

# Chiropractic Residency Programs Graduate Competencies

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## **CMCC Model of Care Statement:**

Chiropractic is a primary contact health care profession with expert knowledge in spinal and musculoskeletal health, emphasizing differential diagnosis, patient centered care, and research.

## **Critical Performance Outcome:**

Graduates of the Canadian Memorial Chiropractic College (CMCC) Graduate Studies Program are primary contact health care professionals with advanced specialist level knowledge in spinal and musculoskeletal health emphasizing differential diagnosis, patient centered care, teaching, research and consultations.

Our programs (Clinical Sciences, Diagnostic Imaging and Sports Sciences) prepare graduate students to become chiropractic specialists by emphasizing excellence in clinical skills, research, teaching, learning and leadership. Focus is placed on both theory and practice by offering course work and varied multidisciplinary placements that expose graduate students to an advanced mix of clinical experiences.

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## **Preamble**

CMCC has adopted CanMEDS educational framework<sup>1</sup> for a competency-based education for both its Doctor of Chiropractic Program and Graduate Studies Program.

Competency in health professional education is defined as a demonstrable ability of a health professional that develops through stages of expertise from novice to clinician to specialist. The Graduate Studies competency framework describes seven roles that will be satisfied through several key competencies. Each of the enabling competencies act as a potential pathway to ensure that the key competencies are achieved.

This CMCC Graduate Studies document was adapted from: Frank, JR, Snell L and Sherbino J eds. The CanMEDS 2015 physician competency framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015. Adapted with permission.

## Expert in Spinal and Musculoskeletal Health

Definition: As experts in spinal and musculoskeletal health, chiropractic specialists integrate evidenced based knowledge, clinical skills and a patient centered approach to provide safe and effective management consistent within their specialty area.

Key Competencies	Enabling Competencies
<p><b>1. Apply</b> knowledge within the expertise of their specialty area</p>	<p>1.1 <b>Apply</b> a broad base and depth of knowledge in clinical and biomedical science to manage the breadth of patient presentations.</p> <p>1.2 <b>Teach</b> aspects of their discipline to students, health care professionals and stakeholders.</p> <p>1.3 <b>Provide</b> expert clinical opinion as pertinent to key stakeholders.</p> <p>1.4 <b>Understand</b> the expert's role related to the provision of advice on clinical matters.</p> <p>1.5 <b>Advise</b> when additional follow up investigations are required in changing clinical circumstances.</p>
<p><b>2. Perform</b> a patient centered clinical assessment and <b>integrate</b> into the management consistent within their specialty area</p>	<p>2.1 <b>Conduct</b> a clinical assessment when a second opinion is requested or in situations with a high degree of diagnostic uncertainty.</p> <p>2.2 <b>Develop and implement</b> management plans that consider all of the patient's health problems and context, in collaboration with the patient and family and, when appropriate, the interdisciplinary team.</p> <p>2.3 <b>Develop</b>, in collaboration with the patient and family, a plan to deal with clinical uncertainty.</p> <p>2.4 <b>Perform</b>, where appropriate, a procedure in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.</p>

## Communicator

Definition: As communicators, chiropractic specialists effectively synthesize and document the clinical encounter, and communicate to stakeholders in a clear, collaborative, respectful and responsible manner.

Key Competencies	Enabling Competencies
<p><b>1. Synthesize</b> the clinical encounter to effectively convey patient information to stakeholders</p>	<p>1.1 <b>Integrate, summarize and present</b> the biopsychosocial information obtained from a patient-centred interview.</p> <p>1.2 <b>Manage</b> the flow of challenging patient encounters, including varying attitudes, behaviour and emotions.</p>
<p><b>2. Communicate</b> in a clear, collaborative, respectful and responsible manner at a specialist level</p>	<p>2.1 <b>Provide</b> information on a patient encounter in a clear, compassionate, respectful and objective manner.</p> <p>2.2 <b>Facilitate</b> discussions with stakeholders in a manner that is respectful, non-judgmental and culturally safe.</p> <p>2.3 <b>Adapt</b> to the unique cultural awareness, needs and preferences of each patient and to their clinical condition and circumstances.</p> <p>2.4 <b>Respond</b> to patients' non-verbal communication and use appropriate non-verbal behaviours to enhance communication with patients.</p>
<p><b>3. Document, maintain and share</b> written and electronic information at an specialist level</p>	<p>3.1 <b>Adapt</b> written and electronic communication to the specificity of the discipline and to stakeholders' expectations.</p> <p>3.2 <b>Share</b> information with stakeholders in a manner that respects patient privacy and confidentiality and enhances understanding.</p>

