

This document is to be used in conjunction with the *Pathway to Competence User Guide*, which is available on the Royal College’s website.

Effective for residents who enter training on or after July 1, 2020.

MEDICAL EXPERT MILESTONES: RESIDENCY				
	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
1. Practise medicine within their defined scope of practice and expertise				
1.1. Demonstrate a commitment to high-quality care for their patients		Demonstrate compassion for patients	Demonstrate a commitment to high-quality care of their patients <i>C7</i>	
1.2. Integrate the CanMEDS Intrinsic Roles into their practice of Physical Medicine and Rehabilitation	Explain how the Intrinsic Roles need to be integrated into the practice of Physiatry to deliver optimal patient care			Integrate the CanMEDS Intrinsic Roles into their practice of Physical medicine and Rehabilitation
1.3. Apply knowledge of the clinical and biomedical sciences relevant to Physiatry	Apply knowledge of biomedical and clinical sciences to identify common clinical problems <i>TTD3</i>	Apply clinical and biomedical sciences to manage core patient presentations in Physiatry	Apply clinical and biomedical sciences to manage complex patient presentations in Physical Medicine and Rehabilitation <i>C2</i> Apply knowledge of neuromuscular anatomy and electrophysiology <i>C6a</i> Apply knowledge of the principles, strengths and	Apply a broad base and depth of knowledge in clinical and biomedical sciences to manage the breadth of patient presentations in Physiatry

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			limitations of diagnostic investigations C6a. C6b	
1.4. Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner		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 F2	Perform a clinical assessment that addresses all relevant issues C1. C2. C4	Perform appropriately-timed clinical assessments addressing the breadth of Physiatry with recommendations that are well-organized and properly documented in written and/or oral form
1.5. Carry out professional duties in the face of multiple, competing demands		On the basis of patient-centered 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 based on the urgency of clinical presentation TTP1	Carry out professional duties in the face of multiple, competing demands
1.6. Recognize and respond to the complexity, uncertainty, and ambiguity inherent in physiatry practice	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	Provide evidence informed, patient centred care of one condition in the presence of one or more other conditions C1. C2 Adapt care as the complexity, uncertainty, and ambiguity of the patient's clinical situation evolves C2. C3 Seek assistance in situations that are complex or new	Recognize and respond to the complexity, uncertainty and ambiguity inherent in physiatry practice TTP2a

MEDICAL EXPERT MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
2. Perform a patient-centred clinical assessment and establish a management plan				
2.1. Prioritize issues to be addressed in a patient encounter		<p>Prioritize issues to address in the patient's assessment and management F2</p> <p>Establish priorities for the clinical encounter, incorporating the patient's perspectives, preferences and care needs F2</p> <p>Iteratively establish priorities, considering the perspective of the patient and family (including values and preferences) as the patient's situation evolves C1, C2</p>	<p>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</p>	<p>Prioritize which issues need to be addressed during future visits or with other health care practitioners</p>
2.2. Elicit a history, perform a physical exam and select appropriate investigations, and interpret their results for the purpose of diagnosis and management, disease prevention, and health promotion	<p>Focus the clinical encounter, performing it in a time-effective manner, without excluding key elements TTD2, F2, C1, C2, C3</p> <p>Gather a functional history including ADLs and IADLs TTD1</p> <p>Demonstrate an</p>	<p>Elicit a history and perform a physical exam that informs the diagnosis F1</p> <p>Develop a differential diagnosis relevant to the patient's presentation F1, F2</p>	<p>Elicit an accurate, relevant history C1, C4</p> <p>Perform a physical exam and identify the clinical significance of findings C1</p> <p>Perform a focused physical exam using appropriate technique for examinations in children C4</p>	<p>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</p>

