

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, 2025.

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 for their patients	Demonstrate compassion for patients	Demonstrate responsibility and accountability for decisions regarding patient care F1		Demonstrate a commitment to high-quality care of their patients
1.2. Integrate the CanMEDS Intrinsic Roles into their practice of Thoracic Surgery		Integrate the CanMEDS Intrinsic Roles into their practice of Thoracic Surgery		
1.3. Apply knowledge of the clinical and biomedical sciences relevant to Thoracic Surgery		Apply clinical and biomedical sciences to manage core patient presentations in Thoracic Surgery Apply knowledge of anatomy, key landmarks, and the intended procedure F3 F4 F5 C3 C4 C5 C6 C7 C8 C9 C10		Apply a broad base and depth of knowledge in clinical and biomedical sciences to manage the breadth of patient presentations in Thoracic Surgery Apply knowledge of anatomy, key landmarks, indications for surgery and surgical approach TTP3

© 2025 The Royal College of Physicians and Surgeons of Canada. All rights reserved.

This document may be reproduced for educational purposes only provided that the following phrase is included in all related materials: *Copyright © 2025 The Royal College of Physicians and Surgeons of Canada. Referenced and produced with permission.* Please forward a copy of the final product to the Office of Standards and Assessment, attn: manager, Specialty Standards. Written permission from the Royal College is required for all other uses. For further information regarding intellectual property, please contact: documents@royalcollege.ca. For questions regarding the use of this document, please contact: credentials@royalcollege.ca.

1.4. Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner		<p>Perform focused clinical assessments with recommendations that are well-documented</p> <p>Recognize urgent problems that may need the involvement of more experienced colleagues and seek their assistance immediately</p>	<p>Perform a clinical assessment that addresses all relevant issues c1 c12</p> <p>Act decisively and maintain control in critical situations c2</p>	Perform relevant clinical assessments TTP1
1.5. Carry out professional duties in the face of multiple competing demands		Maintain a duty of care and patient safety while balancing multiple responsibilities	Prioritize patients on the basis of clinical presentations	Carry out professional duties in the face of multiple, competing demands
1.6. Recognize and respond to the complexity, uncertainty, and ambiguity inherent in Thoracic Surgery practice	Seek assistance in situations that are complex or new	Develop a plan that considers the current complexity, uncertainty, and ambiguity in a clinical situation	Adapt care as the complexity, uncertainty, and ambiguity of the patient's clinical situation evolves	Recognize and respond to the complexity, uncertainty, and ambiguity inherent in Thoracic Surgery practice

MEDICAL EXPERT MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
2. Perform a patient-centred clinical assessment and establish a management plan				
2.1. Prioritize issues to be addressed in a patient encounter	Prioritize issues to address in the patient's assessment and management TTD1		Determine the acuity of the issue and the priorities for patient care C2 Identify patients that are at risk of clinical deterioration C12 Consider clinical urgency, feasibility, availability of resources, and comorbidities in determining priorities to be addressed during the current encounter or during future visits or with other health care practitioners	Triage referrals on the basis of the patient's condition TTP1 Prioritize which issues need to be addressed during future visits or with other health care practitioners
2.2. Elicit a history, perform a physical exam, select appropriate investigations, and interpret their results for the purpose of diagnosis and management, disease prevention, and health promotion	Elicit a history and perform a physical exam relevant to the presentation TTD1 Select and/or interpret investigations TTD1 C1 C2 C12 Integrate the clinical data to establish the diagnosis and, if relevant, stage, prognosis, and/or severity of the condition TTD1	Interpret the clinical significance of the findings of the endoscopic procedure F2 Develop a specific differential diagnosis relevant to the patient's presentation	Perform a clinical assessment relevant to the patient presentation in a time-effective manner C2 Develop a differential diagnosis relevant to the patient's presentation C12 Assess the patient's candidacy for surgical intervention C1	Elicit a history, perform a physical exam, select appropriate investigations, and interpret their results for the purpose of diagnosis and management, disease prevention, and health promotion

