

**MEDICAL EXPERT (ME)\*\*define families:** those personally significant to patient and concerned with his/her care: partners, family members, caregivers, legal guardian, substitute decision-makers.

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
ME 1. Practice medicine within the scope of generalism with the expertise of an undifferentiated generalist physician.	1.1 Demonstrate a commitment to high-quality patient care	For simulated case discussions, standardized and real patients: a. Recognize the medical system journey for patients in the community setting b. Recognize barriers and challenges to high quality patient care	For simulated case discussions, project submission and patients: a. Discuss the medical system impact for patients in a health care setting b. Demonstrate measures to identify challenges and implement a plan to advance quality patient care in a single context	For real and simulated patients demonstrate, integrate and consolidate a commitment to quality patient care across all clinical rotations that represent the continuum of Canadian health care	For real and simulated patient care, demonstrate quality in patient care plans across contexts
	1.2 Apply knowledge from the clinical, biomedical and social/behavioral sciences to accurately interpret symptoms and signs of common acute and chronic health challenges across the age spectrum	For simulated case discussions and standardized patients: a. Apply foundational biomedical, social/behavioral, and clinical concepts to, common medical presentations b. Integrate and apply knowledge of clinical, biomedical, and social/behavioral sciences and clinical topics to build a simple differential diagnosis and propose management plans for common medical issues	In case discussion, simulated and standardized patient care: a. Apply foundational biomedical, social/behavioral, and clinical concepts relevant to, address managing common medical presentations b. Integrate and apply knowledge of clinical, biomedical, and social/behavioral sciences and clinical topics to build a differential diagnosis for common acute and chronic medical problems and propose complete management plans	In all clinical rotations with real and simulated patient care: a. Demonstrate application of foundational biomedical, social/behavioral, and clinical concepts relevant to common, uncommon and complex medical presentations b. Demonstrate application of biomedical, social/behavioral, and clinical sciences with clinical science to diagnose and manage common, uncommon and complex medical presentations	In elective rotations and simulated patient care: a. Demonstrate advanced application of the foundational biomedical, social/behavioral, in managing advanced patient care for acute and chronic patient and system health scenarios

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	<p>1.3 Provide all care in the context of each patient's determinants of health</p>	<p>a. Recognize how psychological and social factors can influence the causation, presentation and impact of illness or wellness in simulated case discussions and standardized patients</p> <p>b. Integrate psychological and social factors when creating a differential diagnosis and treatment plan for common medical problems in simulated case discussions and standardized patients</p>	<p>a. Demonstrate for all patient care scenarios a commitment to include and discuss the impact and role from psychological and social factors on the presentation and outcome of illness and wellness for patients and systems in simulated case discussions and standardized care</p> <p>b. Document use of relevant psychological and social factors when creating a differential diagnosis and treatment plan for acute and chronic medical problems in simulated and actual patient care</p>	<p>In all clinical rotations for real and simulated patients:</p> <p>a. Document and discuss role of psychological and social factors in relevant patient assessments and care plans</p> <p>b. Describe community and population level interventions impacting or partnering in outcomes for each patient assessment care plans</p>	<p>Demonstrate an independent knowledge and application for psychological and social factors, community and population level interventions when performing a patient assessment and developing relevant care plans</p>
