

Elements	(Sub-elements)	Criteria
Evidence	Research	Well conceived, designed and executed research Seen as one part of a decision Valued as evidence Lack of certainty acknowledged Social construction acknowledged Judged as relevant Importance weighted Conclusions drawn
	Clinical experience	Clinical experience and expertise reflected upon, tested by individuals and groups Consensus within similar groups Valued as evidence Seen as one part of a decision Judged as relevant Importance weighted Conclusions drawn
	Patient experience	Valued as evidence Multiple biographies used Partnerships with health care professionals Seen as one part of a decision Judged as relevant Importance weighted Conclusions drawn
	Information from the local context	Valued as evidence Collected and analyzed systematically and rigorously Evaluated and reflected upon Conclusions drawn
Context	Receptive context	Physical Social Cultural Structural System Professional/social networks
		Appropriate & transparent decision making processes Power and authority processes Resources – human, financial, equipment – allocated and Information and feedback Initiative fits with strategic goals and is a key practice/patient issue Receptiveness to change
	Culture	Able to define culture(s) in terms of prevailing values/beliefs Values individual staff and clients Promotes leaning organization Consistency of individuals role/experience to value: <ul style="list-style-type: none"> <li>- relationship with others</li> <li>- teamwork</li> <li>- power and authority</li> <li>- rewards/recognition</li> </ul>
	Leadership	Transformational leadership Role clarity Effective teamwork Effective organizational structures Democratic inclusive decision making processes Enabling/empowering approach to teaching/learning/managing
	Evaluation	Feedback on: <ul style="list-style-type: none"> <li>- individual</li> <li>- team</li> <li>- system</li> </ul> Use of multiple sources of information on performance Use of multiple methods: <ul style="list-style-type: none"> <li>- Clinical</li> <li>- Performance</li> <li>- Economic</li> <li>- Experience</li> </ul>

Facilitation	Purpose	Task	Holistic
	Role	Doing for others <ul style="list-style-type: none"> <li>- Episodic contact</li> <li>- Practical/technical help</li> <li>- Didactic, traditional approach to teaching</li> <li>- External agents</li> <li>- Low-intensity – extensive coverage</li> </ul>	Enabling others <ul style="list-style-type: none"> <li>- Sustained partnership</li> <li>- Developmental</li> <li>- Adult learning approach to teaching</li> <li>- Internal/external agents</li> <li>- High-intensity – limited coverage</li> </ul>
	Skills & attributes	Task/doing for others <ul style="list-style-type: none"> <li>- Project management skills</li> <li>- Technical skills</li> <li>- Marketing skills</li> <li>- Subject/technical/clinical credibility</li> </ul>	Holistic/enabling <ul style="list-style-type: none"> <li>- Co-counselling</li> <li>- Critical reflection</li> <li>- Giving meaning</li> <li>- Flexibility of role</li> <li>- Realness/authenticity</li> </ul>