

Teaching Tool 2 – Teaching the Scholar Role



CanMEDS Scholar





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Objectives and Agenda

1. Recognize the process and content of the four different components of Scholar
2. Apply key leadership skills to examples from day-to-day practice
3. Develop a personal Leadership resource for day-to-day practice





Why the Scholar Role matters

1. Learning does not end
2. Teaching others consolidates the information for the teacher
3. All learners and physicians have responsibilities for education
4. Physicians need to know what information is “evidence” and which evidence is applicable to day-to-day decisions
5. Physicians must understand and interpret research





The details: What is the Scholar Role

- As Scholars, physicians demonstrate a lifelong commitment to excellence in practice through continuous learning and by teaching others, evaluating evidence, and contributing to scholarship.





Recognizing the Scholar Role

- Assessing
- Coaching
- Enhancing
- Evaluating
- Maintaining
- Mentoring
- Monitoring
- Motivating
- Orienting
- Providing feedback
- Researching
- Supervising
- Teaching
- Pursuing scholarly activity





Recognizing the Scholar Role

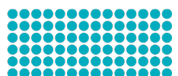
- Community of practice,
- Continuing competence
- Critical appraisal
- Evidence
- Evidence–informed, evidence-based
- Goals
- Learning climate, learning environment
- Learning plan
- Lifelong learning
- Objectives
- Performance assessment
- Portfolio
- Scholarship
- Scholarly inquiry
- Scientific principles
- Self-directed learning/guided self-directed learning





Four distinct 'parts' of the Scholar Role

1. maintenance and acquisition of new knowledge throughout one's career through lifelong learning,
2. sharing of knowledge through teaching and assessment,
3. use of knowledge in evidence-informed decision-making, and
4. creation of knowledge through research and scholarly inquiry.





- The responsibilities in the Scholar Role are shared by all practising physicians vis-à-vis teaching, the use of evidence to inform practice, and through lifelong learning.
- Need to pursue focused opportunities for learning and skill development in each of the four parts of the Scholar Role.





Learning is a lifelong process for improvement and maintenance

1. Take FIRM control of learning.
2. Competent = skilled + current + connected
3. ASK for, look for, receive, and integrate feedback. Receiver is the key player in the feedback exchange.





Worksheet T3

Planning for learning





Tips to practice asking for feedback

1. Ask someone who is willing and can be constructive
2. Ask for SPECIFIC feedback
3. Listen and focus on what is helpful and specific
4. Thank them for their input.





R2C2 Feedback model

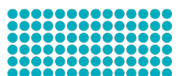
- Relationship building
- Reactions exploration about feedback
- Content exploration
- Coaching for performance change





Worksheet T4

Coaching Learners to Give and Receive Feedback





Steps to EIDM process

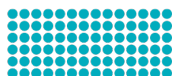
1. Ask by framing a focused question
2. Acquire the evidence in efficient manner
3. Appraise the evidence for quality and applicability
4. Integrate the evidence
5. Adapt the evidence for your clinical problem
6. Apply the evidence in your clinical plan
7. Analyze if the plan worked





Coaching Steps

1. Goals
2. Practice of knowledge, skills and abilities
3. Feedback
4. Reflection on performance
5. Setting goals
6. Planning for improvement





Objectives

1. Recognize the process and content of the four different components of Scholar
2. Apply key leadership skills to examples from day-to-day practice
3. Develop a personal Leadership resource for day-to-day practice





References

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Other Slides





Scholar Key Competencies

Physicians are able to:

1. Engage in the continuous enhancement of their professional activities through ongoing learning
2. Teach students, learners, the public, and other health care professionals
3. Integrate best available evidence into practice
4. Contribute to the creation and dissemination of knowledge and practices applicable to health





Scholar Key Competency 1

Physicians are able to:

1. Engage in the continuous enhancement of their professional activities through ongoing learning
 - 1.1 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice
 - 1.2 Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources
 - 1.3 Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice





Scholar Key Competency 2

Physicians are able to:

2. Teach students, learners, the public, and other health care professionals
 - 2.1 Recognize the influence of role-modelling and the impact of the formal, informal, and hidden curriculum on learners
 - 2.2 Promote a safe learning environment
 - 2.3 Ensure patient safety is maintained when learners are involved
 - 2.4 Plan and deliver a learning activity
 - 2.5 Provide feedback to enhance learning and performance
 - 2.6 Assess and evaluate learners, teachers, and programs in an educationally appropriate manner





Scholar Key Competency 3

Physicians are able to:

3. Integrate best available evidence into practice
 - 3.1 Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them
 - 3.2 Identify, select, and navigate pre-appraised resources
 - 3.3 Critically evaluate the integrity, reliability, and applicability of health-related research and literature
 - 3.4 Integrate evidence into decision-making in their practice





Scholar Key Competency 4

Physicians are able to:

4. Contribute to the creation and dissemination of knowledge and practices applicable to health
 - 4.1 Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care
 - 4.2 Identify ethical principles for research and incorporate them into obtaining informed consent, considering potential harms and benefits, and considering vulnerable populations
 - 4.3 Contribute to the work of a research program
 - 4.4 Pose questions amenable to scholarly inquiry and select appropriate methods to address them
 - 4.5 Summarize and communicate to professional and lay audiences, including patients and their families, the findings of relevant research and scholarly inquiry

