Residents should not return from a leave of absence until they are ready. Following a prolonged medical leave, this written declaration of readiness to return to the program may be required as a condition of returning to a residency training program. The form must be completed by a treating physician/practitioner with whom the resident is working, and sent to the Program Director.

The Program Director may (with resident’s consent) contact the treating physician/practitioner for further details or clarifications, especially if any modifications to training have been proposed.

Essential Skills and Abilities Required for the Practice of Medicine in Postgraduate Medical Education Programs should be read before completing this form (please see attached).

**Section 1: Resident Information**

|  |  |
| --- | --- |
| Name:  |  |
| Program:  |  |
| Training Year:  |  |

**Section 2: Information on the Return from the Leave of Absence**

|  |  |
| --- | --- |
| Expected Date of Return: *Resident must provide adequate notice of their return to the Program and the PGME Office.*  | Click here to enter a date. |
| Is the resident able to return to work/training schedule? *If the answer is other than Yes, full time, please see the Graduated Return to Residency Plan form, and/or PGME Disability Accommodation Policy.*  | [ ] Yes, full time |
| [ ] Yes, with modified hours of work[ ] Yes, with modified work duties |
| [ ] No |
| Is the resident able to perform all of the functions of his/her training as defined in the Essential Skills and Abilities document?  | [ ] Yes [ ] No |
| Is the resident able to return to work/training without posing a significant risk or substantial harm to him/herself or others? | [ ] Yes [ ] No |

**Section 3: Physician or Practitioner Information**

|  |  |
| --- | --- |
| Name:  |  |
| Address:  |  |
| Field of Specialty:  |  |
| Treating Physician Signature  |  |

# Essential skills and abilities required for the practice in PGME programs

## 1. PURPOSE

To establish the essential skills and abilities for residency training and practicing medicine in accordance the set standards and competency frameworks.

**2. INTRODUCTION**

The purpose is to prepare residents for an independent practice of medicine with appropriate competencies (knowledge, skills, attitudes and behaviors) necessary to practice their area of specialty in Canada. The national colleges, the RCPSC and the CFPC, set the standards for the competency frameworks for residency education.

**3. SCOPE**

Applies to all residents in all residency training programs at the College of Medicine, University of Saskatchewan.

**4. DEFINITIONS**

n/a

**5. RESPONSIBILITIES**

Postgraduate Residency Programs must define any discipline-specific essential skills and abilities in addition to those outlined in this document, and these must be posted on the respective CaRMS websites.

Central to the success of a student with a disability in completing the residency program is her/his responsibility to demonstrate self-reliance and to identify needs requiring accommodation in a timely fashion.

**6. SPECIFIC PROCEDURE**

# Domains of competency

# The CanMEDS (RCPSC) and CanMEDS-Family Medicine (CFPC) frameworks refer to seven domains of competencies: medical expert, professional, communicator, collaborator, scholar, health advocate and leader.

1. Medical Expert: As Medical Experts, physicians integrate all of the CanMEDS Roles, applying medical knowledge, clinical skills, and professional values in their provision of high-quality and safe patient-centred care. Medical Expert is the central physician Role in the CanMEDS Framework and defines the physician’s clinical scope of practice.
2. Professional: As Professionals, physicians are committed to the health and well-being of individual patients and society through ethical practice, high personal standards of behaviour, accountability to the profession and society, physician-led regulation, and maintenance of personal health.
3. Communicator: As Communicators, physicians form relationships with patients and families that facilitate the gathering and sharing of essential information for effective health care.
4. Collaborator: As Collaborators, physicians work effectively with other health care professionals to provide safe, high-quality, patient-centred care.
5. Scholar: As Scholars, physicians demonstrate a lifelong commitment to excellence in practice through continuous learning and by teaching others, evaluating evidence, and contributing to scholarship.
6. Health Advocate: As Health Advocates, physicians contribute their expertise and influence as they work with communities or patient populations to improve health. They work with those they serve to determine and understand needs, speak on behalf of others when required, and support the mobilization of resources to effect change.
7. Leader: As Leaders, physicians engage with others to contribute to a vision of a high-quality health care system and take responsibility for the delivery of excellent patient care through their activities as clinicians, administrators, scholars, or teachers.

