**Teaching the Professional Role PowerPoint Slides**

Can Meds Professional teaching tool number two

This is a power point presentation for a lecture or large group session.

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**Slide 1.**

Teaching the Professional Role.

The presenter’s name and date of presentation can be inserted on this slide.

Presenters Notes for Slide 1.

Add information about presenters.

**Slide 2.**

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**Slide 3.**

Objectives and agendas of this presentation are,

Number 1. Recognize the process and content of Professional Role

Number 2. Apply professionalism skills to examples from everyday practice

Number 3. Develop a personal professionalism resource for everyday practice.

Presenters Notes for Slide 3.

- Sample goals and objectives of the session – revise as required.

- Consider doing a ‘warm up activity.’

- Review/revise goals and objectives.

- Insert agenda slide if desired.

**Slide 4.**

Why the Professional Role matters.

1. Patients expect their physicians to provide high-quality, safe medical care.

2. Being a professional is central to being a physician and requires active effort to evolve
 into a specialist.

3. Professional behaviour is central to patient safety and effectiveness in team-based care.

4. The resilience, wellness and self-care of a physician impacts their patients’ care, their co-
 workers and the health system, requiring the need to manage the demands of work/practice
 while also attending to personal health activities and constructive coping skills.

Presenters Notes for Slide 4.

-Reasons why this Role is important.

-Provide examples from experience to illustrate

**Slide 5.**

The details: What is the Professional Role.

As Professionals, physicians are committed to the health and well-being of individual patients and society through ethical practice, high personal standards of behaviour, accountability to the profession and society, physician-led regulation, and maintenance of personal health.

Presenters Notes for Slide 5.

- Definition from the CanMEDS 2015 Physician Competency Framework

- Avoid including competencies for learners

- If you are giving this presentation to teachers or planners, you may want to add the key and enabling competencies.

**Slide 6.**

Recognizing Professional Actions

- Behaving

* Fulfilling

- Trusting

- Respecting

- Self regulating

Recognizing Professional Topics

- Balance

- Boundaries

- Commitment

- Conflict of interest

- Ethics, ethical issues

- Honesty

- Identity

- Integrity

- Reliable

- Resilience

- Responsibility

- Societal need

- Social Contract

- Society’s expectations

- Standards

- Trustworthiness

- Wellness

 Presenters Notes for Slide 6.

* Trigger words about the Professional Role

**Slide 7.**

Key terms for the Professional Role

- Boundaries

- Fiduciary relationship

- Social contract

- Hidden curriculum

- Emotional intelligence

- elf-efficacy

- Wellness

- Resilience

- Burnout

- Self-care

- Fatigue management

Presenters Notes for Slide 7.

* Define from the *CanMEDS Teaching and Assessment Tools Guide* Medical Expert Role chapter.
* Important day to day language to know, understand meaning, be able to use
* See key terms in chapter for details
* Provide examples from experience to illustrate

**Slide 8.**

Professional means showing commitment to:

- patients

- society

- profession

- self.

Presenters Notes for Slide 8.

- Provide examples from experience to illustrate

**Slide 9.**

Important to know about professionalism

1. Professionalism has multiple factors that can be taught:

- individual factors (i.e. behaviour and cognitive processes);

- interpersonal factors (i.e. process or effect of providing patient care with others); and

- context factorsg (i.e. variations and expectations in interactions within or across individuals, institutions, specialties, cultures, countries).

2. Focus on actively demonstrating positive professional behaviours.

3. Physicians need to demonstrate the importance of their own personal health, wellness, and resilience.

Presenters Notes for Slide 9.