<p>organized approach to the physical examination TTD2</p> <p>Perform a general physical exam TTD2</p> <p>Perform a screening musculoskeletal and/or neurological exam TTD2</p> <p>Develop an ICF-based problem list TTD3</p> <p>Synthesize patient information clearly and succinctly for the purpose of case presentation to other physicians or health care providers TTD3. TTD5</p>		<p>Adapt the clinical assessment to the child's age and developmental stage C4</p> <p>Select and interpret the results of investigations and imaging based on differential diagnosis C3</p> <p>Interpret the results of investigations in the context of the clinical presentation C6b</p> <p>Evaluate the applicability of conflicting data and/or recommendations C1. C2</p> <p>Summarize clinical information in a manner that accurately reflects the patient's presentation C1. C2</p> <p>Synthesize patient information to determine diagnosis</p> <p>Synthesize patient information to determine outcome of psychiatric plan C2</p> <p>Integrate new findings and changing clinical circumstances into the assessment of the patient's clinical status C1. C2</p> <p>Assess a patient's suitability to proceed with electrodiagnostic testing</p>	
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			<p>C6a</p> <p>Assess the quality and validity of the study, and any impact on the diagnostic interpretation</p> <p>C6a</p> <p>Interpret the results of electrodiagnostic testing in the context of the clinical presentation C6a</p>	
<p>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</p>	<p>Ascertain the patient's perspective on their goals of care TTD3</p>	<p>Work with the patient and their 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>Discuss concerns, in a constructive and respectful manner, with the patient and family about goals of care that are not felt to be achievable C1</p>	<p>Establish goals of care in collaboration with the patient and family, which may include slowing disease progression, achieving cure, improving function, and palliation</p>
<p>2.4. Establish a patient-centred management plan</p>		<p>Develop and implement an initial management plan F1, F2</p> <p>Anticipate common complications of disorders and their treatment, and incorporate these considerations in the management plan F1</p> <p>Ensure that the patient and family are informed about the</p>	<p>Develop and implement initial and/or ongoing management plans C3</p> <p>Integrate the results of investigations into the patient centered management plan C6b</p> <p>Integrate the results of electrodiagnostic testing into the patient centered management plan C6a</p>	<p>Establish a patient-centred management plan</p>

*Throughout this document, phrases such as “patients and their families” 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 guardian, and substitute decision-makers.

		<p>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 initial management plans for common pediatric rehabilitation presentations <small>c4</small></p> <p>Develop and implement management plans that consider all of the patient's health problems and needs <small>c1</small></p> <p>Adjust management plans based on clinical status and/or response to therapy <small>c2</small></p> <p>Develop, in collaboration with a patient and his or her family, a plan to deal with clinical uncertainty</p>	
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MEDICAL EXPERT MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
3. Plan and perform procedures and therapies for the purpose of assessment and/or management				
3.1. Determine the most appropriate procedures or therapies		<p>Describe the indications, contraindications, risks, and alternatives for a given procedure or therapy ^{F3, C5}</p> <p>Describe common procedures or therapies for conditions commonly encountered in medicine and surgery to patients ^{F1}</p> <p>Describe common procedures or therapies for conditions commonly encountered in Psychiatry to patients ^{F3, C5}</p>	<p>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</p> <p>Integrate planned procedures or therapies into global assessment and management plans</p>	Determine the most appropriate procedures or therapies for the purpose of assessment and/or management
3.2. Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed procedure or therapy		Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed procedure ^{F3, C5, C6a}	Use shared decision-making in the consent process, taking risk and uncertainty into consideration	
3.3. Prioritize procedures or therapies, taking into account clinical urgency and available resources	Recognize and discuss the importance of the triaging and timing of a procedure or therapy	Consider urgency, and potential for deterioration, in advocating for the timely execution of a procedure or therapy	<p>Balance risk, effectiveness and priority of interventions in the presence of multiple co-morbidities ^{C1, C2}</p> <p>Triage a procedure or therapy, taking into account clinical urgency, potential for deterioration, and available resources</p>	Prioritize a procedure or therapy, taking into account clinical urgency, potential for deterioration, and available resources

			<p>Advocate for a patient's procedure or therapy on the basis of urgency and available resources</p>	
<p>3.4. Perform procedures in a skilful and safe manner, adapting to unanticipated findings or changing clinical circumstances</p>	<p>Demonstrate effective procedure preparation, including the use of a pre-procedure time-out or safety checklist as appropriate</p> <p>Set up and position the patient for a procedure</p>	<p>Gather and/or manage the availability of appropriate instruments and materials F3, C5</p> <p>Position the patient appropriately F3, C5</p> <p>Demonstrate aseptic technique: skin preparation, establishing and respecting the sterile field F3, C5</p> <p>Perform common procedures in a skilful, fluid, and safe manner with minimal assistance F3</p> <p>Seek assistance as needed when unanticipated findings or changing clinical circumstances are encountered</p> <p>Establish and implement a plan for post-procedure care F3, C5</p> <p>Recognize and manage immediate complications of a procedure F3, C5</p>	<p>Perform procedures in a skilful, fluid, and safe manner with minimal assistance C5</p> <p>Document procedures accurately</p> <p>Establish and implement a plan for post-procedure care</p>	<p>Perform procedures in a skilful and safe manner, adapting to unanticipated findings or changing clinical circumstances</p>

