LEADER (LE)

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
LE 1. Contribute to the improvement of health care delivery in teams, organizations and systems.	1.1 Discuss the science of quality improvement as applied to improving systems of care	a. Understand the science of quality improvement and the elements of the Model for Improvement	a. Given a simulated or real-life quality problem apply the science of quality improvement and the elements of the Model for Improvement as follows: i. Construct a "SMART" aim statement ii. Summarize the outcome, process and balancing measures iii. Apply basic quality improvement tools such as process maps and fishbone/Ishikawa diagrams iv. Develop change ideas which reflect the root cause analysis v. Propose a Plan-Do-Study-Act cycle vi. Elucidate the biases, successes & challenges of change implementation b. summarize the differences between quality improvement and traditional research	a. Demonstrate the science of quality improvement and the elements of the Model for Improvement by proposing change ideas for a patient safety incident in a clinical setting b. Demonstrate how patient and/or family engagement may facilitate quality improvement c. Discuss the importance of active stakeholder engagement in quality improvement initiatives	

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1.2 Contribute to the promotion of patient safety through quality improvement	b. Understand the culture of safety in hospital and office practice settings c. Understand the barriers to a culture of safety including the impact of highly hierarchical systems	c.Demonstrate an understanding of the culture of safety in hospital and office practice settings d.Evaluate how legislated standards focused on safety in clinical settings (such as operating room checklist, physician office emergency kit) contribute to patient safety e.Summarize the barriers to a culture of safety including the impact of highly hierarchical systems f.Apply the concepts and principles (behavioral choices, duties and skills) of a just culture to quality and patient safety in health care organizations in simulated case discussions	a.Recognize and report a patient safety incident in a simulated or supervised clinical setting in a constructive manner, including avoiding the adoption of a name-blame-shame approach b.Demonstrate recognition of the diverse expertise of inter-professional quality improvement team member c.Discuss legislated standards for safety with safety checklists	a. articipate in an inter-professional team approach to a quality improvement problem in simulated or supervised settings b. nalyze barriers in simulated or supervised clinical situations which may deter from a culture of safety including the impact of highly hierarchical systems

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| | 1.3 Demonstrate the ability to analyze and address patient safety incidents to enhance care | Summarize the overall burden of healthcare associated harm (i.e., patient safety incidents) in Canada

Recognize how management systems rely on modeling to ensure the ongoing monitoring and evaluation of patient safety and quality of care

Explain how the five characteristics of high reliability organizations contribute to an environment of quality and safety | Demonstrate in a project or case based learning

a. Discuss the overall burden of healthcare associated harm (i.e., patient safety incidents) in Canada

b. Discuss how management systems rely on modeling to ensure the ongoing monitoring and evaluation of patient safety and quality of care

c. Document explain how the five characteristics of high reliability organizations contribute to an environment of quality and safety | Participate openly and transparently in the analysis of real and/or simulated patient safety incidents

Evaluate your health care organization for the five characteristics of high reliability organizations | Analyze comprehensively and non-judgmentally real and/or simulated patient safety incidents by using a systems approach and applying the elements of recognized frameworks (e.g., Canadian Incident Analysis Framework1) |

LEADER (LE)	1.4 Utilize health informatics to improve the quality of care and optimize patient safety	Evaluate how the capture, organization, tabulation and display of health information may impact patient care, information exchange, and the safety and efficiency of healthcare delivery in simulated case discussions. Assess the benefits, limitations and possible problems with EHRs and EMRs. Recognize circumstances where the structure of EHRs and EMRs and the way health data is recorded may distort the data and negatively affect patient care and safety. Provide examples of how Health System Use of Data and interoperability are relevant in medical practice and can strengthen the health system to optimize quality of care and patient safety. Use information and communication technologies to enhance knowledge, skills and judgment in providing evidence-informed, safe, effective and efficient patient care in simulated case discussions.	Evaluate how the capture, organization, tabulation and display of health information may impact patient care, information exchange, and the safety and efficiency of healthcare delivery in simulated case discussions. Assess the benefits, limitations and possible problems with EHRs and EMRs. Recognize circumstances where the structure of EHRs and EMRs and the way health data is recorded may distort the data and negatively affect patient care and safety. Provide examples of how Health System Use of Data and interoperability are relevant in medical practice and can strengthen the health system to optimize quality of care and patient safety. Use information and communication technologies to enhance knowledge, skills and judgment in providing evidence-informed, safe, effective and efficient patient care in simulated case discussions. Articulate an information need and gather relevant data from a variety of sources, including literature, web-based resources, electronic health records and databases. Critically evaluate the reliability, quality and comprehensiveness of data used to inform healthcare decisions.	Assess benefits and limitation of health information systems in real patient care Demonstrate strategies for data entry in EHRs and EMRs in a way that supports safe and effective care and avoids common user errors. Employ decision-support tools as an adjunct to clinical judgment in providing timely, evidence-based, safe interventions in real or simulated patient care scenarios.	Advocate for and implement harm-reduction strategies to mitigate the human, technological and infrastructure limitations that have the potential to lead to distortion of data interpretation, in real or simulated patient care scenarios. Utilize strategies for data entry in EHRs and EMRs in a way that supports safe and effective care and avoids common user errors. Utilize outputs from an EMR to develop individualized resources for patient care. For example, creation of information handouts for patients and families or preparation of a list of online support resources. Appraise, consolidate, apply and evaluate electronic and print information acquired to care for and manage patients, keeping in mind their unique biopsychosocial and cultural circumstances.

