

Overview

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Introduction

The Royal College is embarking on a multi-year priority project to update their CanMEDS 2005 Physician Competency Framework (Frank, 2005). The goal of the CanMEDS 2015 project is to revise and refine the current framework while ensuring that this important resource continues to

- Align with recent developments in medicine,
- Anticipate and support the practical needs of medical education programs,
- Contribute to the strategic direction of medical education, as well as
- Consider the practical implementation needs of partnering organizations.

A review of the literature was undertaken to assist in this process. The goal of the review was to identify new concepts that have emerged since the previous update which culminated in the CanMEDS 2005 Physician Competency Framework.

Method

Identifying new and emerging concepts is not a straightforward task. Typically a review of the literature begins with a specific topic and relevant key words (Machi & McEvoy, 2009). In the case of new and emerging concepts however, the first step is to actually identify the topics. Consequently, the task began with a scan of the literature. The journals with the highest impact factor in medical education provided the focus for the scan. As a recently established publication in medical education, the Journal of Graduate Medical Education (JGME) was also added to the list. The starting list of journals included:

Academic Medicine (Impact Factor: 3.524)
Medical Education (Impact Factor: 3.176)
Advances in Health Sciences Education (Impact Factor: 2.089)
Teaching and Learning in Medicine (Impact Factor: 0.748)
Medical Teacher (Impact Factor: 0.217)
Journal of Graduate Medical Education

Based on the assumption that new and emerging topics would probably begin to show up sporadically in the literature earlier on but, having gained some momentum, appear most frequently in the recent literature, the scan began with a review of the 2012, and if available 2013, topics appearing in the Table of Contents. More specifically, new and emerging concepts were defined as topic areas that relate to physician roles but are not mentioned in the key or enabling concepts in the CanMEDS 2005 Framework.

Findings:

The scan of the literature identified the following emerging concepts or topics:

- Professional self-identity: Transitions
- Emotion as a form of competence

- Systems-based practice (SBP)/Practice based learning and improvement (PBLI)
- Handover: Transfer of care
- Global Health

Next Steps:

Using these concepts as keywords, a directed review of the literature from 2005-2013 was undertaken. The review included 13 journals relevant to the practice of medicine and medical education. The purpose of the review was to identify “high impact” articles as defined by articles that provide a cohesive overview of the concept. This step also included a review of two recent books in medical education “*Medical Education for the Future*” and “*A Question of Competence*” in relation to the emerging concepts identified. It should be noted that this is not in any way intended to be a systematic or comprehensive review of the literature. Indeed, a systematic review is not appropriate given that the purpose of this task is to provide a new perspective rather than simply paraphrasing past research (Eva, 2008). This review of emerging concepts is deliberately synthesized in a way to provide guidance to the ongoing development of the CanMEDS 2015 Framework.

Final Product:

A background paper was produced which provides a description of these high impact articles and addresses the following questions: What is the concept? How is it represented within the current CanMEDS 2005 Framework? What are the issues with this representation? and How could the concept be better represented in the CanMEDS 2015 framework under development?

A Note of Caution:

This background paper was not intended to provide an exhaustive overview of all relevant concepts that will inform the review of the CanMEDS 2005 Framework. For example, Patient Safety and Interprofessional Education & Practice are two concepts that have been well under development since 2005. However, they are not addressed in this document since the review was restricted to most recent concepts (e.g. 2012 and 2013). As well, by nature of their expertise, the working groups may bring forward additional new and emerging concepts relevant to their specific role perhaps not yet reflected in the medical education literature. And so this emerging concepts document is considered as one resource informing the task of the Expert Working Groups.

Update:

A search of the Cochrane Database of Systematic Reviews in relation to each of the roles was also conducted as part of an initial scan of the literature. Consequently, the use of **Social Media** and knowledge regarding the use of **Financial Incentives** in health care

were identified as additional emerging topics. These emerging topics are summarized and presented as addendums to the original emerging concepts document.

REFERENCES

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Machi LA, McEvoy BT. (2009). *The Literature Review.* Thousand Oaks, CA: Corwin Press.