline   | Foundations of Discipline | Core of Discipline   | Transition to Practice                                      | Advanced Expertise  |
|---|---|--|---------------------------|--|---|---|
| <b>Leader</b>   |   |  |                           |  |   |   |
| 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 | <p>Engage regulatory bodies, medical associations, and specialty societies to improve standards of practice</p> <p>Engage others to develop a culture of continuous practice improvement</p> <p>Solicit feedback and external practice audits to drive practice improvement</p> <p>Develop systems to optimize practice management, including the use of checklists, prompts, and standard operating procedures</p> |

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|  | Entry to Residency  | Transition to Discipline  | Foundations of Discipline   | Core of Discipline  | Transition to Practice  | Advanced Expertise  |
|--|---|---|---|---|---|---|
| <b>Health Advocate</b>   |   |   |   |   |   |   |
| <b>1 Respond to an individual patient's health needs by advocating with the patient within and beyond the clinical environment</b> |   |   |   |   |   |   |
| 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<br><br>Define determinants of health and explain their implications<br><br>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<br><br>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<br><br>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<br><br>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   |
| 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   |

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|   | Entry to Residency   | Transition to Discipline   | Foundations of Discipline   | Core of Discipline  | Transition to Practice  | Advanced Expertise   |
|---|--|--|---|---|---|--|
| <b>Health Advocate</b>  |  |  |   |   |   |  |
| <b>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</b>       |  |  |   |   |   |  |
| 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<br><br>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   |
| 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<br><br>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             |

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|   | Entry to Residency  | Transition to Discipline   | Foundations of Discipline   | Core of Discipline  | Transition to Practice  | Advanced Expertise  |
|---|---|--|---|---|---|---|
| <b>Scholar</b>  |   |  |   |   |   |   |
| <b>1 Engage in the continuous enhancement of their professional activities through ongoing learning</b>   |   |  |   |   |   |   |
| 1.1 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice   | <p>Describe the principles of effective learning relevant to medical education</p> <p>Describe learning opportunities, learning resources, and assessment and feedback opportunities relevant to the clinical setting</p>   | Describe physicians' obligations for lifelong learning and ongoing enhancement of competence | <p>Create a learning plan in collaboration with a designated supervisor identifying learning needs related to their discipline and career goals</p> <p>Use technology to develop, record, monitor, revise, and report on learning in medicine</p> <p>Demonstrate a structured approach to monitoring progress of learning in the clinical setting</p> | 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   | <p>Develop a plan to enhance competence across all CanMEDS Roles and update it regularly</p> <p>Coach others to enhance their own learning plans for practice</p>   |
| 1.2 Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources | <p>Identify and prioritize, with guidance, personal learning needs based on formal curriculum learning objectives</p> <p>Define reflective learning as it relates to medicine</p> <p>Use exam results and feedback from teachers and peers to enhance self-assessment and improve learning</p> <p>Compare, with guidance, self-assessment with external assessments</p> |  | 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 | <p>Access and summarize sources of performance data applicable to a scope of practice</p> <p>Use practice performance data in dialogue with a peer or mentor to inform a personal performance improvement plan for ongoing learning</p> <p>Revise and monitor a performance improvement plan on the basis of changes to scope of practice</p> |

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|  | Entry to Residency  | Transition to Discipline | Foundations of Discipline   | Core of Discipline                                     | Transition to Practice   | Advanced Expertise   |
|--|---|--------------------------|---|--|--|--|
| <b>Scholar</b>   |   |                          |   |  |  |  |
| 1.3 Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice | <p>Contribute to collaborative group learning</p> <p>Define a community of practice as it relates to medicine</p>   |                          | 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   |
| <b>2 Teach students, residents, the public, and other health care professionals</b>  |   |                          |   |  |  |  |
| 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              | <p>Address systemic issues that contribute to the hidden curriculum</p> <p>Apply strategies to mitigate the tensions between formal, informal, and hidden curricula</p>  |
| 2.2 Promote a safe learning environment  | <p>Describe factors that can positively or negatively affect the learning environment</p> <p>Describe strategies for reporting and managing witnessed or experienced mistreatment</p> |                          | Explain how power differentials between learners and teachers can affect the learning environment |  | Ensure a safe learning environment for all members of the team   | <p>Address systemic or institutional processes that may compromise the safety of the learning environment</p> <p>Coach others about optimizing learning environments</p> |



