

## Glossary of Terms

### *General Standards of Accreditation for Residency Programs (version 3.0)*

<b>Term</b>	<b>Description</b>
<b>Academic lead of the discipline</b>	The individual responsible for a clinical department/division (e.g. department chair, division lead).
<b>Assessment</b>	A process of gathering and analyzing information on competencies from multiple and diverse sources to measure a physician's competence or performance and compare it with defined criteria <sup>1</sup> .
<b>Certification</b>	Formal recognition of satisfactory completion of all necessary training, assessment, and credentialing requirements of a discipline, indicating competence to practise independently <sup>11</sup> above.
<b>Cultural context</b>	Circumstances and ways of knowing that situate events, statements, or ideas within the customs, beliefs, and ways of life of a particular social group. Cultural context can provide terms of which these circumstances can be better or fully understood and assessed <sup>2,3,4</sup> . For example, considering the cultural significance of land to Indigenous Peoples, or scheduling evening exams around celebrations such as Ramadan or Passover.
<b>Cultural safety</b>	Cultural safety is an outcome based on respectful engagement that recognizes and strives to address power imbalances, institutional discrimination, colonization and colonial relationships as they apply to health, care and health education so that the providers can work to dismantle the inherent hierarchy. Culturally safe practices require critical thinking and self-reflection about power, privilege, and racism in educational and clinical settings. It goes beyond cultural competence in improving Indigenous health and results in an environment free of racism and discrimination, where people feel safe when receiving health care <sup>5,6,7</sup> .
<b>Competence</b>	The array of abilities across multiple domains of competence or aspects of physician performance in a certain context. Statements about competence require descriptive qualifiers to define the relevant abilities, context, and stage of training or practice. Competence is multi-dimensional and dynamic; it changes with time, experience, and settings <sup>8</sup> .
<b>Competency (competencies)</b>	An observable ability of a health professional related to a specific activity that integrates knowledge, skills, values, and attitudes. As competencies are observable, they can be measured

	and assessed to ensure their acquisition. Competencies can be assembled like building blocks to facilitate progressive development <sup>8</sup> .
<b>Competent</b>	Possessing the required abilities in all domains of competence in a certain context at a defined stage of medical education or practice <sup>8</sup> .
<b>Continuing professional development</b>	An ongoing process of engaging in learning and development beyond initial training, which includes tracking and documenting the acquisition of skills, knowledge, and experiences.
<b>Continuous improvement</b>	The systematic approach to making changes involving cycles of change (i.e. Plan, Do, Study, Act) that lead to improved quality and outcomes. It is used as an internal tool for monitoring and decision-making (e.g., What are the strengths and weaknesses of the residency program? How can we improve our system of assessment?).
<b>Discipline</b>	Specialty and/or subspecialty recognized by one of the certification colleges <sup>9</sup> .
<b>Division/department</b>	An organizational unit around which clinical and academic services are arranged.
<b>Discrimination</b>	Any action, behaviour, or decision that results in the denial of equal treatment, civil liberties, and opportunity to individuals or groups with respect to education, accommodation, healthcare, employment, and access to services, goods, and facilities. This is often caused (consciously or unconsciously) by prejudiced attitudes of individuals or institutions, resulting in unequal outcomes for persons who are perceived as different (e.g., on the basis of race, nationality, gender, age, religion, political or ethnic affiliation, sexual orientation, marital or family status, physical, developmental or mental disability, as well as the denial of cultural, economic, educational, political and/or social rights of members of non-dominant groups) <sup>10,11</sup> .
<b>Diversity</b>	All the ways in which people differ, including visible and invisible qualities, experiences, and identities that shape who we are, how we think, how we engage with and how we are perceived by the world. This includes, but is not limited to dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical or mental abilities, physical appearance, religious or spiritual beliefs, or political ideologies, or individual thoughts and perspectives <sup>10</sup> .
<b>Domains of competence</b>	Broad distinguishable areas of competence that together constitute a general descriptive framework for a profession <sup>9</sup> .
<b>Educational accommodation</b>	Recognizing that people have different needs and taking reasonable efforts to ensure equal access to residency education.