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	<p>1.4 Perform safe, sensitive and timely clinical assessments with recommendations presented in an organized manner</p>	<p>For simulated simple common patient case discussions on specific stage body systems:</p> <ul style="list-style-type: none"> <li>a. Gather, synthesize, and organize information into the standard format of a medical history including information related to sensitive issues and patient population</li> <li>b. Apply clinical reasoning to identify the chief complaint and perform a relevant, integrated and focused physical examination</li> <li>c. Understand relevant investigations</li> <li>d. Understand basic therapeutic strategies for common medical problems including acute/chronic management and follow-up.</li> <li>e. Understand a clinical encounter using a systematic approach</li> </ul>	<p>For simulated and real common patient case discussions across all body systems:</p> <ul style="list-style-type: none"> <li>a. Gather, synthesize, and organize information into the standard format of a medical history including information related to sensitive issues and patient populations</li> <li>b. Apply clinical reasoning to identify the chief complaint and perform a relevant, integrated and focused physical examination</li> <li>c. Discuss relevant investigations</li> <li>d. Select basic therapeutic strategies for common medical problems including acute/chronic management and follow-up.</li> <li>e. Present a clinical encounter using a systematic approach that accurately reflects the encounter</li> </ul>	<p>In all clinical rotations for each patient encounter:</p> <ul style="list-style-type: none"> <li>a. Perform a sensitive and timely history and relevant physical examination for presenting context</li> <li>b. Discuss recommendations for clinical investigations and management (including acute and chronic planning) &amp; follow-up</li> <li>c. Present clinical encounters in an organized manner which accurately reflects the relevant information</li> </ul>	<p>Demonstrate in advanced levels of learning for all patient care:</p> <ul style="list-style-type: none"> <li>a. A sensitive and timely history and relevant physical examination</li> <li>b. Recommendations for complete investigations and management</li> <li>c. Presentation of each clinical encounter in an organized manner which accurately reflects the encounter in written and verbal contexts</li> </ul>
	<p>1.5 Deliver clinical responsibilities in the face of multiple competing demands</p>	<ul style="list-style-type: none"> <li>a. Introduce factors that impact balance in clinical care and learning</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate an approach to balancing time and priority management</li> <li>b. Discuss a plan to balance patient care as a clinical clerk with continuous learning and personal wellness</li> </ul>	<p>While participating in patient care across contexts:</p> <ul style="list-style-type: none"> <li>a. Recognize and discuss ability to handle competing demands in professional duties and when to seek assistance</li> <li>b. Demonstrate actions that support a balance for patient care with continuous learning and personal wellness</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate advanced actions that support a balance for patient care with continuous learning and personal wellness in residency learning and your career</li> </ul>

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	1.6 Recognize and respond appropriately to the complexity, uncertainty, and change inherent in medicine	<ul style="list-style-type: none"> <li>a. Recognize the impact of uncertainty and complexity in clinical decision making</li> <li>b. Understand the role of change in health care</li> </ul>	<p>In simulated patient care:</p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge in clinical scenarios the impact of uncertainty and complexity in clinical decision making</li> <li>b. Discuss change in the evolution of health care</li> </ul>	<p>Across encounters in patient care for all clinical care rotations:</p> <ul style="list-style-type: none"> <li>a. Discuss uncertainty and complexity in clinical decision making</li> </ul>	<p>In Canadian Health Care:</p> <ul style="list-style-type: none"> <li>a. Discuss addressing change in improving care.</li> <li>b. Discuss a plan for patient care where complexity or uncertainty impacts outcomes</li> </ul>
	1.7 Demonstrate an understanding of and involvement in delivering longitudinal care to patients and families in the management of chronic health challenges	<p>For simulated case discussions and longitudinal patients:</p> <ul style="list-style-type: none"> <li>a. Recognize the scope and spectrum of chronic disease and associated health challenges in care</li> <li>b. Understand the complexity of delivering longitudinal care to patients &amp; families with chronic health challenges</li> </ul>	<p>In simulated and real patient care:</p> <ul style="list-style-type: none"> <li>a. Discuss the scope and spectrum of chronic disease and associated health challenges in health outcomes</li> <li>b. Discuss models for delivering longitudinal care to patients &amp; families with chronic health challenges</li> </ul>	<p>Across encounters in patient care for all clinical care rotations:</p> <ul style="list-style-type: none"> <li>a. Document how to plan and deliver longitudinal care to patients and families with chronic health challenges</li> <li>b. Demonstrate an approach in relevant management plans for patients and families how to access support and services that impact chronic health challenges</li> </ul>	<p>In Canadian health care, discuss how a physician:</p> <ul style="list-style-type: none"> <li>a. Delivers and improves longitudinal care to patients and families with chronic health challenges</li> <li>b. Accesses and works with health partners to address patients and families with chronic health challenges</li> </ul>
