Residents as Teachers: Self-Assessment of Non-Medical CanMEDS Roles

Abstract:

The CanMEDS Physician Key Competency Framework was adopted by the Royal College as an educational initiative identifying seven major roles that lead to optimal health care outcomes. Within the University of Ottawa’s pathology programs, teaching of the non-medical roles is done didactically as residents receive CanMEDS lectures from departmental CanMEDS champions. Recognizing that teaching can be a powerful tool for personal knowledge acquisition, the program is launching a resident-driven teaching method focusing on the non-medical CanMEDS key competencies. The goals of this teaching method are: 1) To develop a heightened understanding of the non-medical CanMEDS roles. 2) To prepare a global rating scale that includes descriptions of exemplary and unacceptable behaviours within the specified role. 3) To experience and reflect on CanMEDS roles as teachers/champions.

Presentations will occur approximately once bimonthly and will be held outside of the hospital in a relaxed, social environment to promote resident well-being and collegiality. The learning activity will be an hour long with presentations and active group discussion using iPads. Participants will be asked to evaluate the presenter using electronic surveys. This event will proceed in yearly cycles. Each PGY-2 to PGy-4 will present one of the key competencies and as new residents join the program they will become presenters. To ensure knowledge retention and reflection and to assume the role of a CanMEDS champion, residents who have already presented will subsequently present to departmental staff.

CanMEDS Resident Presentations: General Outline
1. The ultimate goal of the CanMEDS resident presentations is to promote the understanding and education of CanMEDS roles within the anatomical pathology and general pathology (AP/GP) resident group.
2. Residents will be required to pick a CanMEDS key competency on which they will give a 45 minute PowerPoint presentation followed by active group discussion for 15 minutes.
3. Presentations will be given to the other AP/GP residents as well as a staff pathologist who will be in attendance.
4. Presentations will be given outside of TOH and will be combined with dinner.
5. The presenting resident will receive an electronic evaluation for their presentation which will be delivered by the other residents as well as the staff pathologist in attendance.
6. This event will proceed in yearly cycles. Each PGY-2 to PGy-4 will present one of the key competencies and as new residents join the program they will become presenters.
7. After the presentations to their peer-group, the presenters must reflect and document the following in the eportfolio: a. Have you improved your knowledge in the specified role? If yes, how? b. Will you implement this in your day to day activities? If yes, how?
8. To ensure knowledge retention and reflection and to assume the role of a CanMEDS champion, residents who have already presented will subsequently present to departmental staff.

9. Summary of the project

**Portfolio outcome:** Demonstrate working knowledge in CanMEDS Roles

**Markers/Assignments:**
- Doing PowerPoint Presentation and dissemination using iPads to the peer group
- Present again in collaboration with Staff Champions of CanMEDS

**Description:**
- Submit the presentation to PD at the end of the academic year

**CanMEDS Resident Presentations: Goals and Objectives.**

1. To effectively synthesize knowledge regarding a CanMEDS key competency (see below descriptions from the Royal College website).
2. To effectively communicate the importance of this competency to other members of the laboratory medicine team in both oral and written form.
3. To highlight practical examples of how this competency can be used in the daily practice of laboratory medicine.
4. To manage the time of the group during the presentation to ensure that all goals and objectives are met.
5. To facilitate the continued education of laboratory medicine residents regarding CanMEDS roles by providing resources for continued learning.
6. To prepare lists of 10 exemplary behaviours within the specified role.
7. To create at 2 vignettes within the specified roles to engage the group in active learning.
8. To experience and reflect on CanMEDS roles as teachers/champions.

**Resources**

For available resources please see the CanMEDS roles binders which are available in the residents’ room. The CanMEDS competency CDs have also been copied into a folder entitled “CanMEDS” in the exam prep folder in the residents’ section of the V drive.

**CanMEDS key competency roles. Taken from**

[www.royalcollege.ca/public/canmeds/resources/workshops](http://www.royalcollege.ca/public/canmeds/resources/workshops)

**Communicator**

**Key Competencies:** *Physicians are able to...*

1. Develop rapport, trust and ethical therapeutic relationships with patients and families;
2. Accurately elicit and synthesize relevant information and perspectives of patients and families, colleagues and other professionals;
3. Accurately convey relevant information and explanations to patients and families, colleagues and other professionals;
4. Develop a common understanding on issues, problems and plans with patients and families, colleagues and other professionals to develop a shared plan of care;
5. Convey effective oral and written information about a medical encounter.

**Collaborator**

**Key Competencies:** *Physicians are able to...*
1. Participate effectively and appropriately in an interprofessional healthcare team;
2. Effectively work with other health professionals to prevent, negotiate and resolve interpersonal conflict.

**Manager**

**Key Competencies:** *Physicians are able to...*
1. Participate in activities that contribute to the effectiveness of their healthcare organizations and systems;
2. Manage their practice and career effectively;
3. Allocate finite healthcare resources appropriately; and
4. Serve in administration and leadership roles, as appropriate.

**Health Advocate**

**Key Competencies:** *Physicians are able to...*
1. Respond to individual patient health needs and issues as part of patient care;
2. Respond to the health needs of the communities that they serve;
3. Identify the determinants of health of the populations that they serve;
4. Promote the health of individual patients, communities and populations.

**Scholar**

**Key Competencies:** *Physicians are able to...*
1. Maintain and enhance professional activities through ongoing learning;
2. Critically evaluate information and its sources, and apply this appropriately to practice decisions;
3. Facilitate learning of patients, families, students, residents, other health professionals, the public, and others, as appropriate;
4. Contribute to the creation, dissemination, application, and translation of new medical knowledge and practices.

**Professional**

**Key Competencies:** *Physicians are able to...*
1. Demonstrate a commitment to their patients, profession, and society through ethical practice;
2. Demonstrate a commitment to their patients, profession, and society through participation in profession-led regulation;
3. Demonstrate a commitment to physician health and sustainable practice.

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