Promotional Sample

The CanMEDS Collaborator Toolkit
Teaching and Assessing the Collaborator Role

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ROYAL COLLEGE
OF PHYSICIANS AND SURGEONS OF CANADA | CanMEDS

Contents

Foreword

Jason R. Frank, MD, MA (ED), FRCPC
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In today's health care, no physician works alone. Teams of professionals working together on behalf of patients are a reality of 21st-century health care practice.

Physicians require a specific set of abilities and skills in order to work effectively within a health care team to achieve optimal patient care. These competencies have been articulated as the Collaborator Role—one of the seven, highly interconnected CanMEDS Roles that are masterfully embodied by the dedicated physicians who teach, learn and practise specialty medicine in Canada.

In 2009, the Royal College conducted a national survey of Canadian residency program directors. The results indicated that, although significant progress had been made in integrating the Royal College's CanMEDS Framework into the Canadian postgraduate medical education system, residency programs were still looking for support. In fact, educators regularly ask the Royal College for tools to help them teach and assess the CanMEDS Roles more systematically. Recognizing that busy educators do not have time to reinvent the wheel, the Royal College is committed to developing and endorsing innovative tools and resources that will enhance medical education and, ultimately, medical practice.

The CanMEDS Collaborator Toolkit is full of ready-to-use and modifiable tools that will help simplify the integration of the Collaborator competencies into medical education. It is the first in a planned series of practical resources for busy physicians and educators tasked with supporting the implementation of the CanMEDS Framework in formal and informal medical curriculum and in clinical practice.

The toolkit series is part of the Royal College's broader commitment to facilitate capacity-building in specialty medical education and to enable residents and specialists to acquire, maintain and enhance their competence during residency and throughout practice.

Who should use this toolkit? The users that we have in mind are busy, committed educators looking for a practical resource that they can flip through to identify, on the fly, teaching and learning tools that are relevant to their particular needs. The value of the toolkit will depend on selecting the right tools to match educational needs and goals in a specific context. To orient readers to the types of resources contained in the toolkit and how to use them, chapter 1 provides a succinct overview.

The authors have done an outstanding job in bringing these resources together in an accessible manner, and we trust that you will find the Collaborator Toolkit both useful and time-effective. We welcome comments and suggestions for future editions. Please contact us at canmeds@royalcollege.ca.

And, finally, we thank Wendy Jemmett and the CanMEDS team for their capable management of this project.

About the authors

Susan Glover Takahashi, MA (Ed), PhD

Dr. Glover Takahashi has both a Masters degree and a Doctorate in Education, with a focus on curriculum planning and performance assessment. As the Director of Education & Research in the Postgraduate Medical Education office at the University of Toronto, she provides support and oversight to curriculum development and program accreditation for over 70 residency programs. She is an Assistant Professor in the Department of Family and Community Medicine and is also cross-appointed as an Assistant Professor in the Dalla Lana School of Public Health, the School of Graduate Studies and the Department of Physical Therapy.

Her areas of research and practice include studying the facets of competence in health and medical professionals; designing curriculum programs and systems to support competence; and competency assessment, online learning and program evaluation.

In 2010–2011 Dr. Glover Takahashi served as the Chair for the National FMEC PG Environmental Scan Scientific Advisory Committee and was also the lead author for the FMEC PG Environmental Scan Synthesis Report.

Dawn Martin, MSW, RSW, MEd, PhD

Dr. Martin is an Assistant Professor and Educational and Curriculum Consultant with the Office of Postgraduate Medical Education, University of Toronto. She has Masters degrees in Social Work and Higher Education with a health specialization and a PhD in Education with a focus on curriculum, teaching and learning. Dr. Martin has worked extensively with practising physicians, faculty, medical trainees at various levels, international medical graduates and health care professionals, teaching and developing curricula related to communication and collaboration in the health care setting. In recent years, more of her work has focused on assessing and working with practising physicians and medical trainees identified as needing additional assistance in the area of Communication, which often includes concerns with professionalism and collaboration in the workplace.

Denyse Richardson, BScPT, MD, FRCPC, MEd

Dr. Richardson is an Associate Professor at the University of Toronto and a Clinician Educator at both the University of Toronto and the Royal College of Physicians and Surgeons of Canada. After completing her fellowship in PM&R (Physiatry) at the University of Ottawa, she completed a Masters of Education in Health Professions at the Ontario Institute for Studies in Education/ University of Toronto.