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|  | Entry to Residency   | Transition to Discipline | Foundations of Discipline  | Core of Discipline  | Transition to Practice   | Advanced Expertise   |
|--|--|--------------------------|--|---|--|--|
| <b>Scholar</b>   |  |                          |  |   |  |  |
| 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<br><br>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  |
| 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<br><br>Describe sources of information used to assess learning needs<br><br>Define specific learning objectives for a teaching activity<br><br>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<br><br>Teach the public and other health care stakeholders<br><br>Use relevant learning theories to enhance the learning of others<br><br>Coach others to enhance their teaching |

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|  | Entry to Residency   | Transition to Discipline | Foundations of Discipline   | Core of Discipline  | Transition to Practice  | Advanced Expertise   |
|--|--|--------------------------|---|---|---|--|
| <b>Scholar</b>   |  |                          |   |   |   |  |
| 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<br>Role-model regular self-assessment and feedback-seeking behaviour | Help learners and teachers manage the emotional impact of giving and receiving feedback<br>Work with recipients of feedback to develop plans for improvement |
| 2.6 Assess and evaluate learners, teachers, and programs in an educationally appropriate manner  | Assess teachers in an honest, fair, and constructive manner<br>Evaluate programs in an honest, fair, and constructive manner<br>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<br>Develop a new assessment tool or process                               |
| <b>3 Integrate best available evidence into practice</b>   |  |                          |   |   |   |  |
| 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 |   |  |

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|   | Entry to Residency  | Transition to Discipline | Foundations of Discipline  | Core of Discipline   | Transition to Practice   | Advanced Expertise   |
|---|---|--------------------------|--|--|--|--|
| <b>Scholar</b>  |   |                          |  |  |  |  |
| 3.2 Identify, select, and navigate pre-appraised resource   | <p>Describe the advantages and limitations of pre-appraised resources</p> <p>Select appropriate sources of knowledge as they relate to addressing focused questions</p>   |                          | <p>Contrast the various study designs used in medicine and the quality of various pre-appraised resources</p>  |  | <p>Identify, select, and navigate pre-appraised resources</p>  | <p>Coach others to find and select sources of evidence for a given practice-related question</p>                                     |
| 3.3 Critically evaluate the integrity, reliability, and applicability of health-related research and literature | <p>For a given practice scenario, formulate a well-structured question using a specific framework</p> <p>Identify appropriate sources that answer a practice question</p> |                          | <p>Interpret study findings, including a critique of their relevance to their practice</p> <p>Determine the validity and risk of bias in a source of evidence</p>  | <p>Evaluate the applicability (external validity or generalizability) of evidence from a resource</p> <p>Describe study results in both quantitative and qualitative terms</p> | <p>Critically evaluate the integrity, reliability, and applicability of health-related research and literature</p> |  |
| 3.4 Integrate evidence into decision-making in their practice   | <p>Use evidence, as appropriate, during decision-making</p> <p>Describe the principles of knowledge translation and the knowledge-to-action framework</p>                 |                          | <p>Discuss the barriers to and facilitators of applying evidence into practice</p> <p>Describe how various sources of information, including studies, expert opinion, and practice audits, contribute to the evidence base of medical practice</p> | <p>Identify new evidence appropriate to their scope of professional practice through quality-appraised evidence-alerting services</p>  | <p>Integrate best evidence and clinical expertise into decision-making in their practice</p>                       | <p>Teach physicians and other health care professionals to effectively integrate evidence into decision-making in their practice</p> |

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|   | Entry to Residency   | Transition to Discipline | Foundations of Discipline  | Core of Discipline   | Transition to Practice   | Advanced Expertise  |
|---|--|--------------------------|--|--|--|---|
| <b>Scholar</b>  |  |                          |  |  |  |   |
| <b>4 Contribute to the creation and dissemination of knowledge and practices applicable to health</b>   |  |                          |  |  |  |   |
| 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<br><br>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<br><br>Teach the principles of research and scholarly inquiry to others |
| 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<br><br>Serve as a research mentor  |

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|   | Entry to Residency   | Transition to Discipline | Foundations of Discipline  | Core of Discipline  | Transition to Practice  | Advanced Expertise  |
|---|--|--------------------------|--|---|---|---|
| <b>Scholar</b>  |  |                          |  |   |   |   |
| 4.4 Pose questions amenable to scholarly inquiry and select appropriate methods to address them   | Describe the characteristics of a well-constructed research question<br><br>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                     |
| 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<br><br>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 |

