

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, 2021.

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 of patients	Demonstrate a commitment to high-quality care of patients			Demonstrate an awareness of what is required to practice safely and effectively in the setting of future practice TP3
1.2 Integrate the CanMEDS Intrinsic Roles into their practice of Forensic Psychiatry		Integrate the CanMEDS Intrinsic Roles into their practice of Forensic Psychiatry		
1.3 Apply knowledge of the clinical, socio-behavioural, and biomedical sciences, as well as medical jurisprudence, relevant to Forensic Psychiatry	Apply knowledge of the ethical principles of Forensic Psychiatry TD3	<p>Apply knowledge of the etiology, symptoms, principles of diagnosis, course of illness, and treatment of all mental health disorders</p> <p>Apply knowledge of the general principles of forensic psychiatry practice</p> <p>Apply knowledge of criminal Forensic Psychiatry</p>	<p>Apply knowledge of the principles of risk assessment, including structured clinical and actuarial tools C6</p> <p>Apply knowledge of the principles of correctional psychiatry, including special issues of prescribing in correctional settings C4</p>	Apply a broad base and depth of knowledge in clinical, socio-behavioural and biomedical sciences, as well as medical jurisprudence, to manage the breadth of Forensic Psychiatry

		<p>Apply knowledge of Canadian legislation and relevant case law F1a F2a C2 C3</p>	<p>Apply knowledge of child and adolescent Forensic Psychiatry</p> <p>Apply knowledge of civil Forensic Psychiatry</p> <p>Apply knowledge of administrative Forensic Psychiatry</p> <p>Apply knowledge of criminal, civil, and tribunal procedures and the rules of evidence C3</p> <p>Apply knowledge of paraphilic disorders and sexually offending behaviours C4</p>	
<p>1.4 Perform appropriately timed assessments with recommendations that are presented in an organized manner</p>		<p>Perform focused assessments with recommendations that are well-documented</p> <p>Address relevant medico-legal questions and competing hypotheses with supporting rationale F1b F2b</p> <p>Recognize urgent problems that may need the involvement of more experienced colleagues and seek their assistance immediately</p>	<p>Perform assessments that address the breadth of issues in each case</p> <p>Develop a forensic psychiatry opinion, applying Canadian jurisprudence C1a</p> <p>Articulate complexities in the case analysis, such as limitations, areas of uncertainty, and competing hypotheses C2</p>	<p>Perform forensic psychiatry evaluations and prepare well documented assessments and recommendations TP1</p> <p>Provide expert testimony in courts and tribunals</p>
<p>1.5 Carry out professional duties in the face of multiple, competing demands</p>			<p>Carry out professional duties in the face of multiple, competing demands</p>	<p>Prioritize multiple clinical duties and other professional demands TP1</p>

1.6 Recognize and respond to the complexity, uncertainty, and ambiguity inherent in forensic psychiatry practice	Seek assistance in situations that are complex or new			Recognize and respond to the complexity, uncertainty, and ambiguity inherent in Forensic Psychiatry practice
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MEDICAL EXPERT MILESTONES: RESIDENCY				
	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
2. Perform a forensic psychiatric clinical assessment and establish a management plan, as applicable				
2.1. Establish the nature of the forensic psychiatry encounter with the patient or evaluatee		Establish the nature of the forensic psychiatry encounter with the patient or evaluatee		
2.2. Prioritize issues to be addressed in a forensic psychiatry encounter		Prioritize which issues need to be addressed during future visits or with other health care practitioners		
2.3. Gather relevant information, perform a mental status exam, select appropriate investigations, and interpret their results for the purpose of diagnosis, risk management, treatment, disease prevention, and health promotion, as applicable	<p>Advise regarding the limits of confidentiality TD3 F1a F2a</p> <p>Advise regarding the right not to participate or answer specific questions TD3</p> <p>Perform a general psychiatric interview and mental status exam TD1</p> <p>Assess the acute risk of harm to self or others TD1</p> <p>Develop a formulation of the case TD1</p>	<p>Focus the encounter, performing it in a time-effective manner without excluding key elements F1a</p> <p>Gather information about the legal issue F1a F2a</p> <p>Gather relevant collateral information F1a F2a</p> <p>Assess risk of self-harm or harm to others F3 C4</p> <p>Assess the impact of co-morbid medical, psychiatric and developmental issues or substance abuse on criminal responsibility, including possible dissimulation F2a</p> <p>Select and interpret the results of standardized testing F1a F2a</p>	<p>Adapt the psychiatric assessment to the context and issues C4</p> <p>Gather relevant information from interview(s), file review and/or collateral sources C1a</p> <p>Select and interpret the results of investigations C1a</p> <p>Select the appropriate risk assessment measurement tool(s) C6</p> <p>Administer the tool correctly C6</p> <p>Interpret results, incorporating knowledge</p>	