			<p>Determine if the case warrants discussion at multidisciplinary rounds _{C1}</p> <p>Synthesize cases for discussion at multidisciplinary rounds _{C13}</p>	
2.3. Establish goals of care in collaboration with patients and their families, ¹ which may include slowing disease progression, treating symptoms, achieving cure, improving function, and palliation		<p>Work with the patient and their family to understand relevant options for care</p> <p>Address with the patient and family their ideas about the nature and cause of the health problem, fears and concerns, and expectations of health care professionals</p>	<p>Address the impact of the medical condition on the patient's ability to pursue life goals and purposes</p> <p>Share concerns, in a constructive and respectful manner, with patients and their families about goals of care that are not felt to be achievable</p> <p>Establish goals of care with the patient and family _{C1}</p>	Establish goals of care in collaboration with the patient and family, which may include slowing disease progression, achieving cure, improving function, and palliation
2.4. Establish a patient-centred management plan	Develop a plan for management, which may include additional investigations, observation, surgery and/or non-operative intervention _{TTD1}	<p>Develop and implement plans for ongoing care, discharge, and follow-up _{F1}</p> <p>Ensure that the patient and family are informed about the risks and benefits of each treatment option in the context of best evidence and guidelines</p>	<p>Develop a plan for management which may include additional investigation, observation, and endoscopic, surgical, and/or non-operative intervention _{C1}</p> <p>Select the operative approach and formulate a plan for peri-operative management _{C1}</p>	Establish patient-centered management plans _{TTP1}

¹ 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 their care, including, according to the patient’s circumstances, family members, partners, caregivers, legal guardian, and substitute decision-makers.

Discuss with the patient and family the degree of uncertainty inherent in all clinical situations

Develop a plan for definitive management c2

Provide airway management and/or resuscitation, as indicated c12

Develop and implement a management plan c12

Develop, in collaboration with a patient and their family, a plan to deal with clinical uncertainty

MEDICAL EXPERT MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
3. Plan and perform procedures and therapies for the purpose of assessment and/or management				
3.1. Determine the most appropriate procedures or therapies	Determine the safety and appropriateness of chest tube insertion and the appropriate site TTD3	Describe the indications, contraindications, risks, and alternatives for a given procedure or therapy Describe to patients common procedures or therapies for common conditions in Thoracic Surgery	Determine a plan for sedation and monitoring appropriate to the patient's condition and the clinical setting C11 Integrate all sources of information to develop a procedural or therapeutic plan that is safe, patient-centred, and considers the risks and benefits of all approaches Integrate planned procedures or therapies into global assessment and management plans	Determine the most appropriate procedures or therapies for the purpose of assessment and/or management
3.2. Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed procedure or therapy	Obtain informed consent for any planned intervention TTD1 Obtain and document informed consent, explaining the risks and rationale for the procedure TTD3 F3			Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed procedure or therapy

