**Teaching the Medical Expert Role PowerPoint Slides**

Can Meds Medical Expert teaching tool number two

This is a power point presentation for a lecture or large group session.

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**Slide 1.**

Teaching the Professional Role.

The presenter’s name and date of presentation can be inserted on this slide.

Presenters Notes for Slide 1.

Add information about presenters.

**Slide 2.**

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**Slide 3.**

Objectives and agendas of this presentation are,

Number 1. Recognize common words related to the process and content of the Medical Expert Role.

Number 2. Describe the role of Medical Expert within the CanMEDS 2015 Framework.

Number 3. Apply the Medical Expert competence continuum to your own program or   
 specialty.

Number 4. Identify opportunities to integrate other Can Meds Roles into the teaching and assessment of Medical Expert.

Presenters Notes for Slide 3.

- Sample goals and objectives of the session – revise as required.

- Consider doing a ‘warm up activity.’

- Review/revise goals and objectives.

- Insert agenda slide if desired.

**Slide 4.**

Why the Medical Expert Role matters.

- Medical Expert is central to a physician’s competence and identity

- Medical Expert competencies by themselves are not sufficient to practice medicin

- Medical Expertise must be integrated with the Intrinsic Roles to optimize patient care

Presenters Notes for Slide 4.

Reasons why this Role is important.

**Slide 5.**

The details: What is the Medical Expert Role.

As Medical Experts, physicians integrate all of the CanMEDS Roles, applying medical knowledge, clinical skills, and professional values in their provision of high-quality and safe patient-centred care. Medical Expert is the central physician Role in the CanMEDS Framework and defines the physician’s clinical scope of practice.

Presenters Notes for Slide 5.

- Definition from the CanMEDS 2015 Physician Competency Framework

- Avoid including competencies for learners

- If you are giving this presentation to teachers or planners, you may want to add the key and enabling competencies.

**Slide 6.**

About Medical Expert.

1. Patients care about what your specialty knows and how that knowledge contributes to   
 addressing their needs.

2. The type of patient-physician relationship should be defined by the patient’s preferences   
 and will always be respectful and responsive.

3. There are no simple answers to complex problems and becoming comfortable with   
 uncertainty is an important part of the Medical Expert Role.

4. A competent physician seamlessly integrates the competencies of all seven CanMEDS Roles.

Presenters Notes for Slide 6.

- Truth behind misconceptions

**Slide 7.**

Key definitions

- Cognitive load

- Deliberate practice

- Expertise

- Help seeking

- Patient-centred

- Shared decision-making

Presenters Notes for Slide 7.

* Define from the *CanMEDS Teaching and Assessment Tools Guide* Medical Expert Role chapter.
* Provide examples of these terms in your specialty

**Slide 8.**

Recognizing Medical Expert process

- Assess

- Clinical decision-making

- Diagnose

- Plan

- Treat.

Presenters Notes for Slide 8.

Trigger words relating to the process of Medical Expert

**Slide 9.**

Recognizing Medical Expert content

- Best practices

- Clinical practice

- Clinical skills

- Diagnostic interventions

- High-quality care

- Intervention

- Management plan

- Medical knowledge

* Patient-centred
* Patient Safety
* Professional values
* Scope of practice
* Therapy.

Presenters Notes for Slide 9.

Trigger words relating to the content of Medical Expert

**Slide 10.**

Four Types of patient-centred relationshipsmake an effort to build relationships.

1. Paternalistic.

2. Informative.

3. Interpretive.

4. Deliberative.

Presenters Notes for Slide 10.

* Review examples or experiences about how the four types of patient-centred relationships applies to your specialty.
* SEE T4 activity in the CanMEDS Teaching and Assessment Tools Guide.

**Slide 11.**

Preparing to teach the Medical Expert Role.

There are Five Stages in the Competence by Design, Competence Continuuum. They are

* Entry to residency
* Transition to discipline
* Foundations of discipline
* Core of discipline
* Transition to practice.

Presenters Notes for Slide 11.

* See Table ME-4 in the CanMEDS Teaching and assessment Tools Guide, Page 21. Five stages of the learner on the Medical Expert competence continuum.

**Slide 12.**

Worksheet T3.

Medical Expert competence continuum in day-to-day practice.

Presenters Notes for Slide 12.

Do a learning activity - Worksheet T3 from the CanMEDS Teaching and Assessment Tools Guide Medical Expert Role chapter is suggested.

- Can do on own or in groups

- Groups are appropriate when everyone is in the same specialty as examples will vary with   
 each specialty

- Explore answers in small groups or with the whole group

**Slide 13.**

Understanding Medical Expert in everyday care.

Samples of the Medical Expert competence continuum in day-to-day practice.

Presenters Notes for Slide 13.

* Table ME-5. Examples of Medical Expert activities at two points in the Medical Expert competence continuum
* Explore how generic samples do/do not apply to their specialty

**Slide 14.**

Help-seeking steps.

* Culture of safety
* Recognition of need
* Willingness to ask
* Skills to asking for help
* Accessibility of help

Presenters Notes for Slide 14.

