

SCHOLAR (SC)

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
SC 1. Engage in lifelong learning	1.1 Identify personal learning needs and create a plan of action	<ul style="list-style-type: none"> a. Discuss the principles of adaptive learning relevant to medical school. b. Discuss resources (people and information resources), and assessment / feedback relevant to improving learning in your career b. Create a plan for learning across medical school. 	<ul style="list-style-type: none"> a. Discuss the application of adaptive learning relevant to your career. b. Discuss physicians' obligation for lifelong learning and enhancement of competence. 	<ul style="list-style-type: none"> a. Create a learning plan in collaboration with a supervisor and others, (as needed), to achieve medical school learning objectives, in Clerkship b. Discuss resources (people and information resources), and assessment and feedback opportunities relevant to learning in Clerkship. c. Discuss progress of learning in the clinical setting using the structured approaches and evaluation reports provided by the program. 	<ul style="list-style-type: none"> a. Create a learning plan in collaboration with a supervisor and others, as needed, to achieve residency career goals. b. Use learning opportunities, resources (people and information resources), and assessment and feedback opportunities relevant to learning in the clinical setting.
	1.2 Identify opportunities for learning and improvement by regularly assessing their performance using various internal and external data sources	<ul style="list-style-type: none"> a. Demonstrate skills in reflection as it relates to medicine. b. Identify and prioritize, with guidance, personal learning needs to achieve curriculum learning objectives 	<ul style="list-style-type: none"> a. Demonstrate a plan for monitoring career performance and needs for professional improvement 	<ul style="list-style-type: none"> a. Identify and prioritize, with guidance, personal learning needs based on formal curriculum data in clinical learning b. Demonstrate response to feedback from supervisors, peers and others health professionals. c. Compare, with guidance, self-assessment with external assessment. 	<ul style="list-style-type: none"> a. Understand reflective tools (e.g. journals, logbook or e-portfolio) to identify learning opportunities in career.
	1.3 Engage in collaborative learning with colleagues and other health professionals	<ul style="list-style-type: none"> a. Understand the attributes of successful collaborative group learning. 	<ul style="list-style-type: none"> a. Demonstrate curricular collaborative group learning with other health professional learners. 	<ul style="list-style-type: none"> a. Actively participate in Clerkship collaborative group learning with peers, residents, and other health care students across all rotations 	

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	1.4 Review outcomes using quality improvement processes to identify items for review or further analysis	b. Adopt skills to identify and act on areas of learning based on quality improvement principles	a. Demonstrate application of a quality improvement plan in improving career success.		Communicate a plan for own learning outcomes using a quality improvement framework in residency and career
SC 2. Participate actively in the education of self and others.	2.1 Recognize the power of role modelling and impact of the formal, informal and hidden curriculum	a. Describe the concepts of the formal, informal and hidden curriculum b. Identify behaviors impacted by positive and negative role-modelling	a. Describe the concepts of the formal, informal and hidden curriculum b. Discuss plans for addressing behaviors associated with positive and negative role-modelling	Describe the concepts of the formal, informal and hidden curriculum in Clerkship	Demonstrate positive role-modelling behaviors for residency
	2.2 Promote a safe learning environment for all	a. Describe factors that can positively or negatively affect the learning environment	a. Describe plans to create a positive and effective safe learning	a. Contribute to a positive atmosphere in small group and work-place centred clinical learning settings by demonstrating: - Participating enthusiastically - Provide encouragement to colleagues - Address and refuse to use negative language with colleagues' efforts b. Describe strategies for reporting and managing witnessed or experienced mistreatment	a b. Describe strategies for reporting and managing witnessed or experienced mistreatment or negative learning in residency
	2.3 Plan and deliver personal and other professionals or community lifelong learning activities	a. Describe effective learning approaches used in medical education	a. Demonstrate effective teaching with peers in medical education	a. Plan and deliver an effective education presentation or learning small group session for peers and/or other health professionals	a. Plan and deliver an effective presentation in a community setting to consumers of the community we serve