3.3. Prioritize procedures or therapies, taking into account clinical urgency and available resources			Consider urgency and potential for deterioration in advocating for the timely execution of a procedure or therapy <small>C12</small>	Prioritize a procedure or therapy, taking into account clinical urgency, potential for deterioration, and available resources
3.4. Perform procedures in a skilful and safe manner, adapting to unanticipated findings or changing clinical circumstances	<p>Demonstrate effective procedure preparation, including the use of a pre-procedure time-out or safety checklist as appropriate</p> <p>Assemble and verify endoscope function <small>TTD2 F2</small></p> <p>Administer local anesthesia and/or sedation to optimize patient safety and comfort <small>TTD2 TTD3 F2 F3</small></p> <p>Set up, position, and drape the patient for the procedure <small>TTD3 F3 F4 F5 C3 C4 C5 C6 C7 C8 C9 C10 TTP3</small></p> <p>Intubate the esophagus under direct vision <small>TTD2</small></p> <p>Achieve clear visualization <small>TTD2</small></p> <p>Identify key anatomic landmarks and clinically relevant findings <small>TTD2 F2 C11</small></p> <p>Perform tissue biopsies in quantity and quality as appropriate to indication <small>TTD2</small></p>	<p>Select the appropriate site and technique and perform the incision <small>F4</small></p> <p>Establish adequate exposure <small>F4</small></p> <p>Perform the intended intervention <small>F2</small></p> <p>Perform the procedure skilfully and safely <small>F3 F5 C3 C4 C5 C6 C7 C8 C9 C10</small></p> <p>Use surgical instruments and equipment correctly and in a fluid manner <small>F4 C3 C4 C5 C6 C7 C8 C9 C10 TTP3</small></p> <p>Maintain orientation, localization, and clear visualization during the procedure <small>F2 C11</small></p> <p>Anticipate, recognize, and respond to intraoperative challenges <small>F5 C3 C4 C5 C6 C7 C8 C9 C10 TTP3</small></p> <p>Close the incision <small>F4</small></p> <p>Seek assistance as needed when unanticipated findings or changing clinical</p>	<p>Provide airway management and/or resuscitation <small>C2</small></p> <p>Select and gather appropriate ancillary equipment <small>C11</small></p> <p>Demonstrate appropriate and safe use of ancillary equipment (e.g. electrocautery, endoscopic ultrasound, dilation equipment) <small>C11</small></p> <p>Demonstrate intraoperative judgement <small>C3 C4 C5 C6 C7 C8 C9 C10 F5 TTP3</small></p> <p>Demonstrate appropriate pace and progress <small>C11</small></p> <p>Interpret the clinical significance of findings and modify the procedure as indicated <small>C11</small></p> <p>Establish and implement a plan for post-procedure care</p>	<p>Select appropriate materials and equipment for the procedure <small>TTP2</small></p> <p>Anticipate and prepare for technical challenges and/or significant findings <small>TTP2</small></p> <p>Perform procedures in a skilful and safe manner, adapting to unanticipated findings or changing clinical circumstances</p> <p>Perform safe dissection <small>TTP3</small></p> <p>Manage unexpected intraoperative findings and perioperative issues, adjusting the procedure as appropriate <small>TTP2</small></p>

	<p>Prepare to obtain and handle samples, sending for appropriate testing TTD3 F3</p> <p>Perform chest tube insertion, using ultrasound guidance when appropriate TTD3</p> <p>Evaluate tube position TTD3</p> <p>Identify and respond to immediate complications of the procedure, if applicable TTD2 F2 C11</p> <p>Recognize and manage complications TTD3 F3</p> <p>Document the procedure and its outcome TTD3 F3</p>	circumstances are encountered		
--	---	-------------------------------	--	--

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

Determine if there is a need for consultation with another specialist or service ^{TTD1 C1 C12}

Coordinate investigation, treatment, and follow-up plans when multiple physicians and health care professionals are involved

Ensure follow-up on results of investigation and response to treatment

Determine appropriate disposition and/or setting for ongoing care ^{C2}

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

Establish plans for post-operative care ^{TTP2}

MEDICAL EXPERT MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
5. Actively contribute, as an individual 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		Participate in the surgical safety checklist or equivalent F4 F5 C3 C4 C5 C6 C7 C8 C9 C10 C11 TTP3	<p>Report patient safety incidents to appropriate institutional representatives</p> <p>Recognize near-misses in real time and respond to correct them, preventing them from reaching the patient</p> <p>Identify potential improvement opportunities arising from harmful patient safety incidents and near misses</p> <p>Participate in an analysis of patient safety incidents</p>	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		Use cognitive aids such as procedural checklists, structured communication tools, or care paths, to enhance patient safety	Apply the principles of situational awareness to clinical practice	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 therapeutic relationships with patients and their families				
1.1. Communicate using a patient-centred approach that encourages patient trust and autonomy and is characterized by empathy, respect, and compassion	Communicate using a patient-centred approach that facilitates patient trust and autonomy and is characterized by empathy, respect, and compassion			
1.2. Optimize the physical environment for patient comfort, dignity, privacy, engagement, and safety	Optimize the physical environment for patient comfort, dignity, privacy, engagement, and safety			
1.3. Recognize when the perspectives, values, or biases of patients, physicians, or other health care professionals may have an impact on the quality of care, and modify the approach to the patient accordingly	Recognize when the values, biases, or perspectives of patients, physicians, or other health care professionals may have an impact on the quality of care, and modify the approach to the patient accordingly			
1.4. Respond to a patient's non-verbal behaviours to enhance communication	Respond to patients' non-verbal communication and use appropriate non-verbal behaviours to enhance communication with patients			