	2.1 Identify and prioritize issues to be addressed in each patient encounter	<p>In a stable patient presenting with a straightforward problem:</p> <ul style="list-style-type: none"> <li>a. Understand the concerns and goals of patients and their families for that specific encounter</li> </ul>	<p>In a stable patient or complex simulated session presenting with an acute or chronic care encounter:</p> <ul style="list-style-type: none"> <li>a. Discuss the concerns and goals of patients and their families for that specific encounter</li> </ul>	<p>Across encounters in patient care for all clinical rotations with acute, acute on chronic, simple and/or a complex problem:</p> <ul style="list-style-type: none"> <li>a. Demonstrate identification and ranking for issues of patients and their families that impact outcomes</li> </ul>	<p>Across advanced encounters in patient care at a level for residency education in acute, acute on chronic, simple and/or a complex problem:</p> <ul style="list-style-type: none"> <li>a. Demonstrate identification and ranking for presenting concerns of patients and their families that impact outcomes</li> </ul>

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<p>ME 2. Perform a patient and family-centered clinical assessment, formulate a diagnosis, create and implement a management plan.</p>	<p>2.2 Elicit a relevant, concise history, perform a complete or focused accurate physical and/or mental health examination as appropriate to the patient context and adapted to the clinical presentation</p>	<p>In a stable or simulated patient in body systems for this stage:</p> <ol style="list-style-type: none"> <li>Perform an accurate assessment of all relevant vital signs</li> <li>Perform a comprehensive history</li> <li>Demonstrate appropriate and sensitive patient draping and exposure</li> <li>Perform a physical examination of relevant body systems</li> <li>Detect obvious major abnormalities on physical examination</li> <li>Discuss the clinical encounter in an oral presentation,</li> </ol>	<p>In a stable patient or complex simulated patient session presenting with an acute or chronic care encounter:</p> <ol style="list-style-type: none"> <li>Perform an accurate assessment of all relevant vital signs</li> <li>Perform a detailed, comprehensive relevant history</li> <li>Perform appropriate patient draping and exposure</li> <li>Perform a detailed physical examination of all body systems</li> <li>Detect obvious major and minor abnormalities and normal findings on physical examination</li> <li>Discuss and review the encounter in an oral presentation, as a written document, and entered a simulated electronic medical record</li> </ol>	<p>Across encounters in patient care for all clinical care rotations with acute, acute on chronic, simple and/or a complex problem:</p> <ol style="list-style-type: none"> <li>Demonstrate an accurate assessment of all relevant vital signs</li> <li>Demonstrate a focused or complete history based on all relevant information</li> <li>Demonstrate a focused or complete physical examination based on the patient's chief complaint and review of systems</li> <li>Detect significant abnormal findings on physical examination</li> <li>Document and review the clinical encounter concisely in an oral presentation, as a written document, and entered an electronic medical record</li> </ol>	<p>Across advanced encounters in patient care at a level for residency education in acute, acute on chronic, simple and/or a complex problem:</p> <ol style="list-style-type: none"> <li>Perform a relevant history and physical assessment based on all relevant information, the patient's chief complaint and review of systems</li> <li>Detect all significant findings on physical examination</li> <li>Document and review the clinical encounter concisely in an oral presentation, as a written document, and entered an electronic medical record</li> </ol>
