



The CanMEDS Program Overview - 2011

Background: The CanMEDS Physician Competency Framework

In 1996, The Royal College adopted an innovative competency based framework describing the core knowledge, skills and abilities of specialist physicians. Known as the *CanMEDS Physician Competency Framework*, this foundational publication identifies and describes the seven CanMEDS Roles which lead to optimal health and health care outcomes: Medical Expert (central role), Communicator, Collaborator, Manager, Health Advocate, Scholar and Professional.

In 2005, the Royal College updated and adopted the *CanMEDS 2005 Physician Competency Framework*, which is the current version of the framework. The CanMEDS framework now forms the basis for the standards of the educational mission of the Royal College and has been incorporated into residency training accreditation, evaluation, and examinations as well as the objectives of training and standards for continuing professional development. What began in the late 1990s as an initiative of forward-thinking Fellows of the Royal College and family physician contributors has now become a popular standard for medical education in Canada and around the world.

Phases of CanMEDS Development

Phase I (1993–1996) Development	Identification, development and validation of the CanMEDS Roles framework.
Phase II (1996–1997) Experimentation & Pilot	Development of practical tools and methods to facilitate resident learning and evaluation of the CanMEDS competencies.
Phase III (1997–2002) Implementation	Implementation into Canadian specialty postgraduate medical education, including adoption into Royal College accreditation, certification and examination standards.
Phase IV (2002–present) Faculty Development	Systematic implementation with enhanced materials and faculty development.

The CanMEDS Program of 2011

The CanMEDS program grew out of initial efforts to help support the systematic implementation of the CanMEDS competency framework into post graduate medical education. Originally, the program focused on CanMEDS faculty development (primarily via on-location presentations) and the development of key support resources such as the CanMEDS framework itself and the *CanMEDS Assessment Tools Handbook*. As demand for CanMEDS support and resources grows, the program is expanding significantly.



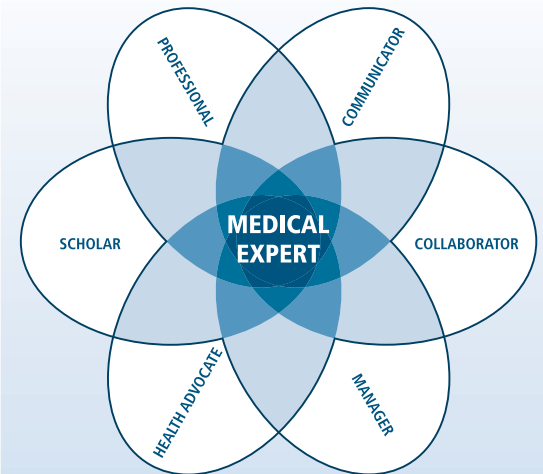
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CANMEDS

Program Objectives

Today, CanMEDS has three broad program objectives, which are closely tied to the Royal College's strategic priorities. These program objectives are as follows:

1. Enhance the CanMEDS Framework and standards to maintain relevance and value.
2. Develop educational resources and activities to support the integration of the CanMEDS competency framework across the spectrum of medical education with particular focus on post graduate medical education.
3. Facilitate capacity building in specialty medical education by leading and coordinating faculty development activities within Canada and internationally.



Current Projects

To help fulfill these program objectives, the CanMEDS and Faculty Development Team is currently responsible for a variety of exciting initiatives including:

The CanMEDS Milestones Series

In keeping with the move toward competency-based medical education, the Royal College is working with key partners to develop CanMEDS Role-specific milestones as a means to more clearly define, guide and assess a learner's achievement of specific educational outcomes throughout their training and practice. The final outcome of this project will be to define national guidelines for the level of competency that medical educators should expect of trainees at various stages of training for all the CanMEDS Roles. It is expected that the work of this initiative will feed into and inform the planned 2015 update to the CanMEDS Physician Competency Framework.

The Research Guide: A primer for residents, other health trainees and practitioners

To help encourage research in medicine many residency programs now require trainees to conduct a research project during their training program. The reality, however is that programs and program directors often struggle to find and provide the resources necessary to actively and efficiently support trainees throughout this process. In recognition of this, in 2011, the Royal College will release a comprehensive and practical resource for planning and executing research projects. Program Directors and mentors can use the Research Guide as a springboard for in-depth discussions and tutorials with their residents and the residents themselves can use the Research Guide as a one-stop shop for practical research tips.

The CanMEDS Clinician Educator Program

CanMEDS currently has nine Clinician Educators who together make an essential contribution to faculty development in Canada and around the world. Their collective expertise is used to prepare and deliver workshops and presentations nationally and internationally and to contribute to the CanMEDS publications activities as leaders, editors, and/or authors.