1.5. Manage disagreements and emotionally charged conversations		Establish boundaries as needed in emotional situations		Manage disagreements and emotionally charged conversations
1.6. Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstances		Assess a patient's decision-making capacity	Tailor approaches to decision-making to patient capacity, values, and preferences	Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstances

2. Elicit and synthesize accurate and relevant information, incorporating the perspectives of patients and their families

2.1. Use patient-centred interviewing skills to effectively gather relevant biomedical and psychosocial information	Conduct a patient-centred interview, gathering all relevant biomedical and psychosocial information for any clinical presentation		Actively listen and respond to patient cues	Use patient-centred interviewing skills to effectively gather relevant biomedical and psychosocial information
2.2. Provide a clear structure for and manage the flow of an entire patient encounter	Conduct a focused and efficient patient interview, managing the flow of the encounter while being attentive to the patient's cues and responses		Manage the flow of challenging patient encounters, including those with angry, distressed, or excessively talkative individuals	Provide a clear structure for and manage the flow of an entire patient encounter
2.3. Seek and synthesize relevant information from other sources, including the patient's family, with the patient's consent	Seek and synthesize relevant information from other sources, including the patient's family, with the patient's consent			

3. Share health care information and plans with patients and their families

3.1. Share information and explanations that are clear, accurate, and timely while assessing for patient and family understanding	Share information with the patient and family about the patient's condition and plans for management clearly and compassionately TTD1 C2	Share information with patients and families about ongoing delivery of care F1 Use strategies to verify and validate the understanding of the patient and family with regard to the diagnosis, prognosis, and management plan	Provide information to the patient and family about treatment options, including the choice of surgical technique and other treatment modalities c1	Communicate clearly with patients and others in the setting of ethical dilemmas Convey information about the procedure, operative findings, and patient status to the family clearly and compassionately TTP2
3.2. Disclose harmful patient safety incidents to patients and their families			Communicate the reasons for unanticipated clinical outcomes and/or disclose patient safety incidents to the patient and/or family c12 Apologize appropriately for a harmful patient safety incident	Disclose patient safety incidents to the patient and family 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 goals

4.1. Facilitate discussions with patients and their families in a way that is respectful, non-judgmental, and culturally safe	Communicate with cultural awareness and sensitivity			Facilitate discussions with the patient and family in a way that is respectful, non-judgmental, and culturally safe
---	---	--	--	---

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				Assist the patient and family to identify, access, and make use of information and communication technologies to support care and manage health
4.3. Use communication skills and strategies that help patients and their families make informed decisions regarding their health	Use communication skills and strategies that help the patient and family make informed decisions regarding their health			

5. Document and share written and electronic information about the medical encounter to optimize clinical decision-making, patient safety, confidentiality, and privacy

5.1. Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements	<p>Organize information in appropriate sections within an electronic or written medical record</p> <p>Maintain accurate and up-to-date problem lists and medication lists</p> <p>Document the clinical encounter to adequately convey clinical reasoning and the rationale for decisions and/or recommendations TTD1 F1 C1 C12</p>	<p>Document the surgical procedure in a complete and timely manner F5 C3 C4 C5 C6 C7 C8 C9 C10</p>	<p>Adapt record keeping to the specific guidelines of Thoracic Surgery and the clinical context</p> <p>Document the endoscopic procedure and its outcome, using appropriate terminology to describe findings TTD2 F2 C11</p> <p>Document the encounter to convey the discussion and its outcome C13</p> <p>Identify and correct vague or ambiguous documentation</p>	<p>Document clinical encounters in an accurate, complete, and timely manner TTP1</p> <p>Document surgical procedures in an accurate, complete, and timely manner TTP2</p>
---	---	---	--	---

5.2. Communicate effectively using a written health record, electronic medical record, or other digital technology	Communicate effectively using a written health record, electronic medical record, or other digital technology			
5.3. Share information with patients and others in a manner that enhances understanding and that respects patient privacy and confidentiality	Share information with patients and others in a manner that enhances understanding and that respects patient privacy and confidentiality			