MEDICAL EXPERT MILESTONES: RESIDENCY

Transition to discipline

Foundations of discipline

Core of discipline

Transition to practice

4. Establish plans for ongoing care and, when appropriate, timely consultation

<p>4.1. Implement a patient-centred care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation</p>		<p>Coordinate investigation, treatment, and follow-up when multiple physicians and health care professionals are involved F2</p> <p>Ensure follow-up on results of investigation and response to treatment F1</p>	<p>Establish plans for ongoing care, taking into consideration all of the patient's health problems and needs as well as clinical state and preferences C1, C2, C4</p> <p>Determine the frequency and timing of future investigations and visits C2</p> <p>Determine the need and timing of transfer to another level of care C1</p> <p>Determine the need, timing and priority of referral to another physician and/or health care professional C1, C2</p>	<p>Implement a patient-centred care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation</p>
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MEDICAL EXPERT MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
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	<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 adverse events 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>	Recognize and respond to harm from health care delivery, including patient safety incidents
5.2. Adopt strategies that promote patient safety and address human and system factors	<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>	Apply the principles of situational awareness to clinical practice	Adopt strategies that promote patient safety and address human and system factors

COMMUNICATOR MILESTONES: RESIDENCY

Transition to discipline

Foundations of discipline

Core of discipline

Transition to practice

1. Establish professional therapeutic relationships with patients and their families

<p>1.1. Communicate using a patient-centred approach that encourages patient trust and autonomy and is characterized by empathy, respect, and compassion</p>	<p>Communicate using a patient-centred approach that facilitates patient trust and autonomy and is characterized by empathy, respect, and compassion TTD1, F2</p>		<p>Communicate using a patient-centred approach that is age-appropriate c4</p>	
<p>1.2. Optimize the physical environment for patient comfort, dignity, privacy, engagement, and safety</p>	<p>Optimize the physical environment for patient comfort, dignity, privacy, engagement, and safety TTD1, TTD2, F1</p>			
<p>1.3. Recognize when the perspectives, values, or biases 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</p>		<p>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</p>	<p>Modify the approach to the patient, recognizing when the values, biases, or perspectives of patients, physicians, or other health care professionals may have an impact on the quality of care c7</p>	

<p>1.4. Respond to a patient's non-verbal behaviours to enhance communication</p>	<p>Identify, verify, and validate non-verbal cues TTD1, TTD2</p> <p>Use appropriate non-verbal communication to demonstrate attentiveness, interest, and responsiveness to the patient and family TTD1</p>		<p>Manage own non-verbal communication, including in difficult situations C7</p>	
<p>1.5. Manage disagreements and emotionally charged conversations</p>		<p>Recognize when personal feelings in an encounter are valuable clues to the patient's emotional state</p>	<p>Recognize when strong emotions (such as anger, fear, anxiety, or sadness) are impacting an interaction and respond appropriately</p> <p>Establish boundaries as needed in emotional situations</p>	<p>Manage disagreements and emotionally charged conversations</p>
<p>1.6. Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstances</p>		<p>Assess a patient's decision-making capacity</p>	<p>Tailor approaches to decision-making to patient capacity, values, and preferences</p>	<p>Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstances</p>

2. Elicit and synthesize accurate and relevant information, incorporating the perspectives of patients and their families

<p>2.1. Use patient-centred interviewing skills to effectively gather relevant biomedical and psychosocial information</p>	<p>Conduct a patient-centred interview, gathering all relevant biomedical and psychosocial information F1, TTD1</p> <p>Integrate and synthesize information about the patient's beliefs, values, preferences, context and</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>	<p>Use patient-centred interviewing skills to effectively gather relevant biomedical and psychosocial information</p>
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	expectations with biomedical and psychosocial information TTD3			
2.2. Provide a clear structure for and manage the flow of an entire patient encounter	Provide a clear structure for and manage the flow of an entire patient encounter TTD1	Conduct a focused and efficient patient-centred interview, managing the flow of the encounter while being attentive to the patient's cues and responses F1	Manage the flow of challenging patient encounters, including those with angry, distressed, or excessively talkative individuals	
2.3. Seek and synthesize relevant information from other sources, including the patient's family, with the patient's consent	Seek and synthesize relevant information from other sources, including the patient's family, with the patient's consent TTD1, F1, F2			