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	2.4 Provide meaningful feedback for improvement to peers, mentors and programs	a. Describe the features of effective feedback application for learning b. Provide constructive feedback to peers, mentors and programs in designated learning experiences	b. Demonstrate skill in peer and program constructive feedback in curriculum	Provide constructive feedback to peers, mentors and programs in each clinical rotation	Describe how to deliver constructive feedback to peers, mentors and programs in residency
	2.5 Assess and evaluate peers, teachers, and education programs using relevant tools and practices	a. Elucidate best practice evaluation tools b. Reflect on consequences of honest and constructive feedback regarding performance of peers, teachers and programs c. Evaluate peers, teachers and programs in an honest, fair, and constructive manner	a. Elucidate best practice evaluation tools b. Reflect on consequences of honest and constructive feedback regarding performance of peers, teachers and programs c. Evaluate peers, teachers and programs in an honest, fair, and constructive manner	Evaluate peers, teachers and programs in an honest, fair, and constructive manner	Evaluate peers, teachers and programs in an honest, fair, and constructive manner
SC 3. Integrate best available evidence into learning and decision-making.	3.1 Recognize personal and system uncertainty and knowledge gaps in patient care	a. Define uncertainty and gaps for knowledge b. Discuss the features of a master adaptive learner d. Review the different kinds of evidence and their roles in clinical decision-making.	a. Discuss a plan for uncertainty and gaps in knowledge b. Demonstrate adherence to the features of a master adaptive learner c. Identify and discuss ways of dealing with knowledge gaps in delivering patient care d. Discuss the role of evidence based practice and application to clinical decision-making.	a. Apply the tenets of a master adaptive learner in Clerkship learning. b. Demonstrate your readiness, acknowledgement and approach to personal and system uncertainty and knowledge gaps in Clerkship patient care and plan to address	a. Discuss a plan to adopt the tenets of a master adaptive learner in residency. b. Demonstrate your readiness, acknowledgement and approach to personal and system uncertainty and knowledge gaps in Residency patient care and a plan to address

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3.2 Generate focused questions that address gaps	For simulated case discussions formulate a well-structured question to guide the search for further information from the medical literature and other resources,	For simulated case, project based and actual patient care discussions formulate a well-structured question to guide the search for further information from the medical literature and other resources.	Across all rotations of Clerkship formulate questions to guide the search for further information from the medical literature and other resources,			
	3.3 Critically evaluate the integrity, reliability and applicability of health-related research and literature	<ul style="list-style-type: none"> a. Identify appropriate research resources b. Interpret study findings, including a critique of their relevance to clinical questions using a valid framework (such as the JAMA Users' Guides to the Medical Literature). c. Determine the validity and risk of bias in a source of evidence using a valid framework. d. Describe study results in both quantitative and qualitative terms using a valid framework. 	<ul style="list-style-type: none"> a. Identify appropriate sources that answer a clinical question. b. Apply studies in clinical and case based learning to address clinical decision making in clinical based simulation and actual patient pre-Clerkship learning 	In all clinical learning rotations of Clerkship: <ul style="list-style-type: none"> a. Evaluate the applicability (external validity or generalizability) of evidence from a resource using a valid framework (such as the JAMA Users' Guides to the Medical Literature) b. Critically evaluate the integrity, reliability, and applicability of health-related research and literature using a valid framework. 	a.	
	3.4 Integrate evidence into clinical decision-making	<ul style="list-style-type: none"> a. Articulate the principles of knowledge translation and the knowledge to-action framework. b. Understand concepts of critical appraisal and its use for clinical decision-making c. Use critical appraisal skills to integrate evidence into clinical practice guideline or a rationale 	<ul style="list-style-type: none"> a. b. Demonstrate concepts of critical appraisal and its use for clinical decision-making c. Use critical appraisal skills to integrate evidence into clinical practice guideline or a rationale for clinical management for use in Clerkship. 	Demonstrate in all Clerkship rotations integration of evidence, into clinical decision-making.		

