



T1. FOUNDATIONS OF THE HEALTH ADVOCATE ROLE

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This learning activity includes

- Presentation: Foundations of health advocacy

Instructions for Teacher:

Sample learning objectives

- Guided reflection and discussion: Recognizing health advocacy in day-to-day practice (T3)
- Small group learning: Inventorying and evaluating your health advocacy in day-to-day practice (T4)
- Guided reflection and discussion: Health advocacy resources for use in day-to-day practice (T5)

Instructions for Teacher:

Sample learning objectives:

1. Recognize common words related to the process and content of health advocacy.
2. Apply key health advocacy steps to examples from day-to-day practice.
3. Develop a personal health advocacy resource for common patient needs.

Audience: All learners.

How to adapt:

- Consider whether your session's objectives match the sample ones. Select from, modify, or add to the sample objectives as required.
- The sample PowerPoint presentation is generic and foundational and tied to simple objectives. Consider whether you'll need additional slides to meet your objectives. Modify, add or delete questions as appropriate to include specific information related to your discipline and context.
- Depending on whether you are using these materials in one session (e.g. Health Advocacy basics workshop) or a series of two to four academic half days will determine which teaching activities you select and in what sequence.

- You may wish to review and customize the Health Advocate Summary Sheet (e.g. most frequent health advocacy needs in different locations or among different patient populations) with your learners as an additional activity.

Logistics:

- Select one or two teaching activities for each teaching session.
- Plan for about 20 minutes for each activity: this time will be used for you to explain the activity and for your learners to complete the worksheet individually, share their answers with their small group, discuss, prepare to report back to the whole group, and then deliver their small group's report to the whole group.
- Allow individuals to read the worksheet and spend about five minutes working on the answers on their own before starting to work in groups. This allows each person to develop his or her own understanding of topic.
- Depending on the group and time available, you may wish to assign one or more worksheets as homework to be completed before the session or as a follow-up assignment.
- Depending on the group and time available, you may also wish to explore the Specialty Training Requirements (STRs) or work through applying the teaching tips and/or the assessment tips to the specialty or program. See the Royal College website for STRs.

Setting:

- This information is best done in a small-group format (i.e. less than 30 learners) if possible. It can also be effectively done with a larger group if the room allows for learners to be at tables in groups of five or six. With larger groups, it is helpful to have additional teachers or facilitators available to answer questions arising from the worksheet activities.