		<p>Apply the criteria for Fitness to Stand Trial F1a</p> <p>Apply the criteria for NCRMD F2a</p> <p>Perform ongoing assessments of the patient's condition and risk F3</p> <p>Assess and monitor patient adherence and response to medication and/or treatment F3 C4</p>	<p>of the limitations of the tool C6</p> <p>Integrate all relevant data to develop a case synthesis C1a</p>	
2.4. Establish goals of care in collaboration with patients and their families*, which may include slowing and altering disease progression, treating symptoms, achieving recovery, improving function, and providing supportive care		<p>Establish goals of care in collaboration with the patient and family</p>		
2.5. Establish a patient-centred management plan, addressing biological, psychological, and socio-cultural domains	<p>Propose an initial management plan TD1</p>	<p>Make decisions regarding the appropriate level or setting of care F3</p> <p>Provide a dynamic plan for risk mitigation, rehabilitation and reintegration F3</p>	<p>Provide a flexible management plan that considers relevant aspects of treatment complexities and risk management C4</p>	<p>Establish a patient-centred management plan, addressing biological, psychological, and socio-cultural domains</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.

MEDICAL EXPERT MILESTONES: RESIDENCY

Transition to discipline

Foundations of discipline

Core of discipline

Transition to practice

3. Plan and deliver therapies

3.1 Determine the most appropriate therapies			Determine the most appropriate therapies	
3.2 Obtain and document informed consent, explaining the risks and benefits of, and the rationale for a proposed therapy		Obtain and document substitute consent in patients who are incapable of consenting to treatment		Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed therapy
3.3 Prioritize therapies, taking into account clinical urgency and available resources		Prioritize a therapy, taking into account clinical urgency, and available resources		

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

4.1 Implement a patient-centred care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation

Implement a patient-centred care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation

Determine the need and timing of referral to another health care professional

MEDICAL EXPERT MILESTONES: RESIDENCY

Transition to discipline

Foundations of discipline

Core of discipline

Transition to practice

5. Actively contribute, as an individual practitioner 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

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

Apply policies and procedures to work safely in forensic psychiatry settings ^{TD1}

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 relationships with patients, evaluatees, and third-parties				
1.1. Convey the nature and object of the assessment, and limits of confidentiality to the evaluatee	Convey the nature and object of the assessment, and limits of confidentiality to the evaluatee			
1.2. Communicate with a person-centred approach that encourages trust and autonomy and is characterized by forensic empathy, respect, and compassion	<p>Convey empathy, respect, and compassion <small>TD1</small></p> <p>Convey the purpose and process of an assessment <small>TD3</small></p>	<p>Attend to the therapeutic alliance <small>F3 C4</small></p> <p>Recognize and respond to factors influencing the patient's reactions to the physician and others <small>F3</small></p>	Communicate using a person-centred approach that encourages trust and autonomy and is characterized by forensic empathy, respect, and compassion	
1.3. Optimize the physical environment for the patient's or evaluatee's comfort, dignity, privacy, engagement, and safety		Optimize the physical environment for the patient's or evaluatee's comfort, dignity, privacy, engagement, and safety		

