# Teaching Tool 4 – Small

# Group Learning

CanMEDS Health Advocate

## Inventorying and evaluating your health advocacy

The unmodified content below was created for the CanMEDS Teaching and Assessment Tools Guide by S Glover Takahashi and is owned by the Royal College of Physicians and Surgeons of Canada. You may use, reproduce and modify the content for your own non-commercial purposes provided that your modifications are clearly indicated and you provide attribution to the Royal College. The Royal College may revoke this permission at any time by providing written notice.

**NOTICE: The content below may have been modified from its original form and may not represent the opinion or views of the Royal College.**

Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Thinking back to your clinical experiences over the past two or three months, and using the table below, estimate the frequency, type, and appropriateness of your health advocacy activities.

| PURPOSE of your health advocacy | Frequency of this type of health advocacy | Examples of this type of advocacy | Resources used for this type of advocacy | Rate the frequency of your advocacy  | Are there barriers to your advocating more often? |
| --- | --- | --- | --- | --- | --- |
| Many times a day | At least daily | Several times a week | Several times a month | Once or twice per month | Less than once per month | 1 = can do better3 = good enough5 = terrific advocacy | If yes, how can you manage or overcome them? |
| To advocate for health care services or resources |  |  |  |  |  |  |  |  |  |  |
| To advocate for healthy behaviours |  |  |  |  |  |  |  |  |  |  |
| To incorporate disease prevention, health promotion, or health surveillance into the patient’s care |  |  |  |  |  |  |  |  |  |  |

1. In what areas of advocacy with patients are you most skilled?
2. In what areas of advocacy with patients are you most comfortable?
3. In what areas of advocacy with patients do you require improvement?
4. Rate your approach to health advocacy and provide examples using the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| Key steps to HEALTH ADVOCACY | In general, on a scale of 1–5, how well do you do this step?  | Example(s) of when you did this well over the past few months | Example(s) of when you could have been more effective in doing this |
| 1Can do better | 2 | 3Good enough | 4 | 5Strong at this step |
| 1. Establish an understanding of the patient’s (or community or population’s) preferences, needs, strengths, and values for health care. |  |  |  |  |  |  |  |
| 2. Collaborate with the patient, other health care professionals, and/or health promotion organizations. |  |  |  |  |  |  |  |
| 3. Develop the action plan with the patient, other health care professionals, and/or health promotion organizations to help the patient achieve their self-identified goals. |  |  |  |  |  |  |  |
| 4. Implement (i.e. by supporting, following, or on occasion leading, as appropriate) the agreed-to plan. |  |  |  |  |  |  |  |
| 5. Maintain open communication with the patient, other health care professionals, and/or health promotion organizations. |  |  |  |  |  |  |  |

1. Which step(s) of advocacy with patients are you most skilled at?
2. Which step(s) of advocacy with patients are you most comfortable with?
3. How did you balance your patient’s health, preferences, needs, and values with the reality of finite resources and the need to ensure equitable access to health care?
4. How can you improve your skills at balancing health advocacy with a wise management of resources?
5. Do you have other observations or comments about health advocacy?