

COLLABORATOR (CO)

Key Competencies	Enabling Competencies	Achieved Prior to Clerkship		Achieved Prior to Graduation	
		STAGE 1: End Year 1	STAGE 2: End Year 2	STAGE 3: End Year 3	STAGE 4: End Year 4
CO 1. Work effectively and appropriately within an inter-professional health care team.	1.1 Demonstrate an understanding of the integrated responsibilities and skillsets of all health care team members	a. Identify the various collaborators in the clinical environment who participate in patient care b. Demonstrate a general understanding of the roles, responsibilities and skills of collaborators in the clinical environment	Demonstrate in assessed learning interactions with and roles of health care collaborators in the clinical environment	Demonstrate in all clinical rotations collaborative patient management strategies that reflect contributions of collaborating team members	Demonstrate working with and learning from health care collaborators in the clinical environment
	1.2 Demonstrate the ability to identify, research and communicate new knowledge in patient care with members of the health care team	For simulated case discussions and real and simulated patients: a. Recognize importance and role of a multidisciplinary health care team b. Communicate new knowledge in patient care to member (s) of the health care team	For simulated case discussions and project based learning: a. Recognize role of multidisciplinary health care team b. Research new knowledge in patient care with members of the health care team c. Communicate new knowledge in patient care to member (s) of the health care team	For real patient care across all rotations in clinical learning: a. Participate with member(s) of the health care team to research and communicate and implement knowledge in patient care	For real patient care across all rotations in clinical learning: a. Participate with member(s) of the health care team to research and communicate and implement knowledge in patient care

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	<p>1.3 Work effectively and respectfully with patients, families and health professional partners to assess, plan and provide patient and family-centered care</p>	<p>For simulated case discussions and real patient care: a. Demonstrate respect towards collaborators in all clinical and educational environments understand the principles and implications of patient and family-centered care c. Recognize how to work effectively and respectfully with patients, families and the health care team</p>	<p>For simulated case discussions and patient care: a. Discuss the application of patient and family-centered care b. Demonstrate working effectively and respectfully with patients, families and the health care team to deliver patient and family centered care</p>	<p>For real patient care across all rotations in clinical learning: Demonstrate effective and respectful delivery with patients, families and members of the health care team to provide patient and family-centered care</p>	<p>For real patient care in clinical learning: Demonstrate at the level of an entry resident effective and respectful delivery collaboration with patients, families and members of the health care team to provide patient and family-centered care</p>
	<p>1.4 Participate in shared decision-making with patients, families, and other health care professionals</p>	<p>a. Identify the components of shared decision-making for the roles of patients, families and health care professionals</p>	<p>a. In simulated scenarios participate in shared decision-making for the roles of patients, families and health care professionals</p>	<p>Demonstrate shared decision-making with patients, families and health care professionals during the process of care for patients with acute and complex chronic illness across all clinical rotations</p>	<p>a. Demonstrate shared decision-making with patients, families and health care professionals during the process of care for patients with acute and complex chronic illness in elective learning and simulated cases b. Discuss ways to address breakdown of this process in care</p>

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	<p>1.5 Demonstrate the verbal and written skills necessary to safely handover care to all health care team members in all clinical contexts</p>	<p>a. Articulate the elements of a high quality <i>written</i> “handover of care” document b. Articulate the elements of a high quality <i>verbal</i> handover of care c. Outline the importance of multi-disciplinary involvement in transitions of care d. Recognize the importance during transitions of care of patient and family involvement, shared decision-making and provider-patient communication</p>	<p>a. Articulate the elements of a high quality <i>written</i> “handover of care” document b. Articulate the elements of a high quality <i>verbal</i> handover of care c. Outline the importance of multi-disciplinary involvement in transitions of care d. Recognize the importance during transitions of care of patient and family involvement, shared decision-making and provider-patient communication</p>	<p>a. Perform structured verbal handover of care that includes all relevant information necessary for safe transition of care (severity of illness, patient summary, to-do-items and contingency planning) b. Utilize standardized documentation tools and communication strategies for clear and timely exchange of patient information at care transitions c. Demonstrate up-to-date record keeping of relevant transfer of care documents (e.g., sign-out lists, discharge summaries)</p>	<p>a. Perform structured verbal handover of care that includes all relevant information necessary for safe transition of care (severity of illness, patient summary, to-do-items and contingency planning) b. Utilize standardized documentation tools and communication strategies for clear and timely exchange of patient information at care transitions c. Demonstrate up-to-date record keeping of relevant transfer of care documents (e.g., sign-out lists, discharge summaries)</p>
<p>CO 2. Contribute to a positive professional work and care environment.</p>	<p>2.1 Demonstrate respect for patients, families and all collaborative partners</p>	<p>a. Demonstrate healthy relationships with peers, preceptors, instructors and administrative staff in real patient learning b. Understand an understanding of relationship challenges based on values and diversity how to address them</p>	<p>a. Discuss how to strengthen and advance healthy relationships with peers, preceptors, instructors and administrative staff b. Demonstrate steps to address any of relationship challenges based on values and diversity how to address them</p>	<p>Across all clinical learning environments a. Demonstrate a capacity to build and maintain healthy professional relationships b. Demonstrate respect for patients, families and all collaborators</p>	<p>Across all elective and simulated learning: a. Demonstrate a capacity to build and maintain healthy professional relationships across all clinical environments b. Demonstrate respect for patients, families and all collaborators</p>

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	<p>2.2 Demonstrate how to navigate interpersonal differences, misunderstandings, and limitations of dialogue to foster a positive collaborative professional culture</p>	<p>a. Understand how to recognize and approach conflict b. Explore the different conflict-handling types and their associated unique traits c. Understand different approaches to conflict resolution</p>	<p>a. Demonstrate in simulated learning skills in recognition and addressing to conflict in clinical care b. Demonstrate different conflict-handling types and their associated unique traits c. Demonstrate different approaches to conflict resolution</p>	<p>a. Recognize other team members' approach to conflict b. Synthesize a strategy to manage conflict in teams based on the different conflict-handling types of the individuals involved c. Demonstrate the capacity to resolve conflicts that occur with colleagues related to issues such as prioritization of duties</p>	<p>a. Demonstrate a strategy to manage conflict in teams based on the different conflict-handling types of the individuals involved b. Demonstrate approaches to deal with conflict as a leader of and member of a health care team</p>
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