



CanMEDS Best Practices Submission Form
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CATEGORY

- Curriculum** — a design for education around the CanMEDS competencies.
- Teaching Tool** — a submission that will assist the teaching the specific CanMEDS competencies.
- Assessment Tool** — a submission that will assist in the assessment/evaluation of the CanMEDS competencies.

TYPE OF TOOL

- ITER Manual or Module OSCE Rotation specific objectives Workshops Facilitated Discussions
- FITER **Group exercise** Rotation Portfolios & Logbooks Website Other: _____

CanMEDS ROLES

- Medical Expert Communicator Collaborator Manager Health Advocate Scholar Professional **General**

TITLE Limit of 100 characters

COOPERATIVE GROUP SIMULATIONS FOR TEACHING/LEARNING CanMEDS ROLES: SUPPORTING EXAMPLE FROM A COLLABORATION EXERCISE.

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ABSTRACT Limit of 500 words

Didactic sessions in traditional lecture formats have limited utility in providing training in the CanMEDS roles, particularly the Collaborator role. With laboratory medical residents and Pathology faculty, we used a cooperative group simulation as an active learning strategy. This simulation had defined goals, a clear time frame for each component of the exercise, the discussion, the evaluation of participation in the simulation as well as other issues relevant to the CanMEDS roles.

Cooperative group exercises and simulations use a relevant topic as a framework for discussion for one or more than one CanMEDS roles. In this simulation, there are two or more teams, and each exercise has two parts: performance and evaluation. Each team chooses a team leader, recorder and a spokesperson and the teams participate in the development /discussion of a topic. The evaluation component involves discussion of issues relevant to collaboration. For example, the Collaboration exercise assessed a) how the team chose a team leader, b) the contribution of various team members, c) the responsibility toward the goals of the exercise, and d) valuing others' opinions. Each team, and each member of each team, is evaluated in these main categories and their subcategories.

Using effective facilitation, these exercises are completed with in one hour (introduction and clarification: 5 minutes, exercise and evaluation: 40 minutes, and feedback and discussion 15 minutes). The participants participate in and observe the unfolding of concepts (e.g creation, conflict, cohesion and cooperation for team development) first hand. This makes it not only easier to explain the theoretical basis but this simulation is a very powerful first hand experience of collaborative models. As judged by participation, enthusiasm, and formal evaluation, this cooperative group simulation is a successful tool for teaching CanMEDS roles.

REFERENCES

1) Janis, I. (1971). *Groupthink: The desperate drive for consensus at any cost*: Sussex Publishers.

2) Panitz, T. (2003). Why more teachers do not use student centered learning techniques and policies needed to encourage positive changes. *The journal of student centered learning*. 1(2), 55-60

3) Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York: Cambridge University Press.

Thank you for your submission. We will be contacting you shortly.