<b>Equitable</b>	Used in the context of having and/or allocating resources and refers to fair and impartial distribution of resources in consideration of structural factors that benefit some social groups/communities and harms other social groups/communities. Sometimes justice demands, for the purpose of equity, an unequal response <sup>12,13</sup> .
<b>Evaluation</b>	A process of employing a set of procedures and tools to provide useful information about medical education programs and their components to decision-makers (RIME Handbook). This term is often used interchangeably with assessment when applied to individual physicians but is not the preferred term <sup>1</sup> .
<b>Experiential learning</b>	Experiential learning is an engaged learning process whereby students (i.e. residents) “learn by doing” and by reflecting on the experience <sup>14</sup> .
<b>Faculty development</b>	That broad range of activities institutions use to renew or assist teachers in their roles <sup>15</sup> .
<b>Faculty of medicine</b>	A faculty of medicine, school of medicine, or college of medicine under the direction of a Canadian university/universities.
<b>Fatigue risk management</b>	A set of ongoing fatigue prevention practices, beliefs, and procedures integrated throughout all levels of an organization to monitor, assess, and minimize the effects of fatigue and associated risks for the health and safety of healthcare personnel and the patient population they serve <sup>16</sup> .
<b>Harassment</b>	A form of discrimination. It includes any unwanted physical or verbal behaviour that offends or humiliates a person. Generally, harassment is a behaviour that persists over time. Serious one-time incidents can also sometimes be considered harassment <sup>11</sup> .
<b>Hidden curriculum</b>	A set of influences that function at the level of organizational structure and institutional culture, affecting the nature of learning, professional interactions, and clinical practice <sup>17</sup> .
<b>Independent practice</b>	Practice in which physicians are licensed to be accountable for their own medical practice that is within their scope of practice and that normally takes place without supervision.
<b>Institution</b>	Encompasses the University, faculty of medicine, and postgraduate office.
<b>Inter-institution affiliation (IIA) agreement</b>	A formal agreement used in circumstances where a faculty of medicine requires residents to complete a portion of their training under another recognized faculty of medicine, in alignment with policies and procedures for IIAs as set by the Royal College of Physicians and Surgeons of Canada (Royal College), the College of Family Physicians of Canada (CFPC), and/or the Collège des médecins du Québec (CMQ).

<b>Internal review</b>	An internal evaluation conducted to identify strengths of, and areas for improvement for, the residency program and/or institution.
<b>Inter-professional</b>	Individuals from two or more professions (e.g., medicine and nursing) working collaboratively with shared objectives, decision-making, responsibility, and power, to develop care plans and make decisions about patient care <sup>1</sup> .
<b>Intra-professional</b>	Two or more individuals from within the same profession (e.g. medicine) working together interdependently to develop care plans and make decisions about patient care <sup>1</sup> .
<b>Learning environment</b>	The diverse physical locations, contexts, and cultures in which residents learn <sup>18</sup> .
<b>Learning site</b>	A hospital, clinic, or other facility that contributes to residents' educational experiences.
<b>Mistreatment</b>	Unprofessional behaviour involving intimidation, harassment, and/or abuse.
<b>Objectives</b>	An outcomes-based statement that describes what the resident will be able to do upon completion of the learning experience, stage of training, or residency program.
<b>Physical safety</b>	Includes protection against biological risks, such as immunization, radiation protection, respiratory protection, exposure to body fluids; it also includes protection against risks associated with physical spaces, with care provided during home visits, travel and meetings with violent patients <sup>19</sup> .
<b>Postgraduate dean</b>	A senior faculty officer appointed to be responsible for the overall conduct and supervision of postgraduate medical education within the faculty of medicine.
<b>Postgraduate office</b>	A postgraduate medical education office under the direction of the faculty of medicine, with responsibilities for residency programs.
<b>Professional safety</b>	Includes protection from allegations of malpractice, insurance against medical malpractice suits, disclosure assistance, academic and professional record confidentiality, as well as reporting procedures where confidentiality is assured and there are no reprisals <sup>19</sup> .
<b>Program administrative personnel</b>	Individuals who support the program director by performing administrative duties related to planning, directing, and coordinating the residency program.
<b>Program director</b>	The individual responsible and accountable for the overall conduct and organization of the residency program. The individual is accountable to the postgraduate dean and academic lead of the discipline.
<b>Protected time</b>	A designated period of time granted to an individual for the purposes of performing a task and/or participating in an activity.

<b>Psychological safety</b>	Includes prevention, protection and access to resources to counter the risks of psychological distress, alcohol or drug dependence, intimidation and harassment <sup>19</sup> .
<b>Residency program</b>	An accredited residency education program in one of Canada’s nationally recognized disciplines, associated with a recognized faculty of medicine, overseen by a program director and residency program committee.
<b>Residency program committee</b>	The committee (and subcommittees, as applicable), overseen by the program director, that supports the program director in the administration and coordination of the residency program.
<b>Individual involved in the residency program</b>	A person or organization with an interest in and/or who is impacted by the residency program.
<b>Resident</b>	An individual registered in an accredited residency program.
<b>Resources</b>	Includes educational, clinical, physical, technical, and financial materials and people (e.g. teachers and administrative personnel) required for delivery of a residency program.
<b>Site coordinator</b>	The coordinator/supervisor with responsibility for residents at a learning site.
<b>Teacher</b>	An individual responsible for teaching residents. Teacher is often used interchangeably with terms such as supervisor or preceptor.
<b>Teaching</b>	Includes formal and informal teaching of residents, including the hidden curriculum.
<b>Wellness</b>	A state of health, namely, a state of physical, mental, and social well-being, that goes beyond the absence of disease or infirmity <sup>20</sup> .

