

Teaching Tool 1 – Lecture or Large Group Session

CanMEDS Professional

Foundations of the Professional Role

THE UNMODIFIED CONTENT BELOW WAS CREATED FOR THE CANMEDS TEACHING AND ASSESSMENT TOOLS GUIDE BY S GLOVER TAKAHASH 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.

This learning activity includes:

- Presentation: Foundations of the Professional Role (T2)
- Case Presentation: Scenarios and case discussion (T3)
- Case Presentation and Guided Reflection: Case report and reflection (T4)

Instructions for Teacher:

Sample learning objectives

1. Recognize common words related to the process and content of the Professional Role
2. Apply professionalism skills to examples from day-to-day practice
3. Develop a personal professionalism resource for day-to-day practice

Audience: All learners

How to adapt:

- Consider whether your session's objectives match the sample ones. Select from, modify, or add to the sample objectives as required.
- The sample PowerPoint presentation is generic and foundational and tied to simple objectives. Consider whether you will need additional slides to meet your objectives. Modify, add or delete content as appropriate. You may want to include specific information related to your discipline and context.
- Depending on whether you are using these materials in one session (i.e. Professional Basics Workshop) or a series of two to four academic half days will determine which worksheet(s) you select and in what sequence.
- You may wish to review and customize the Professional Summary Sheet with your learners as an additional worksheet activity.

Logistics:

- Select one or two worksheets for each teaching session.
- Plan for about 20 minutes for each worksheet/group activity: this time will be used for you to explain the activity and for your learners to complete the worksheet individually, share their answers with their small group, prepare to report back to the whole group, and then deliver their small group's report to the whole group.
- Allow individuals to read the worksheet and spend about five minutes working on the answers on their own before starting to work in groups. This allows each person to develop his or her own understanding of the topic.
- Depending on the group and time available, you may wish to assign one or more worksheets as homework to be completed before the session or as a follow-up assignment.

Setting:

- This information is best done in a small-group format if possible. It can also be effectively done with a larger group if the room allows for learners to be at tables in groups of five or six. With larger groups, it is helpful to have additional teachers or facilitators available to answer questions arising from the worksheet activities.