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|  | Entry to Residency   | Transition to Discipline  | Foundations of Discipline   | Core of Discipline   | Transition to Practice  | Advanced Expertise  |
|--|--|---|---|--|---|---|
| <b>Professional</b>  |  |   |   |  |   |   |
| <b>1 Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards</b>  |  |   |   |  |   |   |
| 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 | <p>Exhibit honesty and integrity with patients, peers, physicians, and other health care professionals</p> <p>Demonstrate caring and compassion</p> <p>Recognize and respect boundaries</p> <p>Demonstrate sensitivity to issues concerning diversity with respect to peers, colleagues, and patients</p> <p>Consistently maintain confidentiality in the clinical setting, while recognizing the special limitations on confidentiality</p> | <p>Consistently prioritize the needs of patients and others to ensure a patient's legitimate needs are met</p> <p>Demonstrate punctuality</p> <p>Complete assigned responsibilities</p> | Independently manage specialty-specific issues of confidentiality, intervening when confidentiality is breached | <p>Manage complex issues while preserving confidentiality</p> <p>Intervene when behaviours toward colleagues and learners undermine a respectful environment</p> | 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 | <p>Lead and advise on professionalism and professional behaviour</p> <p>Lead initiatives that promote respectful work environments</p> <p>Demonstrate special expertise in issues of confidentiality and serve as a resource for others</p> |
| 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  |

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|   | Entry to Residency   | Transition to Discipline | Foundations of Discipline | Core of Discipline   | Transition to Practice  | Advanced Expertise  |
|---|--|--------------------------|---------------------------|--|---|---|
| <b>Professional</b>   |  |                          |                           |  |   |   |
| 1.3 Recognize and respond to ethical issues encountered in practice | <p>Describe principles and theories of core ethical concepts</p> <p>Identify appropriate ethical concepts to address ethical issues encountered during clinical and academic activities</p>  |                          |                           | Manage ethical issues encountered in the clinical and academic setting   | Recognize and respond to ethical issues encountered in independent practice | <p>Advise on complex ethical issues in practice</p> <p>Teach and assess the management of ethical issues in clinical practice</p> |
| 1.4 Recognize and manage conflicts of interest                      | <p>Describe the implications of potential personal, financial, and institutional conflicts of interest, including conflicts of interest with industry</p> <p>Recognize personal conflicts of interest and demonstrate an approach to managing them</p> |                          |                           | 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   |

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|  | Entry to Residency  | Transition to Discipline | Foundations of Discipline | Core of Discipline   | Transition to Practice   | Advanced Expertise   |
|--|---|--------------------------|---------------------------|--|--|--|
| <b>Professional</b>  |   |                          |                           |  |  |  |
| 1.5 Exhibit professional behaviours in the use of technology-enabled communication | <p>Explain the potential abuses of technology-enabled communication and their relation to professionalism</p> <p>Describe policies related to technology-enabled communication</p> <p>Use technology-enabled communication, including their online profile, in a professional, ethical, and respectful manner</p> <p>Follow relevant policies regarding the appropriate use of electronic medical records</p> |                          |                           | 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 |



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

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|  | Entry to Residency   | Transition to Discipline                             | Foundations of Discipline | Core of Discipline   | Transition to Practice   | Advanced Expertise   |
|--|--|--|---------------------------|--|--|--|
| <b>Professional</b>  |  |  |                           |  |  |  |
| <b>3 Demonstrate a commitment to the profession by adhering to standards and participating in physician-led regulation</b>             |  |  |                           |  |  |  |
| 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<br><br>Demonstrate accountability to the profession and society with regard to the impact of decisions that are made<br><br>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          |

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|  | Entry to Residency  | Transition to Discipline | Foundations of Discipline   | Core of Discipline   | Transition to Practice   | Advanced Expertise  |
|--|---|--------------------------|---|--|--|---|
| <b>Professional</b>  |   |                          |   |  |  |   |
| 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<br><br>Participate in the assessment of junior learners<br><br>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<br><br>Lead a debrief of a difficult clinical interaction   |
| <b>4 Demonstrate a commitment to physician health and well-being to foster optimal patient care</b>  |   |                          |   |  |  |   |
| 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<br><br>Use strategies to improve self-awareness to enhance performance<br><br>Describe the connection between self-care and patient safety |                          | Manage the impact of physical and environmental factors on performance<br><br>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<br><br>Advise on strategies to mitigate the negative effects of physical and environmental factors on physician wellness and practice performance<br><br>Role-model and coach others in resilience |

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

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