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 assessing for patient and family understanding	<p>Communicate the diagnosis, prognosis and plan of care in a clear, compassionate, respectful, and accurate manner to the patient and family</p> <p>Use clear and concise language; avoid or adequately explain medical jargon TTD1</p> <p>Recognize when to seek help in providing clear explanations to the patient and family</p>	Use strategies to verify and validate the understanding of the patient and family with regard to the diagnosis, prognosis, and management plan F1, F2	<p>Provide information on diagnosis and prognosis in a clear, compassionate, respectful, and objective manner</p> <p>Convey information related to the patient's health status, care, and needs clearly and compassionately C1, C2, C3</p> <p>Convey results of investigations to the patient clearly and compassionately C6a, C6b</p> <p>Share information and</p>	
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			<p>explanations clearly and accurately and verify patient and family understanding <small>C4</small></p> <p>Communicate effectively with patient during a procedure <small>C5</small></p> <p>Communicate clearly with patients and others in the setting of ethical dilemmas <small>C7</small></p>	
3.2. Disclose harmful patient safety incidents to patients and their families accurately and appropriately	Describe the steps in providing disclosure after a patient safety incident		<p>Communicate the reasons for unanticipated clinical outcomes to patients and disclose patient safety incidents <small>C3</small></p> <p>Apologize appropriately for a harmful patient safety incident</p> <p>Disclose patient safety incidents to the patient and family accurately and appropriately <small>C7</small></p>	

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	Conduct an interview, demonstrating cultural awareness	<p>Explore the perspectives of the patient and others when developing care plans</p> <p>Communicate with cultural awareness and sensitivity</p>	<p>Facilitate discussions with the patient and family in a way that is respectful, non-judgmental, and culturally safe <small>C7</small></p>	
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<p>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</p>				<p>Assist the patient and family to identify, access, and make use of information and communication technologies to support care and manage health</p>
<p>4.3. Use communication skills and strategies that help patients and their families make informed decisions regarding their health</p>	<p>Demonstrate steps to obtaining informed consent</p>	<p>Answer questions from the patient and family about next steps F3</p>		<p>Use communication skills and strategies that help the patient and family make informed decisions regarding their health</p>

5. Document and share written and electronic information about the medical encounter to optimize clinical decision-making, patient safety, confidentiality, and privacy

<p>5.1. Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements</p>	<p>Document relevant patient care orders TTD4</p> <p>Organize information in appropriate sections within an electronic or written medical record TTD4</p> <p>Maintain accurate and up-to-date problem lists and medication lists TTD4</p>	<p>Document information about patients and their medical conditions in a manner that enhances intra- and interprofessional care</p> <p>Document a clinical encounter to adequately convey clinical reasoning and the rationale for decisions F1, F2</p> <p>Document a clinical encounter to convey a procedure and its outcome F3, C5</p>	<p>Document relevant information C3</p> <p>Adapt written and electronic communication to the specificity of the discipline and to the expectations of patients C1</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 TTP1</p>
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<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>5.3. Share information with patients and others in a manner that respects patient privacy and confidentiality and enhances understanding</p>	<p>Assess patients' needs and preferences with respect to methods of information sharing</p>		<p>Adapt written and electronic communication to the specificity of the discipline and to the expectations of patients</p> <p>Share information with patients, families and other health care providers that respects patient privacy and confidentiality and enhances understanding</p> <p>c7</p>	

COLLABORATOR MILESTONES: RESIDENCY

Transition to discipline

Foundations of discipline

Core of discipline

Transition to practice

1. Work effectively with physicians and other colleagues in the health care professions

<p>1.1. Establish and maintain positive relationships with physicians and other colleagues in the health care professions to support relationship-centred collaborative care</p>	<p>Compare and contrast enablers of and barriers to collaboration in health care</p>	<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>	<p>Establish and maintain healthy relationships with physicians and other colleagues in the health care professions to support relationship-centred collaborative care C7, TTP1</p> <p>Anticipate, identify, and respond to patient safety issues related to the function of a team</p>	
<p>1.2. Negotiate overlapping and shared responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care</p>	<p>Discuss the role and responsibilities of a specialist in Psychiatry</p>	<p>Describe the roles and scopes of practice of other health care providers related to Psychiatry</p> <p>Seek and respond to input from other health care professionals F2</p>	<p>Negotiate overlapping and shared care responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care C1, C7, TTP1</p> <p>Consult as needed with other health care professionals, including other physicians</p>	
<p>1.3. Engage in respectful shared decision-making with physicians and other colleagues in the health care professions</p>	<p>Discuss with the patient and family any plan for involving other health care professionals, including other physicians, in the patient's care</p>	<p>Integrate the patient's perspective and context into the collaborative care plan</p> <p>Communicate clearly and directly to promote understanding in the health</p>	<p>Provide timely and necessary written information to colleagues to enable effective relationship-centered care</p> <p>Utilize assisting staff professionally and</p>	<p>Engage in respectful shared decision-making with physicians and other colleagues in the health care professions TTP1</p> <p>Work effectively with</p>

	<p>Communicate effectively with physicians and other health care professionals TTD5</p>	care team F2	<p>effectively C5</p> <p>Use referral and consultation as opportunities to improve quality of care and patient safety by sharing expertise C1. C2</p>	physicians and other colleagues TTPSA2
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2. Work with physicians other colleagues in the health care professions to promote understanding, manage differences, and resolve conflicts