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	<p>2.3 Deliver a prioritized relevant differential diagnosis for a patient clinical presentation by applying evidence based problem solving and clinical judgment skills</p>	<p>In a stable simulated patient presenting with a simple problem:</p> <ul style="list-style-type: none"> <li>a. Generate a problem list</li> <li>b. Formulate a simple differential diagnosis for each problem in the clinical encounter</li> </ul>	<p>In a complex simulated patient session presenting with an acute or chronic care encounter:</p> <ul style="list-style-type: none"> <li>a. Generate a complete problem list</li> <li>b. Document a differential diagnosis for each problem, based on the clinical encounter and investigations done to date</li> <li>c. Propose a working diagnosis for each problem</li> </ul>	<p>Across encounters in patient care for all clinical care rotations with acute, acute on chronic, simple and/or a complex problem:</p> <ul style="list-style-type: none"> <li>a. Document a complete problem list</li> <li>b. Discuss and document a broad differential diagnosis for each problem, based on the clinical encounter and investigations done to date</li> <li>c. Using evidence, formulate a working diagnosis and interpretation of the clinical situation</li> </ul>	<p>Across advanced encounters in patient care at a level for residency education in acute, acute on chronic, simple and/or a complex problem:</p> <ul style="list-style-type: none"> <li>a. Discuss, document and communicate for each patient an accurate differential diagnosis and formulate a working prioritized diagnosis in a clinical situation</li> </ul>
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<p>2.4 Select and interpret appropriate cost-effective interventions for management, prevention and health promotion in patient care</p>	<p>In a stable simulated patient presenting with a simple problem:</p> <ol style="list-style-type: none"> <li>Understand common investigations relevant to assessing the findings on a patient examination</li> <li>Select interventions using a proposed framework such as Choosing Wisely Canada.</li> <li>Understand the purpose of common diagnostic tests, including blood, tissues, ECG and imaging</li> <li>Interpret the results of commonly ordered tests</li> </ol>	<p>In a stable patient or complex simulated patient session presenting with an acute or chronic care encounter:</p> <ol style="list-style-type: none"> <li>Select investigations relevant to the findings in a clinical encounter</li> <li>Select interventions critically and judiciously using a proposed framework such as Choosing Wisely Canada.</li> <li>Describe the purpose of common diagnostic tests, including blood, serology, tests, tests of other body fluids or tissues, imaging and other relevant body system tests</li> <li>Interpret and discuss the results of tests and results</li> <li>Understand resources to access for additional information</li> </ol>	<p>Across encounters in patient care for all clinical care rotations with acute, acute on chronic, simple and/or complex problems:</p> <ol style="list-style-type: none"> <li>Select investigations or prevention/promotion focused on a possible diagnosis based on the clinical encounter</li> <li>Interpret results in context of care</li> <li>Document use of guidelines from sources such as Choosing Wisely Canada</li> <li>Propose or counsel specialized investigations (where relevant) based on patient results and the limitations and implications of these diagnostic tests</li> <li>Discuss additional resources to guide treatment</li> </ol>	<p>Across advanced encounters in patient care at a level for residency education in acute, acute on chronic, simple and/or a complex problem with the full spectrum of clinical care:</p> <ol style="list-style-type: none"> <li>Select investigations, prevention or health promotion interpret results, document a plan for management and focused on an examination, and interpret the results in the context of a patient presenting with the full spectrum of clinical problems</li> <li>Discuss relevant investigations, steps in prevention and measures to adopt health promotion to patients and families in all contexts of care.</li> </ol>
<p>2.5 Establish goals of care in collaboration with other health professionals, patients and their families to optimize outcomes</p>	<p>In a stable simulated patient presenting with a simple problem, establish goals of care by:</p> <ol style="list-style-type: none"> <li>Interviewing patients and where relevant - family</li> <li>Understanding care with other health care professionals</li> <li>Reviewing basic documents from the health record</li> </ol>	<p>In a stable patient or complex simulated patient session presenting with an acute or chronic care encounter establish care goals by:</p> <ol style="list-style-type: none"> <li>Demonstrating interview of patients and family members</li> <li>Discuss care with other health professionals</li> <li>Access simulated health records</li> </ol>	<p>Across encounters in patient care for all clinical care rotations with acute, acute on chronic, simple and/or a complex problem:</p> <ol style="list-style-type: none"> <li>Demonstrate an interview of patients and family members</li> <li>Discuss care goals with other health professionals</li> <li>Demonstrate use of health records</li> </ol>	<p>Across advanced encounters in patient care at a level for residency education in acute, acute on chronic, simple and/or a complex problem with the full spectrum of clinical care:</p> <ol style="list-style-type: none"> <li>Demonstrate interview skills of patients and family members in assessing problems</li> <li>Engage in collaborative planning with other health professionals</li> <li>Review thoroughly health records</li> </ol>