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		for clinical management in simulated case based learning.			
3.5 Formulate well-structured questions and consult scholarly resources in confronting a patient care problem	a. Design an approach to scholarly research b. Review the parameters of a well-structured question c. Delineate scholarly resources for patient care d. Apply the approach to scholarly research and formulate well-structured questions to confront a simulated case discussion problem	a. b. Demonstrate design of a well-structured question d. Apply the approach to scholarly research and formulate well-structured questions to confront a simulated case discussion problem		Demonstrate using scholarly research and formulate well-structured questions to solve real patient care problems	
3.6 Discuss methods of action to select the most appropriate action in the absence of evidence	Understand uncertainty in medicine and decision making	Discuss options for action when evidence is lacking to solve a patient care problem		Demonstrate methods to select the most appropriate action in the absence of evidence to solve a patient care problem	
3.7 Interpret qualitative and quantitative knowledge using standardizes practices that address bias, validity, barriers, and relevance to care	a. Understand qualitative and quantitative research methodologies b. Define bias and validity c. Explore how bias, validity, barriers and relevance to care impact interpretation of qualitative and quantitative knowledge	a. Demonstrate use of qualitative and quantitative research methodologies b. Discuss the role of bias and validity with information informing patient care c. Discuss how bias, validity, barriers and relevance to care impact interpretation of qualitative and quantitative knowledge in care		Demonstrate interpretation of qualitative and quantitative knowledge using standardized practices while addressing bias, validity, barriers and relevance in answering questions from clinical care in each rotation	
3.8 Apply new knowledge and evaluate the impact on patient care	a. Appraise how new knowledge may impact patient care in	a. Demonstrate how new knowledge changes patient care in simulated case discussions		Demonstrate use of new knowledge in patient care across all clinical rotations	

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SC 4. Contribute to creation and dissemination of knowledge applicable to health care.	4.1 Demonstrate an understanding of the scientific principles of research and the role of evidence and research in health care	a. Describe the basic scientific principles of research and scholarly inquiry.	a. Demonstrate application of evidence in advancing health care b. Demonstrate use of the principles of research and scholarly inquiry in creating with a team of peers and a faculty mentor an individual scholarly work.	a. Demonstrate the integration and application of research and scholarly inquiry into clinical care across all Clerkship rotations.	
	4.2 Identify ethical principles for research and incorporate them into obtaining informed consent, considering potential harms and benefits and considering vulnerable populations	a. Identify and analyze fundamental ethical principles as they apply to research and scholarly inquiry	a. Demonstrate use fundamental ethical principles in a team original research scholarly inquiry b. Adhere to responsible practices and ethical behaviors when contributing to or participating in research.		a. Demonstrate adherence to responsible practices and ethical behaviors while contributing to or participating in an original team research project.
	4.3 Pose questions for scholarly inquiry, select methods to address them and share results	a. Articulate the characteristics of a well-constructed research question. b. In response to a scholarly topic of interest to the learner, propose a well-constructed research question that will be the basis of a research study c. Identify and provide a rationale for one or more research methods that might be used to investigate a research question that has been created, and identify the	In an original team based research project: a. Demonstrate a well-constructed research question will be the basis of the research study c. Identify and provide a rationale for one or more research methods that might be used to investigate a research question that has been created, and identify the strengths and limitations of each method d. Create the plan for and		Demonstrate results of a scholarly project by sharing with peers and supervisors and submitting for a peer review outside the school to share with other health professional knowledge

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		strengths and limitations of each method	implement a team based research question		
	4.4 Communicate findings of relevant research and scholarly research to peers, other health professionals, communities, patients and families	a. Develop skills to communicate in verbal and written means the findings of scholarly research	a b. Demonstrate skills for verbal or written presentation the findings of applicable studies and reports to care. b. Demonstrate skills for verbal or written presentation the findings of original research	Communicate findings of relevant and scholarly research to peers, supervisors, other healthcare professionals, communities, patients and/or families in delivering clinical care.	Communicate findings of scholarly original research to peers, supervisors, other healthcare professionals, with verbal presentation or peer-reviewed written publications