2.1. Show respect toward collaborators	<p>Convey information thoughtfully</p> <p>Respond to requests and feedback in a respectful and timely manner</p> <p>Actively listen to and engage in interactions with collaborators TTD5</p>		<p>Delegate tasks and responsibilities in an appropriate and respectful manner</p>	Show respect toward collaborators
2.2. Implement strategies to promote understanding, manage differences, and resolve conflict in a manner that supports a collaborative culture		<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>	Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports a collaborative culture TTP1

3. Hand over the care of a patient to another health care professional to facilitate continuity of safe patient care

<p>3.1. Determine when care should be transferred to another physician or health care professional</p>		<p>Identify patients requiring handover to other physicians or health care professionals _{F2}</p>	<p>Determine when care should be transferred back to the primary health care professional _{C2}</p>	
<p>3.2. Demonstrate safe handover of care, using both oral and written communication, during a patient transition to a different health care professional, setting, or stage of care</p>	<p>Describe specific information required for safe and effective handover during transitions in care _{TTD5}</p> <p>Summarize the patient's issues in the transfer summary, including plans to deal with the ongoing issues _{TTD5}</p> <p>Communicate with the receiving physician(s) or health care professional(s) during transitions in care, clarifying issues after transfers as needed _{TTD5, C3}</p>	<p>Communicate with the patient's primary health care professional about the patient's care</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>Provide safe, efficient and patient-centred transitions between health care providers as well as between different health care professionals _{C2, C1}</p> <p>Recognize and act on patient safety issues in the transfer of care</p>	<p>Demonstrate safe transfer of care, both verbal and written, during patient transitions to a different healthcare professional, setting, or stage in care</p>

LEADER MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
1. Contribute to the improvement of health care delivery in teams, organizations, and systems				
1.1. Apply the science of quality improvement to systems of patient care	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 of 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
1.2. Contribute to a culture that promotes 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
1.3. Analyze safety incidents to enhance systems of care	Describe the available supports for patients and health care professionals when patient safety incidents			Analyze harmful patient safety incidents and near misses to enhance systems of care <small>TPSA2</small>

	occur			
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 <small>TTPSA2</small>

2. Engage in the stewardship of health care resources

2.1. Allocate health care resources for optimal patient care	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 Apply knowledge of the resources available in the care setting when developing and implementing management plans <small>F1, F2</small> Consider costs when choosing care options <small>C1, C2, C3, C4</small>	Use clinical judgment to minimize wasteful practices <small>C1, C2</small> Develop practice-based and system-based rules for resource allocation	Allocate health care resources for optimal patient care
2.2. Apply evidence and management processes to achieve cost-appropriate care		Apply evidence and guidelines with respect to resource utilization in common clinical scenarios <small>F2</small>	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 <small>TTP1</small>

3. Demonstrate leadership in health care systems

<p>3.1. Demonstrate leadership skills to enhance healthcare</p>	<p>Analyze their own leadership styles, including strengths, weaknesses, and biases</p>		<p>Contribute to a health care change initiative</p>	<p>Demonstrate leadership skills to enhance health care</p> <p>Demonstrate an understanding of the administrative operations of physiatry programs <small>TTPSA2</small></p> <p>Contribute to improvements in professional practice <small>TTPSA2</small></p>
<p>3.2. Facilitate change in health care to enhance services and outcomes</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>	<p>Facilitate change in health care to enhance services and outcomes <small>TTPSA2</small></p>

4. Manage career planning, finances, and health human resources in personal practice(s)

<p>4.1. Set priorities and manage time to integrate practices</p>	<p>Align priorities with expectations for professional practice</p>	<p>Build relationships with mentors</p> <p>Organize work using strategies that address strengths and identify areas to improve in personal effectiveness</p>		<p>Set priorities and manage time to integrate practice and personal life</p> <p>Organize work to manage clinical, scholarly and other responsibilities <small>TTPSA3</small></p> <p>Set priorities and manage time to fulfil diverse responsibilities including clinical, administrative, supervisory and teaching</p>
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				responsibilities <small>TTP1</small>
4.2. Manage a personal professional practice and career	<p>Review opportunities for practice preparation, including choices available for further training</p> <p>Maintain a portfolio and reflect professional development</p>	Examine personal interests and seek career mentorship and counselling	<p>Reconcile expectations for practice with job opportunities and workforce needs</p> <p>Adjust educational experiences to gain competencies necessary for future independent practice</p> <p>Describe remuneration models as they pertain to their discipline</p> <p>Plan practice finances, considering short- and long-term goals</p> <p>Facilitate interprofessional meetings, ensuring engagement and participation of attendees and appropriate time management <small>C7</small></p>	<p>Manage a career and a practice</p> <p>Adjust educational experiences to gain competencies necessary for future practice <small>TTP2a, TTPSA1</small></p>
4.3. Implement processes to ensure personal practice improvement	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

