Postgraduates Professional Standards (Competencies)

Prepared by

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❖ To help prepare physicians meet societal needs in a dynamic and increasingly demanding health care environment, those stewarding CanMEDS 2015 remain committed to keeping the framework current and to facilitating its implementation in the real world of medical education and practice.

❖ The Academy of Medical Educators is a charitable organization developed to advance medical education for the benefit of the public through:

a) The development of a professional standards framework and qualification systems

b) Undertaking research for the continuing development of professional medical education

c) The promotion and dissemination of current best practice in medical education.

Benchmarks:

1- CanMEDS 2015 Physician Competency Framework2015. by the Royal College of Physicians and Surgeons of Canada.

2- Professional Standards for medical, dental and veterinary educators. 2022. Cardiff: Academy of Medical Educators

Key competencies	Enabling competencies
1- Medical Practionnare	
1.1 Practice medicine within their defined scope of practice and expertise	**1.1.1** Demonstrate a commitment to high-quality care of their patients **1.1.2** Apply knowledge of the clinical and biomedical sciences relevant to their discipline **1.1.3** Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner **1.1.4** Carry out professional duties in the face of multiple, competing demands **1.1.5** Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice
1.2 Perform a patient-centered clinical assessment and establish a management plan	**1.2.1** Prioritize issues to be addressed in a patient encounter **1.2.2** 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 **1.2.3** Establish goals of care in collaboration with patients and their families, which may include slowing disease progression, treating symptoms, achieving cure, improving function, and palliation **1.2.4** Establish a patient-centered management plan
1.3 Plan and perform procedures and therapies for the purpose of assessment and/or management	**1.3.1** Determine the most appropriate procedures or therapies **1.3.2** Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed procedure or therapy **1.3.3** Prioritize a procedure or therapy, taking into account clinical urgency and available resources **1.3.4** Perform a procedure in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances

1.4 Establish plans for ongoing care and, when appropriate, timely consultation	**1.4.1** Implement a patient-centered care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation
1.5 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	**1.5.1** Recognize and respond to harm from health care delivery, including patient safety incidents **1.5.2** Adopt strategies that promote patient safety and address human and system factors
2- Communicator	
2.1 Establish professional therapeutic relationships with patients and their families	**2.1.1** Communicate using a patient-centered approach that encourages patient trust and autonomy and is characterized by empathy, respect, and compassion **2.1.2** Optimize the physical environment for patient comfort, dignity, privacy, engagement, and safety **2.1.3** 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 **2.1.4** Respond to a patient's non-verbal behaviors to enhance communication **2.1.5** Manage disagreements and emotionally charged conversations **2.1.6** Adapt to the unique needs and preferences of each patient and to his or her clinical condition and circumstances
2.2 Elicit and synthesize accurate and relevant information, incorporating the perspectives of patients and their families	**2.2.1** Use patient-centered interviewing skills to effectively gather relevant biomedical and psychosocial information **2.2.2** Provide a clear structure for and manage the flow of an entire patient encounter **2.2.3** Seek and synthesize relevant information from other sources, including the patient's family, with the patient's consent

2.3 Share health care information and plans with patients and their families	**2.3.1** Share information and explanations that are clear, accurate, and timely, while checking for patient and family understanding **2.3.2** Disclose harmful patient safety incidents to patients and their families accurately and appropriately
2.4 Engage patients and their families in developing plans that reflect the patient's health care needs and goals	**2.4.1** Facilitate discussions with patients and their families in a way that is respectful, non-judgmental, and culturally safe **2.4.2** Assist patients and their families to identify, access, and make use of information and communication technologies to support their care and manage their health **2.4.3** Use communication skills and strategies that help patients and their families make informed decisions regarding their health
2.5 Document and share written and electronic information about the medical encounter to optimize clinical decision-making, patient safety, confidentiality, and privacy	**2.5.1** Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements **2.5.2** Communicate effectively using a written health record, electronic medical record, or other digital technology **2.5.3** Share information with patients and others in a manner that respects patient privacy and confidentiality and enhances understanding