- Alternate to misconceptions

- Provide examples from experience to illustrate

**Slide 10.**

Skills for residents to master in developing their identity as a physician in your specialty are:

1. Learning the language

2. Learning to live with ambiguity

3. Learning to play the role

4. Learning the hierarchy and power relationships.

**Slide 11.**

Label the BEHAVIOUR

Avoid judging the person

**Slide 12.**

Positive Professional Characteristics

A. Clinical competency

1. Excellent knowledge and skill

2. Effective communication

3. Sound clinical reasoning

B. Personal qualities

4. Compassionate and caring

5. Honesty and integrity

6. Enthusiastic for the practice of medicine

7. Effective interpersonal skills

8. Commitment to excellence

9. Collegial

10. Demonstrates humour

Presenters Notes for Slide 12.

Share own experiences and examples

**Slide 13.**

Negative Professional Characteristics

A. Clinical competency

1. Deficient knowledge and skill

2. Ineffective communication

3. Poor clinical reasoning

B. Personal qualities

4. Insensitive to patients’ suffering

5. Lapses in honesty and integrity

6. Dissatisfaction with the practice of medicine

7. Ineffective interpersonal skills

8. Acceptance of mediocre results

9. Lack of collegiality

10. Humourless approach

Presenters Notes for Slide 13.

Share own experiences and examples

**Slide 14.**

Worksheet T3

Professionalism Scenarios and Case Discussion

Presenters Notes for Slide 14.

Do a learning activity – Worksheet T3 from the CanMEDS Teaching and Assessment Tools Guide Professional Role chapter is suggested.

* Can do on own or in groups
* Groups are appropriate when everyone is in the same specialty as examples will vary with each specialty
* Explore answers in small groups or with the whole group
* Share own experience and scenario
* See A1 and A2 for types of positive/negative professional characteristics.

**Slide 15**

Use role modelling to improve professional behaviour

1. Active observation of role model

2. Making the unconscious conscious

3. Reflection and abstraction

4. Translating insights into principles and action

5. Generalization and behaviour change

**Slide 16**

Constructive coping skills include:

- Positive reframing

- Finding meaning in work

- Focusing on what is important in life

- Maintaining a positive outlook and attitude towards work

- Embracing an approach that stresses work-life balance

Presenters Notes for Slide 16.

- Share own experiences and examples

- Identify local resources

**Slide 17**

Wellness responsibilities

1. Only care for patients when well enough to do so

2. Be aware of their own health, including recognizing when not well enough to provide
 competent care

3. Obtain help in order to ensure their own wellness

4. Adjust their practice to ensure that patients can
 and do receive appropriate care

5. Recognizing limits imposed by fatigue, stress or illness and taking care to ensure a healthy
 work-life balance

6. Avoid self-treatment

Presenters Notes for Slide 17.

- Share own experiences and examples

**Slide 18**

Personal health activities

Personal health activities are associated with lower rates of burnout and improved quality of life

- Weekly aerobic and weight training to recommended levels

- Annual visits to primary care provider (i.e. family physician)

- Routine required health screening practices

Presenters Notes for Slide 18.

- Share own experiences and examples

**Slide 19**

Resilience, wellness and self- care

1. Have a family doctor

2. Sleep right

3. Eat well

4. Exercise regularly

5. Stay connected

Presenters Notes for Slide 19.

- Identify local resources

- Share own experiences and examples

**Slide 20**

Signs of concern about wellness

- Sudden or trend for isolation or absence such as not showing up for work, rounds,
 meeting, assignments

- Mood swings, teary, unusual or easily irritated or frustrated

- Often late to work or late with assignments

- More absences than is usual or typical

- Dishevelled, unkempt or loss of attention to self and grooming

- Appearance or suspicion of over consumption of alcohol or other substances

Presenters Notes for Slide 20.

- Identify local resources

- Share own experiences and examples

**Slide 21.**

Objectives.

1. Recognize the process and content of Professional Role

2. Apply professionalism skills to examples from everyday practice

3. Develop a personal professionalism resource for everyday practice

Presenters Notes for Slide 21.

Revisit workshop goals and objectives.

**Slide 22**

References for this presentation are.