HEALTH ADVOCATE MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
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 and resources	<p>Analyze a given patient's needs for health services or resources related to the scope of Psychiatry</p> <p>Identify a patient's determinants of health and explain their implications TTD3</p> <p>Identify obstacles patients and families face in obtaining health care resources TTD3</p>	<p>Demonstrate an approach to working with patients to advocate for health services or resources</p> <p>Identify social determinants of health that may impact on the patient's care F1</p>	<p>Facilitate timely patient access to services and resources</p>	<p>Work with patients to address the determinants of health that affect them and their access to needed health services or resources</p>
1.2. Work with patients and their families to increase opportunities to adopt healthy behaviours	<p>Identify resources or agencies that address the health needs of patients</p>	<p>Select patient education resources related to Psychiatry</p> <p>Educate the patient and family about information and communication technologies to improve health</p>	<p>Apply the principles of behaviour change during conversations with patients about adopting healthy behaviours C1, C2</p>	<p>Work with the patient and family to increase opportunities to adopt healthy behaviours</p>
1.3. Incorporate disease prevention, health promotion, and health surveillance into interactions with individual patients		<p>Work with the patient and family to identify opportunities for disease prevention, health promotion, and health protection F1, C4</p>	<p>Evaluate with the patient the potential benefits and harms of health screening</p>	<p>Incorporate disease prevention, health promotion, and health surveillance activities into interactions with individual patients</p>

2. Respond to the needs of communities or populations they serve by advocating with them for system-level change in a socially accountable manner

<p>2.1. Work with a community or population to identify the determinants of health that affect them</p>		<p>Identify communities or populations they serve who are experiencing health inequities</p>	<p>Analyze current policy or policy developments that affect the communities or populations they serve</p>	<p>Work with a community or population to identify the determinants of health that affect them</p>
<p>2.2. Improve clinical practice by applying a process of continuous quality improvement to disease prevention, health promotion, and health surveillance activities</p>	<p>Participate in health promotion and disease prevention programs relevant to their practice</p>	<p>Identify patients or populations that are not being served optimally in their clinical practice</p>	<p>Report epidemics or clusters of unusual cases seen in practice, balancing patient confidentiality with the duty to protect the public's health</p>	<p>Improve clinical practice by applying a process of continuous quality improvement to disease prevention, health promotion, and health surveillance activities <small>TTPSA2</small></p>
<p>2.3. Contribute to a process to improve health in the community or population they serve</p>		<p>Partner with others to identify the health needs of a community or population they serve</p>	<p>Appraise available resources to support the health needs of communities or populations they serve</p> <p>Distinguish between potentially competing health interests of the individuals, communities, and populations they serve</p>	<p>Contribute to a process to improve health in the communities or populations served <small>TTPSA2</small></p> <p>Identify and respond to unmet health care needs within one's practice <small>TTPSA1</small></p>

SCHOLAR MILESTONES: RESIDENCY

Transition to discipline

Foundations of discipline

Core of discipline

Transition to practice

1. Engage in the continuous enhancement of their professional activities through ongoing learning

<p>1.1. Develop, implement, monitor, and revise a personal learning plan to enhance professional practice</p>	<p>Describe physicians' obligations for lifelong learning and ongoing enhancement of competence</p>	<p>Create a learning plan in collaboration with a designated supervisor identifying learning needs related to Psychiatry 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>	<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</p>	<p>Develop, implement, and monitor a personal learning plan TTP2a, TTPSA1</p> <p>Develop clear outcomes to assess progress of learning TTPSA1</p> <p>Identify learning needs to enhance competence across all CanMEDS roles TTP2b</p>
<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>		<p>Identify, record, prioritize and answer learning needs that arise in daily work, scanning the literature or attending formal or informal education sessions</p>	<p>Seek and interpret multiple sources of performance data and feedback, with guidance, to continually improve performance</p>	<p>Identify a specific area for improvement related to the needs of their intended community and/or career goals TTPSA1</p> <p>Identify opportunities for learning and improvement by using performance data as a basis for self-reflection TTP2a</p>
<p>1.3. Engage in collaborative learning to continuously improve personal practice and contribute</p>		<p>Identify the learning needs of a health care team</p>		<p>Engage in collaborative learning to continuously improve personal practice and contribute to collective</p>

to collective improvements in practice				improvements in practice
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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		Identify behaviours associated with positive and negative role-modelling	Be a positive role model c8a	Recognize the influence of role-modelling and the impact of the formal, informal, and hidden curriculum on learners
2.2. Promote a safe and respectful learning environment		Explain how power differentials between learners and teachers can affect the learning environment	Create a positive learning environment c8a, c8b	Ensure a safe learning environment for all members of the team
2.3. Ensure patient safety is maintained when learners are involved		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 Be available and accessible to junior learners c8a	Ensure patient safety is maintained when learners are involved
2.4. Plan and deliver learning activities		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	Plan and deliver a learning activity