## Collaborator

Definition: As collaborators, chiropractic specialists develop intra- and interprofessional relationships when appropriate, to provide safe, high-quality, patient centered care.

Key Competencies	Enabling Competencies
<p>1. <b>Forge</b> effective relationships with colleagues, other health care professionals, and the community</p>	<p>1.1 <b>Mentor</b> using constructive feedback and knowledge transfer.</p> <p>1.2 <b>Engage</b> in respectful shared decision-making processes.</p> <p>1.3 <b>Use</b> referral and consultation mechanisms to improve quality of care and enhance patient outcomes.</p>
<p>2. <b>Engage</b> with patients and stakeholders to promote problem-solving, manage differences and resolve conflict</p>	<p>2.1 <b>Implement</b> strategies to promote understanding, manage differences and resolve conflicts in a manner that supports a collaborative culture.<sup>2</sup></p> <p>2.2 <b>Demonstrate</b> efficient handover of care, both verbal and written, during patient transitions to a different health care professional, setting and/or stage of care.</p>

## Health Advocate

**Definition:** As health advocates, chiropractic specialists provide expertise and respond to the needs of an individual, communities and/or populations within and beyond the clinical environment to improve health.

Key Competencies	Enabling Competencies
<p>1. <b>Respond</b> to an individual patient's health needs by advocating with the patient within and beyond the clinical environment <sup>3</sup></p>	<p>1.1 <b>Work</b> with the patient and family to increase opportunities to adopt healthy behaviours.<sup>3</sup></p> <p>1.2 <b>Work</b> with the patient and family to identify opportunities for disease prevention, health promotion and health protection.</p> <p>1.3 <b>Understand</b> the impact of societal inequities on the health and well-being of the patient.</p>
<p>2. <b>Respond</b> to the needs of the communities or populations by advocating for system-level change in a socially accountable manner</p>	<p>2.1 <b>Champion</b> health promotion and disease prevention programs relevant to appropriate stakeholders.</p> <p>2.2 <b>Promote</b> evidence-informed public health practices and initiatives.</p>

## Scholar

Definition: As scholars, chiropractic specialists engage in self-directed learning and lead in the creation, critical appraisal, application and translation of knowledge into practice.

Key Competencies	Enabling Competencies
<p>1. <b>Engage</b> in self-directed learning within chiropractic, their own specialty and general health field</p>	<p>1.1 <b>Identify</b> opportunities for learning and improvement by regularly reflecting and assessing personal performance using various internal and external sources.<sup>4</sup></p> <p>1.2 <b>Demonstrate</b> the outcomes of critical self-reflection.</p> <p>1.3 <b>Engage</b> in collaborative learning to continuously improve and contribute to collective improvements in practice.<sup>4</sup></p>
<p>2. <b>Lead</b> in the creation, critical appraisal, dissemination, application and translation of knowledge and practice</p>	<p>2.1 <b>Critically</b> evaluate the integrity, reliability and applicability of health- related research and literature.<sup>4</sup></p> <p>2.2 <b>Integrate</b> best evidence and clinical expertise into decision-making in their practice.</p> <p>2.3 <b>Integrate</b> principles of knowledge translation in inter/intra-professional collaboration, patient education, and scholarly activity.</p> <p>2.4 <b>Contribute</b>, synthesize and disseminate research.</p> <p>2.5 <b>Summarize and communicate</b> to professional and public audiences, including patients and their families, the findings of relevant research and scholarly inquiry.<sup>4</sup></p>

## Professional

Definition: As professionals, chiropractic specialists demonstrate commitment to personal health, well-being, professionalism and accountability to the profession. This commitment extends to advancing the health and well-being of patients and society.