<p>1.4. Recognize when the perspectives, values, or biases of patients, evaluatees, physicians, or other health care or law enforcement professionals may have an impact on the quality of care, and modify the approach to the individual accordingly</p>	<p>Recognize when the values, biases, or perspectives of patients, evaluatees, physicians, or other health care or law enforcement professionals may have an impact on the quality of care, and modify the approach to the individual accordingly</p>		<p>Recognize and respond to boundary, transference, and countertransference issues C4</p>	
<p>1.5. Respond to non-verbal behaviours to enhance communication</p>			<p>Use non-verbal behaviours to convey respect, poise, professionalism, and credibility C3</p>	
<p>1.6. Manage disagreements and emotionally charged conversations</p>	<p>Manage disagreements and emotionally charged conversations</p>			
<p>1.7. Adapt to the unique needs and preferences of each individual and to each individual's clinical condition and circumstances</p>	<p>Adapt to the unique needs and preferences of each individual and to each individual's clinical condition and circumstances</p>			

2. Elicit and synthesize accurate and relevant information

<p>2.1. Use person-centred interviewing skills to effectively gather relevant biomedical and psychosocial information</p>	<p>Use person-centred interviewing skills to effectively gather relevant biomedical and psychosocial information</p>	<p>Use effective interviewing skills F1a F2a</p>		
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2.2. Provide a clear structure for and manage the flow of an entire forensic psychiatry encounter	Demonstrate a clear structure for, and manage the flow of the encounter TD1		Provide a clear structure for and manage the flow of an entire forensic psychiatry encounter	
2.3. Seek and synthesize relevant information from other sources		Seek and synthesize relevant information from other sources		

3. Share information, opinions, and plans as appropriate to the nature of the forensic psychiatry encounter

3.1. Share clear, accurate, and timely information and explanations with patients, while assessing for understanding	Use appropriate language and avoid medical jargon TD3 Use strategies to verify and validate the understanding of the evaluatee TD3		Share clear, accurate, and timely information and explanations with patients, while assessing for understanding	
3.2. Convey clear, concise, accurate, and timely information about an evaluatee to third parties, including evidence-based opinions and conclusions			Convey clear, concise, accurate, and timely information about an evaluatee to third parties, including evidence-based opinions and conclusions	
3.3. Disclose harmful patient safety incidents to patients and their families		Disclose patient safety incidents to the patient and family accurately and appropriately Plan and document follow-up to harmful patient safety incident		

4. Engage patients and their families in developing plans that reflect the patient’s health care needs and meet safety and security needs for the patient and the community

<p>4.1. Facilitate discussions with patients and their families in a way that is respectful, non-judgmental, and culturally safe</p>		<p>Facilitate discussions with the patient and family in a way that is respectful, non-judgmental, and culturally safe</p>		
<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 the patient’s health</p>		<p>Support the patient in gaining a better insight into their issues and making informed decisions regarding their health ^{F3}</p>	<p>Engage patients under involuntary treatment in decision regarding their management, as appropriate</p> <p>Offer referral for professional support, and provide information and links to peer support groups</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 forensic psychiatry encounter, in a manner appropriate to the nature of the encounter to optimize decision-making, patient safety, confidentiality, and privacy, and other goals

