T3. RECOGNIZING HEALTH ADVOCACY

Created for the *CanMEDS Teaching and Assessment Tools Guide* by S. Glover Takahashi.
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See Health Advocacy Role teacher tips appendix for this teaching tool

Completed by: _____

1. Complete the table below, providing specific details from your clinical practice over the past month.

Clinical location (include details about when, where, how long, type of service)	Community details about patients in this clinical location (e.g. determinants of health)	Common, frequent problems (experienced by YOUR patients during this clinical experience)
1.		
2. (complete this second row if you practise at two different clinical locations)		

Health Advocate

T3. RECOGNIZING HEALTH ADVOCACY (continued)

2. Think back to one or two specific patients from a clinical location from the table above and describe features of their need for health advocacy and/or your health advocacy actions. You may find the table of trigger words below useful.

Patient	Describe the **health needs** that this patient in this community or clinical location identified in collaboration with you	Describe the **health advocacy action(s)** that you and the health care team completed with this patient in this community or clinical location	What was the purpose of the action(s)?		
			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
"X"					
"Y"					

RECOGNIZE health advocacy when you are doing these actions		**RECOGNIZE health advocacy when you are discussing these topics**	
• Advise • Assist • Empower • Encourage • Facilitate • Influence	• Justify • Liaise • Navigate • Negotiate • Recommend • Support	• Access • Barriers • Competing needs • Health behaviours • Health literacy • Health promotion • Literacy	• Policy • Poverty • Prevention • Risk factor modification • Safety • Social environment • Surveillance

Health Advocate