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 professions				
1.1. Establish and maintain positive relationships with physicians and other colleagues in the health care professions to support relationship-centred collaborative care		<p>Respect established rules of their team</p> <p>Receive and appropriately respond to input from other health care professionals</p>	Anticipate, identify, and respond to patient safety issues related to the function of a team	Establish and maintain healthy relationships with physicians and other colleagues in the health care professions to support relationship-centred collaborative care
1.2. Negotiate overlapping and shared responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care	<p>Discuss the role and responsibilities of a specialist in Thoracic Surgery</p> <p>Describe the roles and scopes of practice of other health care providers related to Thoracic Surgery</p> <p>Make effective use of nurses and/or assistants TTD2 F2 F3</p>	<p>Consult as needed with other health care professionals F1</p> <p>Make effective use of operative assistants F4 F5 C3 C4 C5 C6 C7 C8 C9 C10</p>	<p>Interact effectively with other health care professionals C2</p> <p>Work effectively with the OR team F4 F5 C3 C4 C5 C6 C7 C8 C9 C10 TTP3</p>	<p>Negotiate overlapping and shared care responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care</p> <p>Work effectively with outpatient clinic staff TTP1</p>
1.3. Engage in respectful shared decision-making with physicians and other colleagues in the health care professions		Communicate effectively with the health care team F1 C11	<p>Provide timely and necessary written information to colleagues to enable effective relationship-centred care</p> <p>Work with clinical colleagues to develop and implement a management plan C13</p>	<p>Engage in respectful shared decision-making with physician and other colleagues in the health care professions</p> <p>Use referral and consultation as opportunities to improve quality of care and patient safety by sharing expertise</p>

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

2.1. Show respect toward collaborators	<p>Convey information thoughtfully</p> <p>Respond to requests and feedback in a respectful and timely manner</p>	Actively listen to and engage in interactions with collaborators	Delegate tasks and responsibilities in an appropriate and respectful manner	Show respect toward collaborators
2.2. Implement strategies to promote understanding, manage differences, and resolve conflict in a manner that supports a collaborative culture		<p>Identify communication barriers between health care professionals</p> <p>Communicate clearly and directly to promote understanding, manage differences, and resolve conflicts</p> <p>Listen to understand and find common ground with collaborators</p>	<p>Gather the information and resources needed to manage differences and resolve conflicts among collaborators</p> <p>Analyze team dynamics</p> <p>Gain consensus among colleagues in resolving conflicts</p> <p>Facilitate the development of consensus when there are differences in recommendations provided by other health care professionals ^{C13}</p>	Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports a collaborative culture

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		Communicate with the receiving physicians or	Organize the handover of care to the most appropriate	Demonstrate safe transfer of care, both verbal and

both oral and written communication, during a patient transition to a different health care professional, setting, or stage of care		<p>health care professionals during transitions in care, clarifying issues after transfer as needed</p> <p>Communicate with the patient's primary health care professional about the patient's care</p> <p>Summarize the patient's issues in the transfer summary, including plans to deal with the ongoing issues</p>	<p>physician or health care professional</p> <p>Analyze gaps in communication between health care professionals during transitions in care</p> <p>Recognize and act on patient safety issues in the transfer of care</p>	<p>written, during patient transitions to a different healthcare professional, setting, or stage in care</p> <p>Transition patient care safely to the post-operative team TTP2</p>
---	--	--	--	---

LEADER MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
1. Contribute to the improvement of health care delivery in teams, organizations, and systems				
1.1. Apply the science of quality improvement to systems of patient care		Seek data to inform practice and engage in an iterative process of improvement	Participate in a patient safety and/or quality improvement initiative	Apply the science of quality improvement to contribute to improving systems of patient care
1.2. Contribute to a culture that promotes patient safety	Actively encourage all involved in health care, regardless of their role, to report and respond to unsafe situations	Model a just culture to promote openness and increased reporting	Engage patients and their families in the continuous improvement of 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 patient safety	Describe the data available from health information systems in Thoracic Surgery optimize patient care	Map the flow of information in the care of their patients and suggest changes for quality improvement and patient safety	Use data on measures of clinical performance during team discussions and to support team decision-making	Use health informatics to improve the quality of patient care and optimize patient safety
2. Engage in the stewardship of health care resources				
2.1. Allocate health care resources for optimal patient care	Describe the costs of common diagnostic and therapeutic interventions relevant to Thoracic Surgery	Consider costs when choosing care options	Use clinical judgment to minimize wasteful practices Develop practice-based	Allocate health care resources for optimal patient care

			and system-based rules for resource allocation	
2.2. Apply evidence and management processes to achieve cost-appropriate care		Apply evidence and guidelines with respect to resource utilization in common clinical scenarios	Optimize practice patterns for cost-effectiveness and cost control	Apply evidence and management processes to achieve cost-appropriate care