			<p>Describe clinical teaching strategies relevant to their discipline</p> <p>Identify the learning needs and desired learning outcomes of others C8a, C8b</p> <p>Develop learning objectives for a teaching activity adapting to the audience and setting C8b</p> <p>Present information in an organized manner to facilitate understanding C8a, C8b</p> <p>Use audiovisual aids effectively, as appropriate C8b</p> <p>Provide adequate time for questions and discussion C8b</p>	
<p>2.5. Provide feedback to enhance learning performance</p>		<p>Provide written or verbal feedback to other learners, faculty and other members of the team</p>	<p>Identify behaviours to continue as well as those for improvement C8a</p> <p>Provide examples of learner performance to support the overall assessment C8a</p> <p>Provide specific suggestions for improvement of performance C8a</p> <p>Provide narrative comments</p>	<p>Provide feedback to enhance learning and performance</p> <p>Role-model regular self-assessment and feedback-seeking behaviour</p> <p>Role-model regular self-assessment and feedback seeking behavior TTP2a</p>

			that support the overall assessment _{C8a}	
2.6. Assess and evaluate learners, teachers, and programs in an educationally appropriate manner			Appropriately assess junior learners	Assess and evaluate learners, teachers, and programs in an educationally appropriate manner

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		Recognize uncertainty and knowledge gaps in clinical and other professional encounters relevant to Physiatry _{F1}	Generate focused questions that address practice uncertainty and knowledge gaps _{TTP2a}	
3.2. Identify, select, and navigate pre-appraised resources		Contrast the various study designs used in medicine and the quality of various pre-appraised resources		Identify, select, and navigate pre-appraised resources
3.3. Critically evaluate the integrity, reliability, and applicability of health-related research and literature		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 _{C8b, TTPSA3}	

<p>3.4. Integrate evidence into decision-making in their practice</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 C1, C2, TTP1, TTPSA2</p>	
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4. Contribute to the creation and dissemination of knowledge and practices applicable to health

<p>4.1. Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in healthcare</p>			<p>Contribute to a scholarly investigation or the dissemination of research findings in their discipline</p>	<p>Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care</p>
<p>4.2. Identify ethical principles for research and incorporate them into obtaining informed consent, considering potential harms and benefits, and considering vulnerable populations</p>		<p>Discuss and provide examples of the ethical principles applicable to research and scholarly inquiry relevant to Physiatry</p>		<p>Identify ethical principles in research TTPSA3</p>
<p>4.3. Contribute to the work of a research program</p>		<p>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</p>	<p>Actively participate as a research team member, balancing the roles and responsibilities of a researcher with the clinical roles and responsibilities of a physician</p>	<p>Contribute to the work of a research program</p>

<p>4.4. Pose questions amenable to scholarly investigation and select appropriate methods to address them</p>		<p>Describe and compare the common methodologies used for scholarly inquiry in Physiatry</p>	<p>Generate focused questions for scholarly investigation TTPSA3</p> <p>Select appropriate methods of addressing a given scholarly question TTPSA3</p> <p>Identify, consult and collaborate with content experts and others in the conduct of scholarly work TTPSA3</p>	<p>Pose medically and scientifically relevant and appropriately constructed questions amenable to scholarly investigation</p> <p>Collect data for a scholarly work TTPSA3</p> <p>Perform data analysis TTPSA3</p> <p>Integrate existing literature and findings of data collection TTPSA3</p> <p>Identify areas for further investigation TTPSA3</p>
<p>4.5. Summarize and communicate to professional and lay audiences, including patients and their families, the findings of relevant research and scholarly inquiry</p>		<p>Summarize and communicate to peers the findings of applicable research and scholarship</p>	<p>Summarize the findings of a literature review TTPSA3</p>	<p>Summarize and communicate to professional and lay audiences, including patients and their families, the findings of applicable research and scholarly inquiry</p> <p>Prepare a manuscript suitable for publication in a peer-reviewed journal</p> <p>Defend and disseminate the results of research TTPSA3</p>