<p>5.1. Document forensic psychiatry encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements</p>	<p>Document the consent discussion in an accurate and complete manner TD3</p> <p>Document all relevant findings in an organized and concise manner TD2</p> <p>Document the impression and plan TD2</p> <p>Ensure text is clear and comprehensible without significant typographical and grammatical errors TD2 F1b F2b</p> <p>Complete clinical documentation in a timely manner TD2</p>	<p>Use an accepted logical structure for forensic psychiatry reports F1b F2b</p> <p>Document the case, providing relevant details in a concise and logical manner F1b F2b C2</p> <p>Select language and terminology that is appropriate for the intended audience F1b F2b C3</p> <p>Complete the report in a timely manner F1b F2b C2</p>	<p>Prepare reports that are well written C2</p> <p>Document the forensic opinion in a logical well-supported manner C2</p> <p>Convey information about the case clearly and concisely, including evidence-informed opinions and conclusions C3</p> <p>Respond to questions and cross examination in an appropriate manner C3</p>	<p>Document forensic psychiatry encounters in an accurate, complete, timely and accessible manner, and in compliance with legal and privacy requirements</p>
<p>5.2. Communicate effectively using a written health record, electronic medical record, or other digital technology</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 privacy and confidentiality to the extent possible in the forensic context</p>		<p>Share information with patients and others in a manner that enhances understanding and respects patient privacy and confidentiality to the extent possible in the forensic context</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, law enforcement, and legal systems				
1.1. Establish and maintain positive relationships with physicians and other professionals		Respect established rules of their team		Establish and maintain healthy relationships with physicians and other professionals
1.2. Negotiate overlapping and shared responsibilities with physicians and other professionals in episodic and ongoing care across a variety of forensic settings	Discuss the role and responsibilities of a specialist in Forensic Psychiatry	Describe the roles and scopes of practice of other professionals related to Forensic Psychiatry Work effectively with other health care professionals F3	Make effective use of the scope and expertise of other professionals C5 Receive and appropriately incorporate input from team members C5 Work effectively with other professionals in the health care, criminal, justice, and legal systems C4 C5 TP1 Attend to countertransference from members of the team C5 Consult as needed with other professionals, including other physicians	Negotiate overlapping and shared care responsibilities with physicians and other professionals in episodic and ongoing care across a variety of forensic settings
1.3. Engage in respectful shared decision-making with physicians and other professionals	Communicate clearly with other health professionals TD4	Consult with other professionals, including social workers, criminologists, and psychologists C1a	Engage in respectful shared decision-making with physicians and other professionals	

2. Work with physicians and other colleagues in the health care, law enforcement, and legal professions to promote understanding, manage differences, and resolve conflicts

2.1. Show respect toward collaborators	Treat team members with respect TD4			
2.2. Implement strategies to promote understanding, manage differences, and resolve conflict in a manner that supports a collaborative culture			Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports a collaborative culture Navigate team dynamics C5	

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

3.1. Determine when care should be transferred to another physician or health care professional		Determine when care should be transferred to another physician or health care professional		
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		Demonstrate safe transfer of care, both verbal and written, during patient transitions to a different healthcare professional, setting, or stage in care Ensure communication of and continued adherence to risk management plans during patient transition to another setting or stage of care C4		

LEADER MILESTONES: RESIDENCY

Transition to discipline

Foundations of discipline

Core of discipline

Transition to practice

1. Contribute to the improvement of the delivery of forensic psychiatry services in teams, organizations, and systems

1.1. Apply the science of quality improvement to the delivery of forensic psychiatry services			Apply the science of quality improvement to contribute to improving systems of patient care	
1.2. Contribute to a culture that promotes patient safety				Contribute to a culture that promotes patient safety
1.3. Analyze safety incidents to enhance systems of care		Analyze harmful patient safety incidents and near misses to enhance systems of care		
1.4. Use health informatics to improve the quality of patient care and optimize safety			Use health informatics to improve the quality of patient care and optimize patient safety	

2. Engage in the stewardship of health care and legal resources

2.1. Allocate health care resources for optimal patient care and risk management		Apply knowledge of resources in different settings to provide optimal patient care and/or risk management Use clinical judgment to minimize wasteful practices	Allocate health care resources for optimal patient care Consider costs and optimal utilization of risk management resources when making decisions and recommendations	
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2.2. Apply evidence and management processes to achieve cost-appropriate care and risk-management			Apply evidence and management processes to achieve cost-appropriate care and risk-management	
3. Demonstrate leadership in the health care system				
3.1. Demonstrate leadership skills to enhance healthcare relevant to the Canadian legal system and its facilities		Support and educate members of the team about adherence to risk management plans F3	Support team members to balance clinical care and risk management C4 C5	Demonstrate leadership skills to enhance healthcare relevant to the Canadian legal system and its facilities
3.2. Facilitate change in health care to enhance services and outcomes			Facilitate change in health care to enhance services and outcomes	
4. Manage career planning, finances, and health human resources in personal practice(s)				
4.1. Set priorities and manage time to integrate practice and personal life	Set priorities and manage time to integrate practice and personal life	Complete the assessment in a timely manner F2a		Manage the workload within acceptable turnaround times TP1
4.2. Manage personal professional practice (s) and career	Maintain a portfolio and reflect professional development	Examine personal interests and seek career mentorship and counselling	Reconcile expectations for practice with job opportunities and workforce needs Adjust educational experiences to gain competencies necessary for future independent practice	Manage a career and a practice Examine personal interests and career goals TP3 Adjust educational experiences to gain competencies necessary for future practice TP3