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	<p>2.6 Develop an effective and appropriate patient-centered management plan</p>	<p>In a simulated case discussion, or in a stable patient presenting with a straightforward problem:  a. Propose a preliminary management plan</p>	<p>In a stable patient or complex simulated patient session presenting with an acute or chronic care encounter:  a. Discuss and document a preliminary management plan</p>	<p>Across encounters in patient care for all clinical care rotations with acute, acute on chronic, simple and/or a complex problem:  a. Formulate, discuss, communicate and document a management plan with appropriate timelines and follow up</p>	<p>Across advanced encounters in patient care at a level for residency education in acute, acute on chronic, simple and/or a complex problem:  a. Formulate, discuss, communicate and document a management plan with appropriate timelines and follow up</p>
	<p>2.7 Participate in patient and family-centered care by valuing each patient's and family's unique needs</p>	<p>In a stable simulated patient presenting with a straightforward problem and who can participate in the relevant conversation:  a. Understand the outline of a treatment plan that respects the patient's and family's desires and goals</p>	<p>In a stable patient or complex simulated patient session presenting with an acute or chronic care encounter:  a. Demonstrate the outline of a treatment plan that respects the patient's and family's desires and goals</p>	<p>Across encounters in patient care for all clinical care rotations with acute, acute on chronic, simple and/or a complex problem:  a. Create, Document and communicate a treatment plan that is focused on the values, culture and wishes of the patient and family</p>	<p>Across advanced encounters in patient care at a level for residency education in acute, acute on chronic, simple and/or a complex problem:  a. Create, Document and communicate a treatment plan that is focused on the values, culture and wishes of the patient and family</p>



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ME 3. Plan and perform procedures and therapies for the purpose of patient management.	3.1 Determine the most appropriate procedures or therapies for a patient's care	a. Understand an initial plan for the most appropriate procedures or therapies in simulated case discussions, with standardized patients, and/or stable patients presenting with a straightforward problem.	a. Propose a plan for the most appropriate procedure(s) or therapies in simulated and actual patient case discussions, with an acute or chronic care encounter	Establish therapeutic plans for patients presenting in care encounters in for all clinical rotations with acute, acute on chronic, simple and/or a complex problem: with appropriate timelines and follow up	Establish therapeutic plans In patients presenting in patient care encounters at a level for residency education in acute, acute on chronic, simple and/or a complex problem: with appropriate timelines and follow up
	3.2 Participate in obtaining and documenting informed consent, including the risks, benefits and rationale for a proposed procedure or therapy	a. Understand the ethical principles and legal process of informed consent. b. Understand the approach to obtaining and documenting informed consent	a. Demonstrate and document the ethical principles and legal process of informed consent. b. Discuss the approach to obtaining and documenting informed consent for procedures and therapies from standardized patients.	c. Participate in obtaining and documenting informed consent for procedures and therapies from patients under direct supervision by a resident or attending physicians in clinical rotations d. Discuss an approach to obtaining informed consent for procedures and therapies based on simulated case discussions.	a. Demonstrate in simulation the ability to independently obtain and document informed consent for procedures and therapies from patients and/or families at a residency entry level for critical ill patients

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<p>3.3 Discuss and participate in how to prioritize a procedure or therapy, taking into account clinical urgency and available resources</p>	<p>a. Understand the features of acutely ill patients based on the findings from the history), physical examination (including vital signs) and basic laboratory investigations.</p> <p>b. Understand an approach to prioritization of procedures and therapies based on simulated case discussions.</p> <p>c. Understand how to prioritize procedures and therapies based on evaluation of standardized patient presentations.</p>	<p>a. Discuss the features of acutely ill patients based on the findings from the history, physical examination (including vital signs) and basic laboratory investigations.