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	1.5 Demonstrate an understanding of the governance and financial operations of the Canadian healthcare system	Understand the governance and funding models the Canadian healthcare with models from other countries.
		
		Understand the impact of funding and governance of the healthcare system on quality improvement and patient safety.
		
		Regarding hospitals and healthcare providers' handling of patient safety incidents, evaluate the role of:
		
		Identify large scale organizational or provincial efforts that measure and track quality performance (e.g. NSQIP, QBPs in Ontario).
			Compare and contrast the governance and funding models of the Canadian healthcare system with models from other countries.
			
			Evaluate models of physician and non-physician professional funding in Canada and other countries for their pros and cons.
			
			Assess the impact of funding and governance of the healthcare system on quality improvement and patient safety.
			
			  i. professional regulations (e.g., Quality of Care Information Protection Act – QCIPA);
			
			  ii. regulators (e.g., provincial licensing bodies); and
			
			  iii. protectors (e.g., Canadian Medical Protective Association).
			
			e. Identify large scale organizational or provincial efforts that measure and track quality performance (e.g. NSQIP, QBPs in Ontario).
				Evaluate the impact of funding and governance of the healthcare system on quality improvement and patient safety in a real patient care scenario.
				
				Demonstrate an approach to handling patient safety incidents in real or simulated patient care
					Apply strategies to measure and track quality performance in a real or simulated patient care scenario.

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LE 2. Demonstrate the ability to utilize resources for cost-effective healthcare.	2.1 Understand how optimal patient care is impacted by healthcare resources	a. Understand resource stewardship, appropriate allocation of health care resources, high value care and effective care b. Understand how resource stewardship has implications on both patient and societal levels	a. Discuss the elements of the 'Triple Aim' of health care (achieving improved population health, enhanced patient experience, at the lowest per capita cost) b. Define value in healthcare in terms of quality divided by cost c. Demonstrate knowledge of the phenomena of resource stewardship, appropriate allocation of health care resources, high value care and effective care d. Evaluate how resource stewardship has implications on both patient and societal levels e. Articulate harms that may occur with medical under or overuse	a. Demonstrate an approach to patient care that respects the principles of resource stewardship and high value care b. Identify situations when a patient has been harmed by medical overuse c. Identify barriers that trainees and other health care providers face when trying to apply principles of resource stewardship during their clinical work	a. Discuss a situation when a patient has been harmed by medical overuse b. Discuss methods to overcome barriers to resource stewardship e. Discuss the need to balance resource stewardship and individual patient advocacy

	2.2 Apply evidence-based processes to deliver cost-appropriate care across all patient care contexts	a. Articulate quality indicators developed to measure health care cost and value b. Explore processes, models, and international organizations (including Choosing Wisely) that are dedicated to promoting and educating health care providers and patients about resource stewardship and high value care	a. Utilize the different health care costs, including direct costs, opportunity costs, downstream costs, and quality-adjusted life-year cost effectiveness b. Utilize quality indicators developed to measure health care cost and value c. Evaluate the impact of excess health care spending on quality of care d. Discuss processes, models, and international organizations (including Choosing Wisely) that are dedicated to promoting and educating health care providers and patients about resource stewardship and high value care e. Examine factors that promote overuse of healthcare resources on an individual and organizational level f. Weigh the nature of variations in health care utilization and spending patterns across individuals, organizations and provincial or national jurisdictions	a. Utilize processes and tools, such as decision aids, that serve to promote the appropriate use of healthcare resources b. Identify wastes in the health care environment	a. Identify health care delivery processes that support high-value care b. Discuss strategies to help eliminate waste in the health care environment c. Identify data sources that may provide information on an institution's and/or department's clinical performance relative to peer organizations
	2.3 Describe how public health and health policy shape the delivery of our healthcare system	a. Define public health and health policy terms b. Articulate how delivery of our healthcare system is influenced by public health and health policy.		Discuss on how delivery of our healthcare system is influenced by public health and health policy.	