3- Collaborator

3.1 Work effectively with physicians and other colleagues in the health care professions	**3.1.1** Establish and maintain positive relationships with physicians and other colleagues in the health care professions to support relationship-centered collaborative care
	3.1.2 Negotiate overlapping and shared responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care
	3.1.3 Engage in respectful shared decision-making with physicians and other colleagues in the health care professions
3.2 Work with physicians and other colleagues in the health care professions to promote understanding, manage differences, and resolve conflicts	**3.2.1** Show respect toward collaborators
	3.2.2 Implement strategies to promote understanding, manage differences, and resolve conflicts in a manner that supports a collaborative culture
3.3 Hand over the care of a patient to another health care professional to facilitate continuity of safe patient care	**3.3.1** Determine when care should be transferred to another physician or health care professional
	3.3.2 Demonstrate safe handover of care, using both verbal and written communication, during a patient transition to a different health care professional, setting, or stage of care

4- Health Advocate

4.1 Respond to an individual patient's health needs by advocating with the patient within and beyond the clinical environment	**4.1.1** Work with patients to address determinants of health that affect them and their access to needed health services or resources
	4.1.2 Work with patients and their families to increase opportunities to adopt healthy behaviors
	4.1.3 Incorporate disease prevention, health promotion, and health surveillance into interactions with individual patients

4.2 Respond to the needs of the communities or populations they serve by advocating with them for system-level change in a socially accountable manner	**4.2.1** Work with a community or population to identify the determinants of health that affect them **4.2.2** Improve clinical practice by applying a process of continuous quality improvement to disease prevention, health promotion, and health surveillance activities **4.2.3** Contribute to a process to improve health in the community or population they serve

5- Professional

5.1 Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards	**5.1.1** Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality **5.1.2** Demonstrate a commitment to excellence in all aspects of practice **5.1.3** Recognize and respond to ethical issues encountered in practice **5.1.4** Recognize and manage conflicts of interest **5.1.5** Exhibit professional behaviors in the use of technology-enabled communication
5.2 Demonstrate a commitment to society by recognizing and responding to societal expectations in health care	**5.2.1** Demonstrate accountability to patients, society, and the profession by responding to societal expectations of physicians **5.2.2** Demonstrate a commitment to patient safety and quality improvement
5.3 Demonstrate a commitment to the profession by adhering to standards and participating in physician-led regulation	**5.3.1** Fulfill and adhere to the professional and ethical codes, standards of practice, and laws governing practice **5.3.2** Recognize and respond to unprofessional and unethical behaviors in physicians and other colleagues in the health care professions **5.3.3** Participate in peer assessment and standard setting

5.4 Demonstrate a commitment to physician health and well-being to foster optimal patient care	**5.4.1** Exhibit self-awareness and manage influences on personal well-being and professional performance **5.4.2** Manage personal and professional demands for a sustainable practice throughout the physician life cycle **5.4.3** Promote a culture that recognizes, supports, and responds effectively to colleagues in need
6- Scholar	
6.1 Engage in the continuous enhancement of their professional activities through ongoing learning	**6.1.1** Develop, implement, monitor, and revise a personal learning plan to enhance professional practice **6.1.2** Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources **6.1.3** Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice
6.2 Integrate best available evidence into practice	**6.2.1** Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them **6.2.2** Identify, select, and navigate pre-appraised resources **6.2.3** Critically evaluate the integrity, reliability, and applicability of health-related research and literature **6.2.4** Integrate evidence into decision-making in their practice

6.3 Contribute to the creation and dissemination of knowledge and practices applicable to health	**6.3.1** Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care **6.3.2** Identify ethical principles for research and incorporate them into obtaining informed consent, considering potential harms and benefits, and considering vulnerable populations **6.3.3** Contribute to the work of a research program **6.3.4** Pose questions amenable to scholarly inquiry and select appropriate methods to address them **6.3.5** Summarize and communicate to professional and lay audiences, including patients and their families, the findings of relevant research and scholarly inquiry
6.4 Outline the expected standards for medical educators in relation to their own personal and professional development	**6.4.1** Identify basic educational theories and principles **6.4.2** Use literature relevant to current developments in medical education **6.4.3** Apply the principles of critical appraisal **6.4.4** Demonstrate the major issues and challenges facing medical educational research **6.4.5** Understand and applies a range of educational theories and Principles **6.4.6** Critically evaluates the educational literature and applies this learning to his or her educational practice **6.4.7** Participates in the design and development of educational programs, projects or research **6.4.8** Interprets and applies the results of educational research to his or her educational practice **6.4.9** Demonstrates advanced understanding of a wide range of educational theories and principles **6.4.10** Critically evaluates the literature at an advanced level and applies this to his or her educational practice