			<p>Describe remuneration models as they pertain to their discipline</p> <p>Plan practice finances, considering short- and long-term goals</p>	<p>Describe remuneration models as they pertain to Forensic Psychiatry TP1</p> <p>Develop and maintain a curriculum vitae with formatting and content appropriate for use in medico-legal proceedings TP2</p>
<p>4.3. Implement processes to ensure personal practice improvement</p>			<p>Implement processes to ensure personal practice improvement</p>	

HEALTH ADVOCATE MILESTONES: RESIDENCY

Transition to discipline

Foundations of discipline

Core of discipline

Transition to practice

1. Respond to a patient’s health needs by advocating with the patient within and beyond the clinical environment

<p>1.1. Work with patients to address determinants of health that affect them, and their access to needed health services and resources</p>		<p>Facilitate patient access to resources and services F3</p>		<p>Work with patients to address the determinants of health that affect them and their access to needed health services or resources</p>
<p>1.2. Work with patients and their families to increase opportunities to adopt healthy behaviours</p>		<p>Work with the patient and family to increase opportunities to adopt healthy behaviours</p>		
<p>1.3. Incorporate disease prevention, health promotion, and health surveillance into interactions with patients</p>		<p>Incorporate disease prevention, health promotion, and health surveillance activities into interactions with 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>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</p>			<p>Improve clinical practice by applying a process of continuous quality</p>	

<p>improvement to disease prevention, health promotion, and health surveillance activities</p>			<p>improvement to disease prevention, health promotion, and health surveillance activities</p>	
<p>2.3. Contribute to a process to improve health in the community or population they serve</p>			<p>Advocate for the ethical psychiatric treatment of those in the legal and correctional settings ^{C4}</p> <p>Minimize stigma and the criminalization of the mentally ill through education of the court, correctional personnel, and others ^{C3}</p>	<p>Contribute to a process to improve health in the communities or populations they serve</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>Develop, implement, monitor, and revise a personal learning plan to enhance professional practice</p> <p>Create a learning plan that is feasible, includes clear deliverables, and a plan for monitoring ongoing achievement TP3</p> <p>Identify resources required to implement a personal learning plan TP3</p> <p>Define learning needs related to personal practice and/or career goals TP3</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 opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources</p>			<p>Interpret data on personal performance to identify opportunities for learning and improvement TP3</p>
<p>1.3. Engage in collaborative learning to continuously improve personal practice and contribute</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	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		Ensure a safe learning environment for all members of the team		
2.3. Ensure patient, evaluatee and learner safety is maintained		Ensure patient, evaluatee and learner safety is maintained		
2.4. Plan and deliver learning activities			Plan and deliver a learning activity	
2.5. Provide feedback to enhance learning and performance				Provide feedback to enhance learning and performance
2.6. Assess and evaluate learners, teachers, and programs in an educationally appropriate manner			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 Forensic Psychiatry			Generate focused questions that address knowledge gaps TP3
3.2. Identify, select, and navigate 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	Critically evaluate the integrity, reliability, and applicability of health-related research and literature			
3.4. Integrate evidence into decision-making in their practice				Integrate best evidence and clinical expertise into decision making C4

4. Contribute to the creation and dissemination of knowledge and practices applicable to Forensic Psychiatry

4.1. Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence		Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence		
4.2. Identify ethical principles for research and incorporate them into obtaining informed		Identify ethical principles for research and incorporate them into obtaining informed consent, considering harm	Adhere to guidelines for ethical research, including obtaining valid consent where appropriate, ensuring	