She is strongly committed to medical education, and in fact her commitment to education stretches beyond Medicine and across many health professions. She has multiple roles in undergraduate, postgraduate and faculty development/continuing professional development at local and national levels.

CHAPTER 1 — HOW TO USE THE CANMEDS COLLABORATOR TOOLKIT

Susan Glover Takahashi, Denyse Richardson and Dawn Martin

About this resource

The CanMEDS Collaborator Toolkit is designed to support the integration and assessment of the various competencies of the CanMEDS Collaborator Role into the formal and informal medical curriculum—and hence into clinical practice. It is not meant to be exhaustive, but rather to provide a practical and educational starting point for teachers and learners.

Teachers of the Collaborator Role will find information and references as well as ready-to-use and modifiable tools for classroom sessions, bedside teaching and the assessment of learning outcomes. For learners, the learning and assessment tools and references provide opportunities for self-directed learning.

This toolkit builds on the Train-the-Trainer (TTT) Collaborator Binder[1] (developed for the June 2007 TTT Collaborator Workshop), the CanMEDS 2005 Physician Competency Framework[2] and the CanMEDS Assessment Tools Handbook.[3] In compiling this resource, we reviewed the literature, consulted experts and drew upon materials in our own teaching kits that we have found to be particularly useful.

We expect that users of the CanMEDS Collaborator Toolkit will modify and improve the materials offered here as they apply them in a wide variety of residency or educational programs and clinical contexts and tailor them to the diverse needs of learners who are developing their Collaborator competencies. We invite people to share their feedback and suggestions by completing the online evaluation form available on the Royal College website or by emailing their comments to canmeds@royalcollege.ca.

We look forward to hearing from you.

Chapter-by-chapter overview

Chapter 1 How to use the CanMEDS Collaborator Toolkit

An overview of the toolkit, its purpose, the types of tools included and a glossary of key terms.

Chapter 2 Tools for understanding the Collaborator competencies

A primer on the CanMEDS competency profile and the CanMEDS Collaborator Role, why collaboration is important, and features of effective collaboration in day-to-day practice. Includes teaching tools that apply to the understanding and teaching of the CanMEDS competency profile and the Collaborator Role.

Chapter 3 Tools to develop collaboration competencies in health care teams

Focuses on the development of competencies for effective collaboration in health care teams in three key areas: (1) roles, responsibilities and diversity; (2) working in health care teams; and (3) team leadership. Includes teaching tools targeted toward the first key competency of the Collaborator Role: "to participate effectively and appropriately in an interprofessional health care team."

Chapter 4 Tools to develop Collaborator competencies in preventing misunderstandings, managing differences and resolving conflicts

Looks specifically at developing the competencies to effectively prevent misunderstandings, manage differences and resolve conflicts. Includes teaching tools targeted toward the second key competency of the Collaborator Role: "to effectively work with other health professionals to prevent, negotiate and resolve interprofessional conflict."

Chapter 5 Tools to assess Collaborator competencies

Focuses on general principles in understanding and assessing competence, and in assessing learners' competence in the Collaborator Role. Provides a teaching tool and assessment tools that can be used for formative assessment (i.e., feedback) or for more formal assessment (e.g., in-training evaluation). Provides tools for planning curriculum.

How to use this toolkit

The value of this toolkit for the user will depend on selecting the right tools to match particular needs and goals in a specific context. The tools it provides can be used without modification (i.e., photocopied from a hard copy or printed from an electronic format) or can be adapted for particular users, content areas, disciplines and contexts of practice, learning and assessment. Electronic versions of the various tools are available upon request at canmeds@ royalcollege.ca.

- teaching tools—presentations, learning activities and teachers' notes
- assessment tools—assessment tools, curriculum mapping tools and teachers' notes
- resource tools

These types of tools are described below.

In addition, each subject area is accompanied by a **topic overview**. The **topic overview** is a quick reference for learners and teachers (please note that the topic overview for Chapter 5 is primarily intended for faculty leaders, such

as program directors). It summarizes a specific topic and includes learning objectives, key learning points, definitions and resources.