</p> <p>b. Discuss an approach to prioritization of procedures and therapies considering clinical urgency and resources based on simulated case discussions.</p> <p>c. Discuss how to prioritize procedures and therapies based on evaluation of standardized patient presentations.</p>	<p>a. Demonstrate the features of patients having abnormal vital signs that require immediate attention and investigation.</p> <p>b. Recognize when patients have complaints or physical findings that may indicate severe illnesses (including life- or limb-threatening) and require immediate attention and investigation.</p> <p>c. Demonstrate participation in how to prioritize procedures and therapies based on evaluation of patients with acute illness, chronic conditions and complex problems.</p>	<p>Demonstrate at the level of entry of a resident the skills of prioritizing illness (including life- or limb-threatening) and require immediate attention and investigation abnormal vital signs that require immediate attention and investigation.</p> <p>b. Discuss and document patients with complaints or physical findings that may indicate severe illnesses (including life- or limb-threatening) and require immediate attention and investigation.</p> <p>c. Discuss participation in simulated procedures and therapies based on evaluation of patients with acute illness, chronic conditions and complex problems.</p>
<p>3.4 Perform a designated procedure in a skillful and safe manner at the level of an undifferentiated physician, adapting to unanticipated findings or changing clinical circumstances</p>	<p>a. Understand the need for checklists for designated medical procedures</p>	<p>a. Summarize the rationale, indications, benefits, common risks, and follow-up care plans for common designated medical procedures.</p> <p>b. Discuss checklists for common designated medical procedures which outline the sequential “how to” steps of the procedure.</p>	<p>a. Demonstrate plans for care prior to a procedure.</p> <p>b. Perform essential medical procedures as outlined by course safely and skillfully in supervised and/or simulated settings.</p> <p>c. Implement plans following procedures, including monitoring for post-procedure complications and intervening effectively for major complication(s) that occur.</p>	

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	3.5 Demonstrate effective documentation of a procedure or therapy recommended or delivered to a patient		<p>a. Understand pan-Canadian standards for recording and classifying procedures and therapies in an electronic context.</p> <p>b. Discuss an approach to documentation of procedures and therapies.</p>	<p>a. Document procedures and therapies effectively in supervised clinical care settings.</p>	<p>a. Document procedures and therapies effectively in supervised care and simulated settings at the level of an entry level resident.</p>
ME 4. Formulate and implement plans for ongoing patient care and when appropriate recognize and seek timely consultation.	4.1 Formulate and assist in implementing a comprehensive patient-centered care plan	<p>a. In a simulated case discussion, or in a stable patient presenting with a straightforward problem understand a basic care plan regarding investigations and interventions</p>	<p>a. In a simulated or actual stable patient case scenario, discuss a basic plan including prevention, expectant management, investigations, treatment and follow-up</p>	<p>a. In patients presenting for Clerkship rotations with one or more acute illnesses and/or complex problems propose a comprehensive follow-up plan including prevention, expectant management, investigations, treatment and follow-up</p>	<p>At the level of an entry resident, for patients presenting with one or more acute illnesses and/or complex problems propose a comprehensive follow-up plan, including prevention, expectant management, investigations, treatment and follow-up</p>
	4.2 Perform timely follow-up on all inquiries, investigations, response to treatment and suggest further consultation or intervention where appropriate	<p>In a simulated case discussion, or in a stable patient presenting with a straightforward problem:</p> <p>a. Understand follow-up inquiries, investigations, response to treatment and suggest further intervention where appropriate</p>	<p>In a simulated or actual stable patient case scenario case discussion, or in a stable patient presenting with a straightforward problem:</p> <p>a. Discuss follow-up on all inquiries, investigations, response to treatment and suggest further intervention where appropriate</p>	<p>In patients with acute illness and/or complex chronic illness in all clinical rotations:</p> <p>a. Demonstrate follow-up on all inquiries, investigations, response to treatment and suggest further consultation or intervention where appropriate</p>	<p>At the level of an entry resident, for patients presenting with one or more acute illnesses and/or complex problems</p> <p>a. Document timely follow-up on all inquiries, investigations, response to treatment and suggest further consultation or intervention where appropriate</p>