PROFESSIONAL MILESTONES: RESIDENCY				
	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
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	<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 TTD1. TTD2. TTD4, TTD5</p>	Independently manage specialty-specific issues surrounding confidentiality, intervening when confidentiality is breached	<p>Manage complex issues while preserving confidentiality</p> <p>Intervene when behaviours among colleagues and/or learners undermine a respectful environment C7. C8a. C8b</p> <p>Complete learner assessments in a timely fashion C8a</p>	<p>Exhibit appropriate professional behaviours and relationships in all aspects of practice, reflecting honesty, integrity, humility, dedication, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality</p> <p>Respond appropriately to feedback from patients, families and health care professionals TTP1</p>
1.2. Demonstrate a commitment to excellence in all aspects of practice and to active participation in collaborative care			Analyze how the system of care supports or jeopardizes excellence	Demonstrate a commitment to excellence in all aspects of practice
1.3. Recognize and respond to ethical issues encountered in practice			<p>Manage ethical issues encountered in the clinical and academic setting</p> <p>Manage ethical issues related to persons with disability encountered in the clinical setting C1. C2. C7</p>	Recognize and respond to ethical issues encountered in independent practice

1.4. Recognize and manage conflicts of interest			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
1.5. Exhibit professional behaviours in the use of technology-enabled communication			Intervene when aware of breaches of professionalism involving technology-enabled communication	Exhibit professional behaviours in the use of technology-enabled communication

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		<p>Manage tensions between societal and physician's 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 TTP2a</p>	<p>Demonstrate accountability to patients, society, and the profession by recognizing and responding to societal expectations of the profession</p> <p>Demonstrate accountability to patients, society and profession by adhering to ethical billing practices TTP1</p> <p>Demonstrate a commitment to active participation in the activities of the profession TTPSA2</p>
2.2. Demonstrate a commitment to patient safety and quality improvement		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 through adherence to institutional policies and procedures _{C3}	Demonstrate a commitment to patient safety and quality improvement initiatives within their own practice environment

3. Demonstrate a commitment to the profession by adhering to standards and participating in physician-led regulation

<p>3.1. Fulfil and adhere to professional and ethical codes, standards of practice, and laws governing practice</p>			<p>Describe how to respond to, cope with, and constructively learn from a complaint or legal action</p> <p>Demonstrate accountability to the profession and society with regard to the impact of decisions that are made</p> <p>Describe the relevant codes, policies, standards, and laws governing physicians and the profession including standard-setting and disciplinary and credentialing procedures</p>	<p>Fulfil and adhere to the professional and ethical codes, standards of practice, and laws governing practice</p> <p>Fulfil professional standards of practice by participating in programs that record continuing professional development (e.g. Royal College Maintenance of Certification Program) ^{TTP2b}</p>
<p>3.2. Recognize and respond to unprofessional and unethical behaviours in physicians and other colleagues in the health care profession</p>	<p>Respond to peer-group lapses in professional conduct</p>		<p>Describe and identify regulatory codes and procedures relevant to involving a regulatory body in a case of serious unprofessional behaviour or practice</p>	<p>Recognize and respond to unprofessional and unethical behaviours in physicians and other colleagues in the health care professions</p>
<p>3.3. Participate in peer assessment and standard-setting</p>			<p>Participate in the review of practice, standard setting and quality improvement activities</p> <p>Participate in the assessment of junior learners</p> <p>Prepare a morbidity and mortality report or chart review</p>	<p>Participate in peer assessment and standard-setting</p>

4. Demonstrate a commitment to physician health and well-being to foster optimal patient care

<p>4.1. Exhibit self-awareness and effectively manage influences on personal wellbeing and professional performance</p>		<p>Manage the impact of physical and environmental factors on performance</p> <p>Demonstrate an ability to regulate attention, emotions, thoughts, and behaviours while maintaining capacity to perform professional tasks</p>	<p>Integrate skills that support adaptation and recovery in challenging situations _{c3}</p>	<p>Exhibit self-awareness and effectively manage influences on personal well-being and professional performance</p> <p>Manage the mental and physical challenges that impact physician wellness and/or performance in demanding or stressful clinical settings _{TTP1}</p>
<p>4.2. Manage personal and professional demands for a sustainable practice throughout the physician life cycle</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>Develop a strategy to manage personal and professional demands for a sustainable independent practice _{TTP2b}</p>
<p>4.3. Promote a culture that recognizes, supports, and responds effectively to colleagues in need</p>		<p>Use strategies to mitigate the impact of patient safety incidents</p>	<p>Support others in their professional transitions</p>	<p>Promote a culture that recognizes, supports, and responds effectively to colleagues in need</p> <p>Provide mentorship to colleagues</p>