3. Demonstrate leadership in health care systems

3.1. Demonstrate leadership skills to enhance health care	Analyze their own leadership styles, including strengths, weaknesses, and biases		Contribute to a health care change initiative	Demonstrate leadership skills to enhance health care
3.2. Facilitate change in health care to enhance services and outcomes		Analyze patient feedback to help improve patient experiences and clinical outcomes Describe key health policy and organizational issues in Thoracic Surgery	Develop a strategy for implementing change in health care with patients, physicians, and other health care professionals Analyze ongoing changes occurring in health care delivery	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	Align priorities with expectations for professional practice	Build relationships with mentors Organize work using strategies that address strengths and identify areas to improve in personal effectiveness Manage time and prioritize tasks F1		Manage time effectively in the outpatient clinic TTP1 Integrate supervisory and teaching responsibilities into the overall management of the clinic TTP1
---	--	---	--	---

		Integrate supervisory and teaching responsibilities into the overall management of the clinical service _{F1}		Set priorities and manage time to integrate practice and personal life
4.2. Manage a personal professional practice and career	<p>Review opportunities for practice preparation, including choices available for further training</p> <p>Maintain a portfolio and reflect professional development</p>	Examine personal interests and seek career mentorship and counselling	<p>Establish clear leadership in resuscitative efforts _{C2}</p> <p>Reconcile expectations for practice with job opportunities and workforce needs</p> <p>Adjust educational experiences to gain competencies necessary for future independent practice</p> <p>Describe remuneration models as they pertain to their discipline</p> <p>Plan practice finances, considering short- and long-term goals</p>	<p>Manage a career and a practice</p> <p>Book operative cases and other procedures with appropriate urgency, duration, equipment, and patient preparation _{TTP1}</p>
4.3. Implement processes to ensure personal practice improvement			Improve personal practice by evaluating a problem, setting priorities, executing a plan, and analyzing the results	Implement processes to ensure personal practice improvement

HEALTH ADVOCATE MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
1. Respond to an individual patient's health needs by advocating with the patient within and beyond the clinical environment				
1.1. Work with patients to address determinants of health that affect them, and their access to needed health services and resources	Respond to an individual patient's health needs ^{TTD1}	Facilitate timely patient access to services and resources ^{F1}	Provide recommendations for resources for patient education and support ^{C1}	Work with patients to address the determinants of health that affect them and their access to needed health services or resources
1.2. Work with patients and their families to increase opportunities to adopt healthy behaviours		Select patient education resources related to Thoracic Surgery	Apply the principles of behaviour change during conversations with patients about adopting healthy behaviours	Work with the patient and family to increase opportunities to adopt healthy behaviours
1.3. Incorporate disease prevention, health promotion, and health surveillance into interactions with individual patients		Work with the patient and family to identify opportunities for disease prevention, health promotion, and health protection	Evaluate with the patient the potential benefits and harms of health screening	Incorporate disease prevention, health promotion, and health surveillance activities into interactions with individual patients

2. Respond to the needs of communities or populations they serve by advocating with them for system-level change in a socially accountable manner

2.1. Work with a community or population to identify the determinants of health that affect them		Identify communities or populations they serve who are experiencing health inequities	Analyze current policy or policy developments that affect the communities or populations they serve	Work with a community or population to identify the determinants of health that affect them
2.2. Improve clinical practice by applying a process of continuous quality improvement to disease prevention, health promotion, and health surveillance activities	Participate in health promotion and disease prevention programs relevant to their practice	Identify patients or populations that are not being served optimally in their clinical practice	Report epidemics or clusters of unusual cases seen in practice, balancing patient confidentiality with the duty to protect the public's health	Improve clinical practice by applying a process of continuous quality improvement to disease prevention, health promotion, and health surveillance activities
2.3. Contribute to a process to improve health in the community or population they serve		Partner with others to identify the health needs of a community or population they serve	Appraise available resources to support the health needs of communities or populations they serve Distinguish between potentially competing health interests of the individuals, communities, and populations they serve	Contribute to a process to improve health in the communities or populations they serve