<p>consent, considering potential harms and benefits, and considering vulnerable populations</p>		<p>and benefits, and considering vulnerable populations</p>	<p>lack of coercion and avoiding harm</p> <p>Provide opportunities for vulnerable individuals such as persons with mental health problems and those involved in the legal/ correctional system to participate in research, as appropriate</p>	
<p>4.3. Contribute to the work of a research program</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>Pose medically and scientifically relevant and appropriately constructed questions amenable to scholarly investigation</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 professional and lay audiences, including patients and their families, the findings of applicable research and scholarly inquiry</p>	

PROFESSIONAL MILESTONES: RESIDENCY

Transition to discipline

Foundations of discipline

Core of discipline

Transition to practice

1. Demonstrate a commitment to patients and evaluatees by applying best practices and adhering to high ethical standards

<p>1.1. Exhibit appropriate professional behaviours and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, respect for diversity, and maintenance of confidentiality</p>	<p>Demonstrate punctuality TD4</p> <p>Complete assigned responsibilities TD4</p>		<p>Exhibit appropriate professional behaviours C5 TP1</p> <p>Demonstrate a commitment to objectivity and honesty C1a C2</p> <p>Demonstrate respect for the administration of justice, the duty to protect others, social responsibility, and striving for objectivity and honesty C3</p> <p>Project a professional demeanour, including attire appropriate for the setting C3</p>	
<p>1.2. Demonstrate a commitment to excellence in all aspects of practice</p>	<p>Demonstrate a commitment to excellence in all aspects of practice</p>		<p>Demonstrate an appreciation of the limits of one's own expertise C3 TP1</p> <p>Prepare for testimony, reviewing all relevant data C3</p>	<p>Strive for objectivity when addressing controversial issues and/or competing findings and presenting forensic psychiatry information in the medico-legal setting</p>
<p>1.3. Recognize and respond to ethical issues encountered in practice</p>	<p>Recognize and respond to ethical issues encountered in independent practice</p>	<p>Apply knowledge of ethical and legal requirements in the assessment of individuals for third parties,</p>		<p>Recognize and recuse oneself from situations if not able to provide fair, objective, and non-partisan opinions or evidence</p>

		including maintaining neutrality and objectivity		
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	
1.5. Exhibit professional behaviours in the use of 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, evaluatees, and society by responding to societal expectations of physicians		Demonstrate accountability to third parties when responding to legal questions	Demonstrate a commitment to maintaining and enhancing competence TP3	Demonstrate accountability to patients, evaluatees, and society, by recognizing and responding to societal expectations of the profession
2.2. Demonstrate a commitment to patient safety and quality improvement				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>Fulfil and adhere to the laws governing patients under the jurisdiction of the Criminal Code Review Board F3</p> <p>Demonstrate accountability to the profession and society with regard to the impact of decisions that are made</p>	<p>Describe how to respond to, cope with, and constructively learn from a complaint or legal action</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 the requirements of the physician's duty to report</p>	<p>Fulfil and adhere to the professional and ethical codes, standards of practice, and laws governing practice TP1</p> <p>Meet legal, ethical, procedural, and behavioural requirements when testifying</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>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>Exhibit self-awareness and effectively manage influences on personal well-being and professional performance</p>	<p>Employ practices that optimize safety and minimize occupational risk F1a F2a C1a</p>	<p>Address personal impact of exposure to traumatizing information in legal cases and/or in providing care</p> <p>Use available resources and support to minimize the impact of stressors on personal health and practice</p>	
<p>4.2. Manage personal and professional demands for a sustainable practice throughout the physician life cycle</p>			<p>Manage personal and professional demands for a sustainable practice throughout the physician life cycle</p>	
<p>4.3. Promote a culture that recognizes, supports, and responds effectively to colleagues in need</p>			<p>Promote a culture that recognizes, supports, and responds effectively to colleagues in need</p>	<p>Provide mentorship to colleagues</p>