	6.4.11 Develops new educational insights, theories and practices, through scholarly endeavors
	6.4.12 Designs, supervises, manages and evaluates research strategies or projects
	6.4.13 Contributes to educational research or projects applying appropriate research methods
	6.4.14 Mentors and supports the professional development of educational researchers or educational project leads
7. Designer & Planner	
7.1 Outlines the educational design and learning development processes	**7.1.1** Describes how the principles of learning and teaching are incorporated into educational developments.
	7.1.2 Demonstrates awareness of different ways of learning and teaching.
	7.1.3 Shows how the needs of learners are considered
	7.1.4 Demonstrates awareness of the need to define what is to be learned.
	7.1.5 Demonstrates awareness of a range of learning methods, experiences and resources and how they may be used effectively.
	7.1.6 Demonstrates application of learning and teaching principles in the design of a course, unit, module or subject area.
	7.1.7 Matches course design to support different ways of learning and teaching
	7.1.8 Gathers and interprets basic information on the needs of learners
	7.1.9 Demonstrates use of appropriate language which encourages measurability of learning outcomes as well as level of performance required.
	7.1.10 Matches learning methods, experiences, and resources to intended outcomes
	7.1.11 Develops or identifies appropriate learning resources for planned courses.

	7.1.12 Demonstrates application of learning and teaching principles in the design of a curriculum through leadership for a whole course or degree program.
	7.1.13 Conducts complex learning needs analyses including those of learners, groups, professions, or healthcare systems
	7.1.14 Defines learning outcomes within theoretical frameworks and/or demonstrates use of appropriate taxonomies of learning.
	7.1.15 Is adaptive and effective in securing resources and dealing with constraints
	7.1.16 Leads national or institutional assessment of learning needs.
	7.1.17 Is accountable for the delivery of learning resources for multiple organizations.
7.2 Evaluate educational interventions	**7.2.1** Seeks and responds appropriately to learner and teacher feedback and the evaluation of educational interventions
	7.2.2 Evaluates and improves educational interventions appropriately in response to feedback.
	7.2.3 Conducts, interprets, acts on, and disseminates evaluations of learning programs.

8. Teacher and Facilitator

8.1 outlines the expected standards for medical educators in relation to teaching and facilitating learning	**8.1.1** Uses a basic range of educational methods and technologies to achieve intended learning outcomes.
	8.1.2 Describes the importance of establishing a safe and effective learning environment.
	8.1.3 Can describe a range of learning methods that may be used in learning and teaching activities.
	8.1.4 Describes ways of involving learners in actual clinical practice e.g. experiential learning opportunities
	8.1.5 Demonstrates recognition of the importance of reflection on practice.

	8.1.6 Appropriately uses a broad range of educational methods and technologies to achieve intended learning outcomes
	8.1.7 Establishes a safe and effective learning environment
	8.1.8 Provides educational, personal and professional support in relevant contexts
	8.1.9 Applies learning and teaching methods that are relevant to intended learning outcomes and program content
	8.1.10 Uses learning resources appropriately
	8.1.11 Supports and empowers learners to be involved in the design and delivery of clinical teaching.
	8.1.12 Gives evidence of personal reflective practice. And demonstrates the importance of reflective practice to learners.
	8.1.13 Actively seeks to incorporate learners into a community of practice
	8.1.14 Is adaptive and innovative in using and developing educational methods and technologies to achieve intended learning outcomes
	8.1.15 Supports others to innovate
	8.1.16 Monitors and manages the safety and effectiveness of complex learning environments
	8.1.17 Proactively seeks to improve the learning environment
	8.1.18 Develops innovative learning resources
	8.1.19 Demonstrates a commitment to supporting creativity and innovation in the creation of learning resources across multiple learner groups
	8.1.20 Demonstrates evidence of the place of reflection in their practice as an educator and a leader.
8.2 Provide constructive feedback	**8.2.1** Can outline the purpose and importance of seeking, receiving and responding to feedback about learning and teaching.
	8.2.2 Promotes and fosters self-awareness in learners.