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				
1.1. Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	Use technology to develop, record, monitor, revise, and report on learning in medicine	Create a learning plan in collaboration with a designated supervisor identifying learning needs related to Thoracic Surgery and career goals Demonstrate a structured approach to monitoring progress of learning in the clinical setting	Review and update earlier learning plan(s) with input from others, identifying learning needs related to all CanMEDS Roles to generate immediate and longer-term career goals	Develop, implement, monitor, and revise a personal learning plan to enhance professional practice
1.2. Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources		Identify, record, prioritize and answer learning needs that arise in daily work, scanning the literature or attending formal or informal education sessions	Seek and interpret multiple sources of performance data and feedback, with guidance, to continually improve performance	Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources
1.3. Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice		Identify the learning needs of a health care team		Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice

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		Use strategies for deliberate, positive role-modelling		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 safety is maintained when learners are involved		Supervise learners to ensure they work within limitations, seeking guidance and supervision when needed Balance clinical supervision and graduated responsibility, ensuring the safety of patients and learners		Ensure patient safety is maintained when learners are involved Provide junior learners with opportunities for appropriate clinical responsibility ^{TTP2}
2.4. Plan and deliver learning activities				Plan and deliver a learning activity
2.5. Provide feedback to enhance learning performance		Provide written or verbal feedback to other learners, faculty and other members of the team		Role-model regular self-assessment and feedback-seeking behaviour Provide junior learners with feedback to enhance learning and performance ^{TTP2}

2.6. Assess and evaluate learners, teachers, and programs in an educationally appropriate manner			Appropriately assess junior learners	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 Thoracic Surgery	Generate focused questions that address practice uncertainty and knowledge gaps	
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		Interpret study findings, including a critique of their relevance to their practice	Evaluate the applicability (external validity or generalizability) of evidence from a resource	Critically evaluate the integrity, reliability, and applicability of health-related research and literature
3.4. Integrate evidence into decision-making in their practice		Identify new evidence appropriate to their scope of professional practice through quality-appraised evidence-alerting services	Integrate best evidence and clinical expertise <small>C13</small> Integrate best evidence and clinical expertise into decision-making <small>C1 TTP1</small>	Integrate best evidence and clinical expertise into decision-making in their practice

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

4.1. Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care			Contribute to a scholarly investigation or the dissemination of research findings in Thoracic Surgery	Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care
4.2. Identify ethical principles for research and incorporate them into obtaining informed consent, considering potential harms and benefits, and considering vulnerable populations				Identify ethical principles for research and incorporate them into obtaining informed consent, considering harm and benefits, and considering vulnerable populations
4.3. Contribute to the work of a research program			Actively participate as a research team member, balancing the roles and responsibilities of a researcher with the clinical roles and responsibilities of a physician	Contribute to the work of a research program
4.4. Pose questions amenable to scholarly investigation and select appropriate methods to address them			Select appropriate methods of addressing a given scholarly question	Pose medically and scientifically relevant and appropriately constructed questions amenable to scholarly investigation

4.5. Summarize and communicate to professional and lay audiences, including patients and their families, the findings of relevant research and scholarly inquiry		Summarize and communicate to peers the findings of applicable research and scholarship	Summarize and communicate to professional and lay audiences, including patients and their families, the findings of applicable research and scholarly inquiry	Prepare a manuscript suitable for publication in a peer-reviewed journal
--	--	--	---	--