<sup>1</sup> Terminology in Medical Education Project: Draft Glossary of Terms. Royal College of Physicians and Surgeons of Canada. 2012.

<sup>2</sup> An Overview of Aboriginal Health in Canada. National Collaborating Centre for Aboriginal Health. <https://www.ccsa-nccah.ca/docs/context/FS-OverviewAboriginalHealth-EN.pdf>. Published in 2013. Accessed March 14, 2024.

<sup>3</sup> “Context” definition. *Oxford Learner’s Dictionaries*. <https://www.oxfordlearnersdictionaries.com/definition/english/context?q=context>. Accessed March 14, 2024.

<sup>4</sup> “Culture” definition. *Oxford Learner’s Dictionaries*. [https://www.oxfordlearnersdictionaries.com/definition/english/culture\\_1?q=culture](https://www.oxfordlearnersdictionaries.com/definition/english/culture_1?q=culture). Accessed March 14, 2024.

<sup>5</sup> Osei-Tutu K, Duchesne N, Barnabe C, et al. Anti-racism in CanMEDS 2025. *Canadian Medical Education Journal*. 2023; 14 (1): 33-40.

<sup>6</sup> First Nations Health Authority. *Creating a Climate for Change*. Accessed July 14, 2023. <https://www.fnha.ca/Documents/FNHA-Creating-a-Climate-For-Change-Cultural-Humility-Resource-Booklet.pdf>.

<sup>7</sup> Indigenous Health Primer. Indigenous Health Committee of the Royal College. *Royal College of Physicians and Surgeons of Canada*. 2019.

<sup>8</sup> Frank, J R, Snell L, Cate OT, et al. Competency-based medical education: Theory to practice. *Medical Teacher*. 2010;32 (8): 638-645.

<sup>9</sup> Draft Glossary of Competency-based education terms. Association of American Medical Colleges. (unpublished). 2012.

<sup>10</sup> Administrative: Anti-Racism & Anti-Black Racism. *University Health Network*. [https://www.uhn.ca/corporate/AboutUHN/Governance\\_Leadership/Policies/Documents/1.20.019\\_Anti\\_black\\_Racism\\_policy.pdf](https://www.uhn.ca/corporate/AboutUHN/Governance_Leadership/Policies/Documents/1.20.019_Anti_black_Racism_policy.pdf). January, 2021.

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- <sup>11</sup> What Is Harassment? Canadian Human Rights Commission. <https://www.chrc-ccdp.gc.ca/en/about-human-rights/what-harassment>. Published November 5, 2020. Accessed July 13, 2023.
- <sup>12</sup> Glossary. Racial Equity Tools. <https://www.racialequitytools.org/glossary>. Accessed July 13, 2023.
- <sup>13</sup> Equitable. Oxford University Press. <https://en.oxforddictionaries.com/definition/equitable>. Accessed Oct 14, 2016.
- <sup>14</sup> Teaching Strategies: Experiential Learning and Field Work. University of Michigan. <https://crlt.umich.edu/tstrategies/tsel>. Published in 2016. Accessed April 2020
- <sup>15</sup> Centra, J A. Types of Faculty Development Programs. *Journal of Higher Education*. 1978; 49 (2): 151-162.
- <sup>16</sup> Fatigue Risk Management Toolkit. Fatigue Risk Management Task Force. <https://residentdoctors.ca/wp-content/uploads/2018/11/Fatigue-Risk-Management-ToolkitEN.pdf>. Published in 2018. Accessed April 2020.
- <sup>17</sup> The Future of Medical Education in Canada: A Collective Vision for MD Education. Association of Faculties of Medicine of Canada. [https://www.afmc.ca/wp-content/uploads/2022/10/2010-FMEC-MD\\_EN.pdf](https://www.afmc.ca/wp-content/uploads/2022/10/2010-FMEC-MD_EN.pdf). Published in 2010. Accessed April 2020.
- <sup>18</sup> The Glossary of Education Reform. Great School Partnership. <http://edglossary.org/learning-environment>. Published August 29, 2013. Accessed October 2016.
- <sup>19</sup> Resident Safety. University of Montreal. <https://medpostdoc.umontreal.ca/etudiants/reglement-et-politiques/guide-de-securite/>. Accessed April 2020.
- <sup>20</sup> Constitution of WHO: Principles. World Health Organization. Available at: <https://www.who.int/about/who-we-are>. Accessed April 2020.