* Table ME-6. Review Barriers and Supports to Help Seeking
* Review how this applies to your specialty
* If your specialty is working within the Competence by Design system change STR to Competency Training Requirements.

**Slide 15.**

Objectives.

1. Recognize common words related to the process and content of the Medical Expert   
 Role.

2. Describe the role of Medical Expert within the CanMEDS 2015 Framework.

3. Apply the Medical Expert competence continuum to your own program or specialty.

4. Identify opportunities to integrate other CanMEDS Roles into the teaching and assessment of Medical Expert.

Presenters Notes for Slide 15.

Revisit workshop goals and objectives.

**Slide 16**

References for this presentation are.

* Bhanji F, Lawrence K, Goldszmidt M, Walton M, Harris K, Creery D, Sherbino J, Ste-Marie L-G, Stang A. *Medical Expert.* In: Frank JR, Snell L, Sherbino J, editors. *CanMEDS 2015 Physician Competency Framework.* Ottawa: Royal College of Physicians and Surgeons of Canada; 2015.
* Karabenick SA, Knapp JR. Relationship of academic help seeking to the use of learning strategies and other instrumental achievement behavior in college students. *J Educ Psychol.* 1991;83(2):221.

**Slide 17** forward are additional slides that may or may not be added to the presentation.

**Slide 18.**

Medical Expert Key Competencies.

Physicians are able to:

Key competency 1. Practise medicine within their defined scope of practice and expertise.

Key competency 2. Perform a patient-centred clinical assessment and establish a management plan.

Key competency 3. Plan and perform procedures and therapies for the purpose of assessment and/or management.

Key competency 4. Establish plans for ongoing care and, when appropriate, timely consultation.

Key competency 5. Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety.

Presenter Notes for Slide 18.

- Key Competencies from the *CanMEDS 2015 Physician Competency Framework*

- Avoid including competencies for learners

- You may wish to use this slide if you are giving the presentation to teachers or planners

**Slide 19.**

Medical Expert Key Competency 1.

Physicians are able to: Practise medicine within their defined scope of practice and expertise.

Enabling Competency 1.1 is Demonstrate a commitment to high-quality care of their patients.

Enabling Competency 1.2 is Integrate the CanMEDS Intrinsic Roles into their practice of medicine.

Enabling Competency 1.3 is Apply knowledge of the clinical and biomedical sciences relevant to their discipline.

Enabling Competency 1.4 is Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner.

Enabling Competency 1.5 is Carry out professional duties in the face of multiple, competing demands.

Enabling Competency 1.6 is Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice.

Presenter Notes for Slide 19

- From the *CanMEDS 2015 Physician Competency Framework*

- Use one slide for each key competency and associated enabling competencies

**Slide 20.**

Medical Expert Key Competency 2.

Physicians are able to:Perform a patient-centred clinical assessment and establish a management plan.

Enabling Competency 2.1 is Prioritize issues to be addressed in a patient encounter.

Enabling Competency 2.2 is Elicit a history, perform a physical exam, select appropriate investigations, and interpret their results for the purpose of diagnosis and management, disease prevention, and health promotion.

Enabling Competency 2.3 is Establish goals of care in collaboration with patients and their families, which may include slowing disease progression, treating symptoms, achieving cure, improving function, and palliation.

Enabling Competency 2.4 is Establish a patient-centred management plan.

Presenter Notes for Slide 20

* From the *CanMEDS 2015 Physician Competency Framework*
* Use one slide for each key competency and associated enabling competencies

**Slide 21.**

Medical Expert Key Competency 3.

Physicians are able to: Plan and perform procedures and therapies for the purpose of assessment and/or management.

Enabling Competency 3.1 is Determine the most appropriate procedures or therapies.

Enabling Competency 3.2 is Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed procedure or therapy.

Enabling Competency 3.3 is Prioritize a procedure or therapy, taking into account clinical urgency and available resources.

Enabling Competency 3.4 is Perform a procedure in a skilful and safe manner, adapting to unanticipated findings or changing clinical circumstances.

Presenter Notes for Slide 21

* From the *CanMEDS 2015 Physician Competency Framework*
* Use one slide for each key competency and associated enabling competencies

**Slide 22.**

Medical Expert Key Competency 4.

Physicians are able to: Establish plans for ongoing care and, when appropriate, timely consultation.

Enabling Competency 4.1 is Implement a patient-centred care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation.

Presenter Notes for Slide 22

* From the *CanMEDS 2015 Physician Competency Framework*
* Use one slide for each key competency and associated enabling competencies

**Slide 23.**

Medical Expert Key Competency 2.

Physicians are able to: Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety.

Enabling Competency 5.1 is Recognize and respond to harm from health care delivery, including patient safety incidents.

Enabling Competency 5.2 is Adopt strategies that promote patient safety and address human and system factors.

Presenter Notes for Slide 23

* From the *CanMEDS 2015 Physician Competency Framework*
* Use one slide for each key competency and associated enabling competencies

**Slide 24.**

Medical Expert resources.

Specialty Training Requirements are available from

http://www.royalcollege.ca/portal/page/portal/rc/credentials/

specialty\_information