The **guide** that precedes each teaching and assessment tool outlines the following:

1. The **title** of the tool
2. The **competencies** from the CanMEDS Collaborator Role that the tool addresses
3. The **type** of educational resource (e.g., presentation, learning activity or assessment tool)
4. The **learning objectives** of the tool
5. **Instructions** for the facilitator on
   - the **target learners** for the tool (e.g., trainees in junior training years)
   - **how to use** the tool
   - ideas for **adapting** the tool
   - **logistics** (i.e., space and technical requirements, need for printed handouts)
   - **Resources** for more information, including materials that can be used with the tool

Types of tools

TEACHING TOOLS

- **Presentations**. The PowerPoint presentations provided in this toolkit can be used "as is" or adapted as needed. They include a guide outlining instructions for use as well as speakers' notes that provide more information for the presenter and audience.

- **Learning activities.** The learning activities offered in this toolkit can be used "as is" or modified as needed. The potential settings for these learning activities are varied and can be modified to the learning context—e.g., academic half-day session, seminar group gathering or portfolio assignment. Each learning activity includes a guide outlining the application of the tool.

- **Teachers' notes.** These notes, called guides, outline and highlight information to guide the selection of teaching and assessment tools.

ASSESSMENT TOOLS

Assessment tool samples are provided in Chapter 5 for both formative assessment (i.e., feedback tools) and summative assessment (e.g., in-training evaluation) purposes. Curriculum mapping tools have been included to facilitate the selection and/or design of assessment tools. Assessment and curriculum mapping tools can be used "as is" or modified as needed. Each of these tools includes a guide outlining the application of the tool.

Teaching Tool 3D   Who am I?

Key competency

1 Participate effectively and appropriately in an interprofessional health care team.

Enabling competencies

1.1 Clearly describe one's roles and responsibilities to other professionals.

1.2 Describe the roles and responsibilities of other professionals within the health care team.

1.3 Recognize and respect the diversity of roles, responsibilities and competences of other professionals in relation to one's own.

TYPE OF RESOURCE

Learning activity

LEARNING OBJECTIVES

- Differentiate how roles and responsibilities vary from one practice context to another

INSTRUCTIONS FOR FACILITATOR

Audience

- All residents

How to use

- Ask learners to complete the learning activity

How to adapt

- The learning activity can be used as an icebreaker before the presentation on roles, responsibilities and diversity (Teaching Tool 3A)

Logistics

- Handout: **Who am I?** learning activity
- Handout: **Who am I?** sample answer sheet

Other resources

Health Force Ontario. *About Ontario's health professions* [Internet]. Toronto: Health Force Ontario; 2006 [cited 2011 Mar 21]. Available from: www.healthforceontario.ca/Work/OutsideOntario/HealthProfessionalsOutsideOntario.aspx

Yaffe MJ, Dulka IM, Kosberg JI. Interdisciplinary health-care teams: what should doctors be aware of? *Can J CME* 2001;13(5):153–60.

Teaching Tool 3D   Who am I?

LEARNING ACTIVITY

Key competency

1 Participate effectively and appropriately in an interprofessional health care team.

Enabling competencies

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Instructions

Identify the health care role that most closely matches the information provided in each row.

	Training requirements	Usual practice setting	Unusual practice setting	Sample comment	Health care role
1	Master's degree	Hospital Home care	School	"Do fifteen reps three times a day. Refrain from doing any heavy lifting."	
2	Master's degree	Hospital Community heath centres	Cruise ship	"I'm going to supervise the resident during Mrs. C's Pap exam."	
3	Bachelor's degree	Classroom Community Hospital	School	"Pharmacy called and they need you to phone in the new prescription"	
4	Master's degree	Hospital Community care access centre	Policy planning	"The family is concerned about the patient's ability to manage at home."	
5	High school diploma	Hospital	Community	"I need to know when the patient in bed 2 is going home today."	

LEARNING ACTIVITY

Questions

1. Did you have a preconceived notion about which health care role each set of clues described?

   _____

   _____

   _____

   _____

2. Did your experience help you to make your decision? (Was it easy to figure out the health care role because of your experience?)

   _____

   _____

   _____

   _____

Adapted from: D. Kwan, Faculty of Pharmacy, University of Toronto, 2005.