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<p>ME 5. Actively contribute as a member of a team providing care, to the continuous improvement of health care quality and patient safety.</p>	<p>5.1 Recognize and respond to patient safety incidents arising from health care delivery</p>	<ul style="list-style-type: none"> <li>a. Understand the principles of a fair and non-punitive systems and team approach to patient safety.</li> <li>b. Understand medical error in a patient safety incident</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate an understanding in a project based on a clinical problem or simulated case discussions, the features of a fair and non-punitive systems and team based approach to patient safety</li> <li>b. Document the root cause and design an approach to reducing the frequency of medical error in response to a patient safety incident in simulated cases and clinical care project.</li> </ul>	<p>In patients with acute illness and/or complex chronic illness in all clinical rotations discuss:</p> <ul style="list-style-type: none"> <li>a. Discuss examples of patient safety incidents (adverse events, error, near misses, preventable adverse event) in simulated and supervised settings</li> </ul>	<p>At the level of an entry resident, for patients presenting with one or more acute illnesses and/or complex problems</p> <ul style="list-style-type: none"> <li>a. Demonstrate an approach to patient safety incidents (adverse events, error, near misses, preventable adverse event) in simulated and supervised settings</li> </ul>
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	<p>5.2 Understand the principles of and contribute to patient safety and quality improvement while addressing human and system factors</p>	<ul style="list-style-type: none"> <li>a. Understand common patient safety incident terms such as adverse event, error, preventable adverse event, and near miss in simulated case discussions.</li> <li>b. Understand the differences between adverse events as harms related to the provision of health care, and harm due to underlying medical illness.</li> </ul>	<p>Demonstrate an understanding in a project based clinical problem and in simulated case discussions</p> <ul style="list-style-type: none"> <li>a. Application of patient safety incident terms such as adverse event, error, preventable adverse event, and near miss.</li> <li>b. Adverse outcomes as harms related to the provision of health care, and harm due to underlying medical illness.</li> <li>c. Understand cognitive and technical performance as it relates to patient care is heavily influenced by both human (e.g., fatigue, stress, cognitive biases) and environmental factors (e.g., work interruptions, equipment, technology)</li> </ul>	<p>In patients with acute illness and/or complex chronic illness in all clinical rotations discuss:</p> <ul style="list-style-type: none"> <li>a. Strategies to mitigate the negative effects of factors in the clinical care environment (e.g., frequent interruptions, after-hours and weekend care) that threaten cognitive and technical performance.</li> <li>b. An approach to patient safety based on individual factors that may affect human performance (e.g., sleep deprivation and stress) and system factors (e.g., resources, physical and environmental).</li> </ul>	<p>At the level of an entry resident, for patients presenting with one or more acute illnesses and/or complex problems</p> <ul style="list-style-type: none"> <li>a. Apply strategies to mitigate the negative effects of factors in the clinical care environment</li> <li>b. Discuss an approach to patient safety based on individual , team and system factors</li> <li>c. Communicate a plan for including patient care safety and quality in your career.</li> </ul>
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	5.3 Participate in a disclosure of medical adverse events to patients, families, caregivers with other professionals	<p>.</p> <p>a. Understand disclosure of medical errors to patients and their families.</p>	<p>a. Discuss an approach to the disclosure of medical adverse events based on simulated case discussions.</p> <p>b. Discuss disclosure of simple medical errors to patients and their families** in simulated settings.</p>	<p>a. Participate in the disclosure of a simple medical adverse event to patients and their families** in supervised settings, following established guidelines such as those recommended by the Institute for Healthcare Improvement.</p>	<p>At the level of an entry level resident in simulated cases, demonstrate disclosure of a simple medical adverse event to patients and their families** in supervised settings, following established guidelines such as those recommended by the Institute for Healthcare Improvement.</p>
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