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LE 3. Demonstrate key elements of leadership in your role as an individual, professional, team contributor and a member of the community.	3.1 Apply the principles of change management to enhance healthcare outcomes	a. Define the core metrics of health system performance measurement b. Recognize the role of physician leadership in health care systems improvement c. Articulate how health care leadership impacts patient experiences and clinical outcomes	a. Appraise the performance of the Canadian health care system including comparing it internationally b. Discuss the role of physician leadership in health care systems improvement c. Examine a recent local and/or national health system change and the basis for acceptance or resistance to this change d. Articulate the key components, purpose and use of health informatics in health information systems e. Demonstrate a working knowledge of health informatics f. Examine how health and population information can be used for disease surveillance, adverse event tracking, population health monitoring, and risk management g. Review the principles of managing and using health and population information	a. Explore the roles of clinical clerks and residents for change in clinical settings b. Reflect on examples of: positive and negative patient experiences, and successful and unsuccessful patient outcomes to identify why positive/successful results were achieved, and how negative/unsuccessful results could be improved c. Evaluate the role and potential impact of information and communication technologies to deliver patient-centred care to diverse populations in a variety of settings d. Contrast the benefits and limitations of various health information systems and apply this knowledge to patient management, patient safety and continuous quality improvement in all clinical environments where one works	a. Discuss the roles that physicians play in various clinical settings and their accountability for system improvement and optimal patient outcomes b. Explore the roles of clinical clerks and residents as both learners and health care providers in clinical settings c. Explore how a change in local and/or national health policy has had an impact on clinical performance d. Evaluate the role and potential impact of information and communication technologies to deliver patient-centred care to diverse populations in a variety of settings e. Assess benefits and limitations of health information systems in clinical environments f. Contrast the benefits and limitations of various health information systems and apply this knowledge to patient management, patient safety and continuous quality improvement in all clinical environments where one works

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	3.2 Set priorities and manage time to integrate professional responsibilities and your personal life	a. Develop a systematic approach to learning and a time management strategy for your career b. Articulate the importance of punctuality in clinical service settings	a. Demonstrate a systematic approach to learning and a time management strategy for pre-clerkship b. Demonstrate a plan for balance and prioritization of personal with professional life	a. Develop a to learning and a time management strategy for clerkship b. Demonstrate punctuality in clinical service settings c. Make, and adhere to, a rational plan each work day to ensure clinical obligations are met d. Develop short-, medium- and long-term learning goals in clinical service settings and seek feedback and guidance on goal selection and attainment	a. Develop a systematic approach to learning and a time management strategy for clerkship b. Demonstrate punctuality in clinical service settings c. Make, and adhere to, a rational plan each work day to ensure clinical obligations are met d. Develop short-, medium- and long-term learning goals in clinical service settings and seek feedback and guidance on goal selection and attainment
	3.3 Implement processes to ensure personal and professional continuous improvement	a. Elucidate the forces that drive health human resource planning b. Develop a strategy for creating and maintaining a curriculum vitae c. Demonstrate skills of reflection on one's abilities, aptitudes and interests and how these relate to career choices as one is exposed to them d. Access opportunities for career exploration in both scheduled and unscheduled timeframes	a. Elucidate the forces that drive health human resource planning b. Develop a strategy for creating and maintaining a curriculum vitae c. Demonstrate skills of reflection on one's abilities, aptitudes and interests and how these relate to career choices as one is exposed to them d. Access opportunities for career exploration in both scheduled and unscheduled timeframes	a. Demonstrate an understanding of residency and longer term career opportunities in specific disciplines and programs when choosing priorities for residency matching and incorporate those as well as personal factors in selecting choices for residency applications b. Create written materials and establish effective interviewing skills for residency applications	a. Demonstrate an understanding of residency and longer term career opportunities in specific disciplines and programs when choosing priorities for residency matching and incorporate those as well as personal factors in selecting choices for residency applications b. Create written materials and establish effective interviewing skills for residency applications

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	3.4 Participate effectively in respectful and effective decision making as a member of inter-professional health care teams	a. Outline the features of respectful and effective decision-making b. Recognize importance of role of inter-professional health care teams in decision-making	a. Outline the features of respectful and effective decision-making b. Recognize importance of role of inter-professional health care teams in decision-making	Participate effectively in decision-making which is respectful and effective as a member of an inter-professional health care team	Participate effectively in decision-making which is respectful and effective as a member of an inter-professional health care team
	3.5 Demonstrate an approach to managing professional and personal finances	a. Recognize the approach to and strategies of managing professional and personal finances	a. Recognize the approach to and strategies of managing professional and personal finances	Demonstrate an approach to managing professional and personal finances in preparation for residency and life-long career	Demonstrate an approach to managing professional and personal finances in preparation for residency and life-long career