Comprehensiveness is a key principle in learning as well as practice of medicine. As medical practitioners, physicians provide effective patient-centered care within the boundaries of their discipline, personal expertise, the healthcare setting and the patient’s preferences and context. Physicians apply the competencies to collect and interpret information, make appropriate clinical decisions, and carry out diagnostic and therapeutic interventions. Their care is characterized by up- to-date, ethical, and resource efficient clinical practice as well as with effective communication in partnership with patients, other health care providers and the community.

As such, physicians must be able to: function effectively as consultants, integrating all of the CanMEDS or CanMEDS-Family Medicine roles to provide optimal, ethical and patient-centered medical care; establish and maintain clinical knowledge, skills and attitudes appropriate to their practice; perform a complete and appropriate assessment of a patient; use preventive and therapeutic interventions effectively; demonstrate proficient and appropriate use of diagnostic and therapeutic procedural skills; seek appropriate consultation from other health professionals, recognizing the limits of their expertise.

1. **Essential skills and abilities**

All candidates for admission, promotion and successful completion in residency training programs must have the required Skills and Abilities (Technical Standards) to successfully achieve the required competencies.

These skills and abilities are grouped in five broad areas:

1. Observation/Perception - A resident must be able to participate in learning situations and acquire information through Observation and Perception by the use of senses and mental abilities. In particular, a resident must participate progressively in patient encounters and acquire information through visual, auditory and somatic sensation.
2. Communication - A resident must be able to communicate and to observe individuals or groups of individuals in order to effectively and efficiently elicit and clarify information. In the course of study, the resident must be able to progressively create rapport and develop therapeutic relationships with patients and their families, and establish effective communication with all members of the healthcare team. A resident must also be able to coherently summarize and effectively communicate a patient’s condition and management plan verbally, and in written and electronic form.
3. Motor/Tactile Function - A resident must possess sufficient Motor function skills required to safely perform a physical examination on a patient, including palpation, auscultation, percussion, and other diagnostic maneuvers. The examination must be done independently and competently in a timely fashion. A resident must possess sufficient motor function and sensory function in order to be able to use common diagnostic aids or instruments, either directly or in an adaptive form. A resident must be able to execute Motor movements reasonably required to attain the skills necessary to perform diagnostic procedures, and provide general and emergency medical care to patients in outpatient, inpatient and surgical venues.
4. Cognition/Intellectual - Conceptual, Integrative, and Quantitative Abilities: A resident must demonstrate higher-level cognitive abilities necessary to measure, calculate, and reason in order to conceptualize, analyze, integrate and synthesize information. In addition, the resident must be able to comprehend dimensional and visual-spatial relationships. All of these problem-solving activities must be done in a timely fashion and achieved progressively in a timely fashion. These skills must contribute to sound judgment based upon clinical and ethical reasoning.
5. Professionalism - A resident must consistently display integrity, honesty, empathy, compassion, fairness, respect for others, and dedication. Residents must take responsibility for themselves and their behaviours. The resident must promptly complete all assignments and responsibilities attendant not only to the study of medicine, but also to the diagnosis and care of patients. It is essential that a resident progressively develop mature, sensitive and effective relationships with patients and their families, and all members of healthcare teams. The resident must be able to tolerate the physical, emotional, and mental demands of the program and function effectively under stress. It is necessary to adapt to changing environments, and function in the face of uncertainties that are inherent in the care of patients. A resident must consistently demonstrate the emotional health required for full utilization of her or his intellectual abilities.

# 7. FORMS AND TEMPLATES

# n/a

**8. REFERENCES**

College of Family Physicians of Canada, Specific Standards for Family Medicine Residency Programs Accredited by the College of Family Physicians of Canada, Red Book 2016

Frank JR, Snell L, Sherbino J, editors. CanMEDS 2015 Physician Competency Framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015

Council of Ontario Faculties of Medicine (COFM), Policy Document Essential Skills and Abilities Required for the Study of Medicine, November 2003