Key Competencies	Enabling Competencies
<p><b>1. Demonstrate</b> a commitment to personal health, well-being and professional performance to foster optimal patient care</p>	<p>1.1 <b>Exhibit</b> self-awareness and effectively manage influences on personal well-being and professional performance.</p> <p>1.2 <b>Promote</b> a culture that recognizes, supports, and responds effectively to stakeholders needs.</p> <p>1.3 <b>Provide</b> mentorship to students and colleagues.</p>
<p><b>2. Demonstrate</b> a commitment to a culture of patient safety and quality improvement</p>	<p>2.1 <b>Use</b> strategies to mitigate the impact of patient safety incidents.</p> <p>2.2 <b>Adhere</b> to institutional policies and procedures to ensure patient safety and quality of care.</p>
<p><b>3. Exhibit</b> appropriate professional behaviours and relationships in all aspects of daily encounters</p>	<p>3.1 <b>Recognize</b> ethical issues and conflict of interest encountered in the clinical and academic setting.</p> <p>3.2 <b>Exhibit</b> professional behaviours in the use of technology-enabled communication.<sup>5</sup></p> <p>3.3 <b>Recognize</b> evolving professional identity transitions.</p>

## Leader

Definition: As leaders, chiropractic specialists interact to advance a vision of high-quality health care and the advancement of patient care through their activities as clinicians, administrators, scholars, and/or teachers.

Key Competencies	Enabling Competencies
<p><b>1. Manage</b> their practice and career</p>	<p>1.1 <b>Build</b> relationships with mentors.</p> <p>1.2 <b>Engage</b> others to develop a culture of continuous practice improvement.</p> <p>1.3 <b>Set</b> priorities and manage time to integrate and balance practice and professional life.</p> <p>1.4 <b>Adjust</b> educational experiences to gain competencies necessary for future independent practice.</p>
<p><b>2. Contribute</b> to optimal health care delivery</p>	<p>2.1 <b>Analyze and provide</b> feedback on processes seen in one's own practice, team, organization or system.</p> <p>2.2 <b>Use</b> data/health informatics to improve the quality of patient care and optimize patient safety.<sup>6</sup></p> <p>2.3 <b>Apply</b> evidence and guidelines with respect to resource utilization in common clinical scenarios.</p>
<p><b>3. Recognize</b> their specialty's governing structure and standards</p>	<p>3.1 <b>Describe</b> key health policies and organizational issues in their specialty.</p> <p>3.2 <b>Contribute</b> to their specialty while understanding their own specialty standards.</p>
<p><b>4. Advocate</b> for inclusivity in practice and different environments</p>	<p>4.1 <b>Promote</b> a just and equitable culture to openness and inclusivity.</p>



## References:

1. Frank, JR, Snell L and Sherbino J eds. The CanMEDS 2015 physician competency framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015. Adapted with permission.
2. Frank, JR, Snell L and Sherbino J eds. The CanMEDS 2015 physician competency framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015. <https://www.royalcollege.ca/rcsite/canmeds/framework/canmeds-role-collaborator-e>
3. Frank, JR, Snell L and Sherbino J eds. The CanMEDS 2015 physician competency framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015. <https://www.royalcollege.ca/rcsite/canmeds/framework/canmeds-role-health-advocate-e>
4. Frank, JR, Snell L and Sherbino J eds. The CanMEDS 2015 physician competency framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015. <https://www.royalcollege.ca/rcsite/canmeds/framework/canmeds-role-scholar-e>
5. Frank, JR, Snell L and Sherbino J eds. The CanMEDS 2015 physician competency framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015. <https://www.royalcollege.ca/rcsite/canmeds/framework/canmeds-role-professional-e>
6. Frank, JR, Snell L and Sherbino J eds. The CanMEDS 2015 physician competency framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015. <https://www.royalcollege.ca/rcsite/canmeds/framework/canmeds-role-leader-e>