PROFESSIONAL MILESTONES: RESIDENCY

	Transition to discipline	Foundations of discipline	Core of discipline	Transition to practice
1. Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards				
1.1. Exhibit appropriate professional behaviours and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality	<p>Consistently prioritize the needs of patients and others to ensure a patient's legitimate needs are met</p> <p>Demonstrate punctuality</p> <p>Complete assigned responsibilities</p> <p>Work within personal limits, asking for help as needed TTD2 F2 F4 F5 C3 C4 C5 C6 C7 C8 C9 C10 C11</p>	<p>Independently manage specialty-specific issues surrounding confidentiality, intervening when confidentiality is breached</p> <p>Behave in a professional manner F1 C13 TTP1</p>	<p>Manage complex issues while preserving confidentiality</p> <p>Intervene when behaviours toward colleagues and learners undermine a respectful environment</p>	<p>Exhibit appropriate professional behaviours and relationships in all aspects of practice, reflecting honesty, integrity, humility, dedication, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality</p> <p>Work within personal limits, asking for help as needed, including from other specialties TTP3</p>
1.2. Demonstrate a commitment to excellence in all aspects of practice and to active participation in collaborative care		<p>Prepare for the procedure, reviewing relevant investigations and pre-operative assessments, consults, and consent F5 C3 C4 C5 C6 C7 C8 C9 C10 TTP3</p>	<p>Analyze how the system of care supports or jeopardizes excellence</p>	<p>Prepare for the day, reviewing the list of planned procedures TTP2</p> <p>Demonstrate a commitment to excellence in all aspects of practice</p>
1.3. Recognize and respond to ethical issues encountered in practice			<p>Manage ethical issues encountered in the clinical and academic setting</p>	<p>Recognize and respond to ethical issues encountered in independent practice</p>
1.4. Recognize and manage conflicts of interest			<p>Proactively resolve real, potential, or perceived conflicts of interest transparently and in</p>	<p>Recognize and manage conflicts of interest in independent practice</p>

			accordance with ethical, legal, and moral obligations	
1.5. Exhibit professional behaviours in the use of technology-enabled communication			Intervene when aware of breaches of professionalism involving 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, society, and the profession by responding to societal expectations of physicians		Manage tensions between societal and physician's expectations	Demonstrate a commitment to the promotion of the public good in health care, including stewardship of resources Demonstrate a commitment to maintaining and enhancing competence	Demonstrate accountability to patients, society, and the profession 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 through adherence to institutional policies and procedures Monitor institutional and clinical environments and respond to issues that can harm patients or the delivery of health care		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

3.1. Fulfil and adhere to professional and ethical codes, standards of practice, and laws governing practice			<p>Describe how to respond to, cope with, and constructively learn from a complaint or legal action</p> <p>Demonstrate accountability to the profession and society with regard to the impact of decisions that are made</p> <p>Describe the relevant codes, policies, standards, and laws governing physicians and the profession including standard setting and disciplinary and credentialing procedures</p>	Fulfill and adhere to the professional and ethical codes, standards of practice, and laws governing practice
3.2. Recognize and respond to unprofessional and unethical behaviours in physicians and other colleagues in the health care profession	Respond to peer-group lapses in professional conduct		Describe and identify regulatory codes and procedures relevant to involving a regulatory body in a case of serious unprofessional behaviour or practice	Recognize and respond to unprofessional and unethical behaviours in physicians and other colleagues in the health care professions
3.3. Participate in peer assessment and standard setting			<p>Participate in the review of practice, standard setting, and quality improvement activities</p> <p>Participate in the assessment of junior learners</p> <p>Prepare a morbidity and mortality report or chart review</p>	Participate in peer assessment and standard setting

4. Demonstrate a commitment to physician health and well-being to foster optimal patient care

4.1. Exhibit self-awareness and effectively manage influences on personal well-being and professional performance		<p>Manage the impact of physical and environmental factors on performance</p> <p>Demonstrate an ability to regulate attention, emotions, thoughts, and behaviours while maintaining capacity to perform professional tasks</p>	Integrate skills that support adaption and recovery in challenging situations	<p>Exhibit self-awareness and effectively manage influences on personal well-being and professional performance</p> <p>Maintain professional clinical performance in demanding or stressful clinical settings TTP2</p>
4.2. Manage personal and professional demands for a sustainable practice throughout the physician life cycle	Recognize evolving professional identity transitions and manage inherent stresses		Manage competing personal and professional priorities	Manage personal and professional demands for a sustainable practice throughout the physician life cycle
4.3. Promote a culture that recognizes, supports, and responds effectively to colleagues in need		Use strategies to mitigate the impact of patient safety incidents	Support others in their professional transitions	<p>Promote a culture that recognizes, supports, and responds effectively to colleagues in need</p> <p>Provide mentorship to colleagues</p>