

Overview of General Curriculum (The ideal world)

<b>CanMEDS Roles</b>	<b>Communicator</b>	<b>Collaborator</b>	<b>Manager</b>	<b>Health Advocate</b>	<b>Scholar</b>	<b>Professional</b>
<b>Setting</b>						
<b>Primary Rotations where key teaching and evaluation will take place</b>	<b>Stroke</b> <b>SCI</b> <b>EMG</b>	<b>Stroke</b> <b>AMPS/Orthotics</b> <b>Cardiac</b>	<b>MSK</b> <b>ABI</b> <b>Stroke</b>	<b>SCI</b> <b>ABI</b> <b>Cardiac</b>	<b>AMPS/Orthotics</b> <b>Research</b>	<b>MSK</b> <b>EMG</b> <b>ABI</b>
Inpatient Ward	<p>Feedback about elements of rapport that were observed</p> <p>Feedback about conversation style</p> <p>Feedback on dictated and written reports</p>	<p>Feedback about collaboration with interprofessional health care team</p> <p>Discuss strategies used to prevent, negotiate, and resolve interprofessional conflict utilizing at least one incident</p>	<p>Participate in intake rounds with service coordinator and teach about making decisions around admission to in-patient rehab services</p> <p>Feedback and modeling on a regular basis around practice management and time management</p> <p>Teach about decisions around discharge planning and services available to assist in appropriate allocation of finite health care resources</p>	<p>Teach about resources for patients in the community</p> <p>Teach how to Complete all disability forms for patients</p>	<p>Residents must present at interprofessional rounds at least once on all in-patient rotations with feedback provided</p> <p>Use the Relative Ranking approach to self assess skills and ability</p>	<p>Written submission with discussion on at least one ethical encounter (ABI, SCI and MSK rotations)</p> <p>Formative feedback in midrotation and end ITER about professional behaviour and quality of care (all rotations)</p>

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<b>Setting</b> Clinics	Feedback on dictated and written reports		Feedback and modeling on a regular basis around practice management and time management  Feedback regarding decisions making skills	Teach how to Complete all disability forms for patients  Teach about the determinants of health	Use the Relative Ranking approach to self assess skills and ability	Formative feedback in midrotation and end ITER about professional behaviour all rotation  Feedback on professional behaviours like ensuring tests are ordered and followed up
On Rotation Staff led Seminars	Family Meeting Principles (ABI - Mark Bayley)		Faculty discuss one challenging management issue they are dealing with at that time(at least one session per rotation) i.e. complaint, quality concern, budget issue, negotiation, problematic staff behaviour		Self (learner) Directed preparation for Seminars	
On Rotation learner-led Seminars	On rotation exploration of elements of rapport and trust building (systematic review) once per year				Residents must present at interprofessional rounds at least once on all in-patient rotations with feedback provided	

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Team Rounds	<p>Feedback after team rounds about Resident performance with focus on the communicator role</p> <p>Multisource feedback from team members at end of rotation</p>	<p>Feedback after team rounds about Resident performance with focus on the collaborator role</p> <p>Multisource feedback from team members at end of rotation</p>	<p>Feedback after team rounds about Resident performance with focus on the manager role</p> <p>Multisource feedback from team members at end of rotation</p>	<p>Model advocacy for individual health needs</p>		<p>Feedback after team rounds about Resident performance with focus on professionalism</p> <p>Multisource feedback from team members at end of rotation</p>
Family Meetings	<p>Feedback after team rounds about Resident performance with focus on the communicator role</p> <p>Multisource feedback from team members and patients at end of rotation</p>	<p>Feedback after team rounds about Resident performance with focus on the collaborator role</p> <p>Multisource feedback from team members and patients at end of rotation</p>	<p>Lead at least one difficult discussion with family who is unsatisfied with amount or quality of service</p> <p>Multisource feedback from team members and patients at end of rotation</p>	<p>Respond to individual patient health needs</p>	<p>Feedback on teaching of patients and their family members</p>	<p>Feedback after team rounds about Resident performance with focus on professionalism</p> <p>Multisource feedback from team members at end of rotation</p>

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<b>Setting</b> Half Day	Crucial Conversations  Written communication in Psychiatry  Role play on various communication styles	Crucial Conversations Sessions on negotiation skills  Collaboration role toolkit (Denyse Richardson and Dawn Martin)	Practice and Quality management scenario based teaching (budgets, staffing etc (Gaetan Tardif and Mark Bayley)  Annual Practice Management Seminar from PGME  Session on Leadership competencies i.e. Crisis management, change management	Cases on disability issues  Session on accessibility issues (OT,PT)  Identifying barriers within the environment Crutch or wheelchair race around Toronto Rehab	Teacher Learner Skills  Stanford Learning model Setting the Learning Climate, Communication of Goals (John Flannery and Danny Panisko)  Research Methods Critical Appraisal Basics (Andrea Furlan)	First Day Introductory discussion on expectations for professional behaviour Case based learning using problems found with recent residents in Canada  Ethical practice - All faculty submit one challenging ethics case and discuss with ethicist present  Participate in Profession led regulation  Resident Wellness Day
Journal Club					Critical Appraisal skills	
Anatomy Lab					Seniors teach the junior residents	
Research Project				Contribute to health needs of the communities	Contribute to development of new knowledge	Must complete on-line ethics learning module and submit to Program Director once in their training
Research Day					Contribute to development of new knowledge	

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Quality Project			Contribute to the effectiveness of their health care organizations and systems  Allocate finite health care resources appropriately	Contribute to health needs of the communities		
Quality Day			Contribute to the effectiveness of their health care organizations and systems		Contribute to development of new knowledge	
Conferences				Contribute to health needs of the communities (CAPMR SIGS)		
External Workshop			PARO Resident Wellness Day and PGME Practice Management Seminar  Leadership seminars through PGME and ICRE			PARO Resident Wellness Day
Retreats					Use the Relative Ranking approach to self assess your skills and ability	
OSCE stations as learning tools	At least one station will include elements on communication	At least one station will include elements on collaborator	At least one station will include elements on administration and leadership roles	At least one station will include elements on health advocate	At least one station will include elements on the scholar role	At least one station will include elements on professionalism

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Case Based Learning				Cases that highlight how to respond to individual patient health needs and health needs of the communities and how to promote the health of individual patients, communities, and populations		Cases that highlight ethical practice issues and allow discussion on profession led regulation
Online Tutorial	PGCorEd learning modules	PGCorEd learning modules	PGCorEd learning modules	PGCorEd learning modules	Research Ethics PGCorEd learning modules	PGCorEd learning modules
Mentoring			Faculty provide guidance and planning to help manage their practice and career			
Chief Resident Roles	Provides opportunities to communication with colleagues	Provides opportunities to prevent, negotiate, and resolve interprofessional conflict	Provides opportunity to serve in administration and leadership role			
Participation in Residency program committee	Provides opportunities to communication with colleagues	Provides opportunities to prevent, negotiate, and resolve interprofessional conflict	Provides opportunity to serve in administration and leadership role			