* The Canadian Medical Protective Association. Physician professionalism – is it still relevant? CMPA Perspective, 2012;October special edition;4-6.
* Cruess RL, Cruess SR, Boudreau JD, Snell L, Steinert Y. Reframing medical education to support professional identity formation. Acad Med. 2014;89(11):1446-51.
* The Canadian Medical Protective Association. Physician professionalism – is it still relevant? CMPA Perspective, 2012;October special edition;4-6.
* Eckleberry-Hunt J, Van Dyke A, Lick D, Tucciarone J. Changing the conversation from burnout to wellness: physician well-being in residency training programs.J Grad Med Educ. 2009;1(2):225-30.
* Shanafelt TD, Oreskovich MR, Dyrbve LN, Satele DV, Hanks JB, Sloan JA, Balch CM. Avoiding burnout: the personal habits and wellness practices of US surgeons, Ann Surg. 2012;255(4):625-33.

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**Slide 24** forward are additional slides that may or may not be added to the presentation.

**Slide 25.**

Professional Expert Key Competencies.

Physicians are able to:

Key competency 1. Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards.

Key competency 2. Demonstrate a commitment to society by recognizing and responding to societal expectations in health care.

 Key competency 3. Demonstrate a commitment to the profession by adhering to standards and participating in physician-led regulation.

 Key competency 4. Demonstrate a commitment to physician health and well-being to foster optimal patient care.

Presenter Notes for Slide 25.

- Key Competencies from the *CanMEDS 2015 Physician Competency Framework*

- Avoid including competencies for learners

- You may wish to use this slide if you are giving the presentation to teachers or planners

**Slide 26.**

Professional Key Competency 1.

Physicians are able to: Demonstrate a commitment to patients by applying best practices and adhering to high ethical

Enabling competency 1.1 is Exhibit appropriate professional behaviours and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality.

Enabling competency 1.2 is Demonstrate a commitment to excellence in all aspects of practice.

Enabling competency 1.3 is Recognize and respond to ethical issues encountered in practice

Enabling competency 1.4 is Recognize and manage conflicts of interest.

Enabling competency 1.5 isExhibit professional behaviours in the use of technology-enabled communication.

Presenter Notes for Slide 26.

- From the *CanMEDS 2015 Physician Competency Framework*

- Use one slide for each key competency and associated enabling competencies

**Slide 27.**

Professional Key Competency 2.

Physicians are able to: Demonstrate a commitment to society by recognizing and responding to societal expectations in health care.

Enabling competency 2.1 is Demonstrate accountability to patients, society, and the profession by responding to societal expectations of physicians.

Enabling competency 2.2 is Demonstrate a commitment to patient safety and quality improvement.

Presenter Notes for Slide 27

* From the *CanMEDS 2015 Physician Competency Framework*
* Use one slide for each key competency and associated enabling competencies

**Slide 28.**

Professional Key Competency 3.

Physicians are able to: Demonstrate a commitment to the profession by adhering to standards and participating in physician-led regulation.

Enabling competency 3.1 is Fulfill and adhere to the professional and ethical codes, standards of practice, and laws governing practice.

Enabling competency 3.2 is Recognize and respond to unprofessional and unethical behaviours in physicians and other colleagues in the health care profession.

Enabling competency 3.3 is Participate in peer assessment and standard-setting.

Presenter Notes for Slide 28

* From the *CanMEDS 2015 Physician Competency Framework*
* Use one slide for each key competency and associated enabling competencies

**Slide 29.**

Professional Key Competency 4.

Physicians are able to: Demonstrate a commitment to physician health and well-being to foster optimal patient care

Enabling competency 4.1 is Exhibit self-awareness and manage influences on personal well-being and professional performance

Enabling competency 4.2 is Manage personal and professional demands for a sustainable practice throughout the physician life cycle

Enabling competency 4.3 is Promote a culture that recognizes, supports, and responds effectively to colleagues in need

Presenter Notes for Slide 29

* From the *CanMEDS 2015 Physician Competency Framework*
* Use one slide for each key competency and associated enabling competencies