	8.2.3 Provides effective feedback to learners using a range of methods
	8.2.4 Acknowledges and responds actively and appropriately to feedback
	8.2.5 Promotes and fosters self-awareness in learners and teachers.
	8.2.6 Interprets, synthesizes and deals with conflicting information arising from feedback from learners and educators
	8.2.7 Communicates coherently, respectfully and effectively in response to feedback on learning and teaching, providing a clear rationale for further actions

9. Assessor

9.1. Outlines the expected standards for medical educators in making and reporting judgments that capture, guide and make decisions about the learning achievement of learners	**9.1.1** Demonstrates knowledge of the general purpose of formative and summative assessment and awareness of methods of feedback to the learner.
	9.1.2 Demonstrates awareness that robust assessment practices are integral to course development and effective educational practice
	9.1.3 Demonstrates knowledge around the choice of assessment methods based on the purpose, content and level of the assessment.
	9.1.4 Uses a basic range of methods to assess learners
	9.1.5 Contributes appropriately to continuous monitoring and improvement of assessments.
	9.1.6 Relates assessments to the educational outcomes of the course or program
	9.1.7 Demonstrates how the contribution of any assessment addresses the learning outcomes.
	9.1.8 Contributes to the construction of assessment items
	9.1.9 Selects assessment methods that match the purpose, content, and level of the learner

	9.1.10 Uses a broad range of methods to assess learners
	9.1.11 Maintains assessment quality by accurately interpreting assessment reports
	9.1.12 Demonstrates knowledge and application of approaches to enhance assessment literacy
	9.1.13 Contributes under guidance to standard-setting processes
	9.1.14 Contributes to the design of assessment strategies.
	9.1.15 Maintains and manages assessments (including blueprints) for one or more courses and/or levels.
	9.1.16 Designs and develops assessments utilizing accepted good practice such as in the determination of reliability, validity, acceptability, cost-effectiveness, feasibility and educational impact
	9.1.17 Uses multiple assessment data to holistically view learners' development and progression through a course or program.
	9.1.18 Integrates assessment methods into a coherent assessment strategy
	9.1.19 Makes high-stakes professional judgements
	9.1.20 Deals with conflicting assessments and feedback, and supports learners in interpreting comments.
	9.1.21 Applies standard setting procedures most relevant to particular methods and format
	9.1.22 Interprets technical data about effectiveness of assessment practices
	9.1.23 Prepares assessment reports for learners, examination boards and external stakeholders
	9.1.24 Leads teams in delivering feedback and developmental strategies.
	9.1.25 Oversees developmental curricula of assessment literacy for learners.

10. Leader

10.1 Contribute to the improvement of health care delivery in teams, organizations, and systems	**10.1.1** Apply the science of quality improvement to contribute to improving systems of patient care **10.1.2** Contribute to a culture that promotes patient safety **10.1.3** Analyze patient safety incidents to enhance systems of care **10.1.4** Use health informatics to improve the quality of patient care and optimize patient safety
10.2 Engage in the stewardship of health care resources	**10.2.1** Allocate health care resources for optimal patient care **10.2.2** Apply evidence and management processes to achieve cost-appropriate care
10.3 Demonstrate leadership in professional practice	**10.3.1** Demonstrate leadership skills to enhance healthcare **10.3.2** Facilitate change in health care to enhance services and outcomes
10.4 Manage career planning, finances, and health human resources in a practice	**10.4.1** Set priorities and manage time to integrate practice and personal life **10.4.2** Manage a career and a practice **10.4.3** Implement processes to ensure personal practice improvement
10.5 Outlines the expected standards for medical educators in relation to the management, leadership and governance of medical education.	**10.5.1** Manages personal educational time and resources effectively **10.5.2** Understands and delivers intended educational outcomes **10.5.3** Manages educational programs and resources, including individuals and/or financial resources at and / or beyond the local level **10.5.4** Understands and takes professional responsibility for own role in local education **10.5.5** Leads educational projects or programs locally **10.5.6** Supports the educational development of others within a local team, faculty, or department

	10.5.7 Demonstrates advanced ability to communicate, lead, develop, integrate, and formulate a wide range of educational interventions and programs
	10.5.8 Has an impact on medical education beyond immediate geographical locus
	10.5.9 Contributes to educational policy and development at a national or international level
	10.5.10 Successfully discharges senior roles in medical education
	10.5.11 Understands the roles and responsibilities of statutory and other regulatory bodies in the provision and quality assurance of medical education
	10.5.12 Is involved in the provision and quality assurance of medical education
	10.5.13 Is involved in the development of effective educational standards or governance frameworks