



# Teaching Tool 2

## Teaching the Health Advocate Role



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# Objectives and Agenda

1. Recognize common words related to the process and content of health advocacy.
2. Apply key health advocacy steps to examples from day-to-day practice.
3. Develop a personal health advocacy resource for common patient needs.





# Why the Health Advocate Role matters

1. Advocacy happens all the time.
2. Health advocacy is a team sport
3. Effective medical care requires disease prevention, health promotion, health protections and promotion of health equity.





# The details: What is the Health Advocate Role

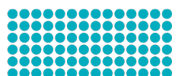
As Health Advocates, physicians contribute their expertise and influence as they work with communities or patient populations to improve health. They work with those they serve to determine and understand needs, speak on behalf of others when required, and support the mobilization of resources to effect change.





# Determinants of health

- Determinants of health are the social and physical factors that impact the health outcomes of people and populations.
- Learners who understand the determinants of health understand that the health of individuals is closely related to the broader community and environmental context in which they live.





# Recognizing Health Advocate process

- Advise
- Assist
- Empower
- Encourage
- Facilitate
- Influence
- Justify
- Liaise
- Navigate
- Negotiate
- Recommend
- Support





# Recognizing Health Advocate content

- Access
- Barriers
- Competing needs
- Health behaviours
- Health promotion
- Health literacy
- Literacy
- Policy
- Poverty
- Prevention
- Risk factor modification
- Safety
- Social environment
- Surveillance







# What is Health Advocacy

- Advocacy is not an action of an individual physician; rather, it is a shared process done in collaboration with the patient and with other health care providers or individuals.
- Many clinicians will identify with advocacy as “agency,” which entails working within the system day to day to meet the health needs of a specific patient or community
- An explicit discussion using discipline- specific examples will help learners navigate the overlap in interests between the competencies of the Health Advocate Role and the stewardship competencies of the Leader Role.





# Guided reflection and discussion

Teaching Tool 3





# Key process steps in health advocacy

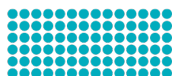
1. Establish an understanding of the patient's preferences, needs, strengths, and values for health care.
2. Collaborate with the patient, other health care professionals, and/or health promotion organizations.
3. Develop the action plan with the patient, other health care professionals, and/or health promotion organizations to help the patient achieve their self-identified goals.
4. Implement the agreed-to plan (i.e. by supporting, following, or on occasion leading, as appropriate).
5. Maintain open communication with the patient, other health care professionals, and/or health promotion organizations.





# Putting health advocacy into action

1. Advocacy for services or resources.
2. Advocacy for healthy behaviours.
3. Advocacy for prevention, promotion, surveillance.





# Small Group Activity





# Health Advocacy in day-to-day practice





# Guided reflection and discussion





# Tips for teaching health advocacy

1. Provide resources about health advocacy needs of the communities and populations you serve.
2. Start a conversation about health advocacy.
3. Model health advocacy.
4. Signpost when you start to act as an advocate.
5. Help learners recognize advocacy needs
6. Create opportunities for learners to act as advocates.







# Tips for assessing health advocacy

1. Assess in a clinical setting with the help of other health professionals.
2. Include health advocacy in case presentations, case reports and rounds.
3. Assess how your learners are balancing the needs for health advocacy





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# References

- Sherbino J, Bonnycastle D, Côté B, Flynn L, Hunter A, Ince-Cushman D, Konkin J, Oandasan I, Regehr G, Richardson D, Zigby J. Health Advocate. In: Frank JR, Snell L, Sherbino J, editors. CanMEDS 2015 Physician Competency Framework. Ottawa: Royal College of Physicians and Surgeons of Canada; 2015.





# Other Slides





# Health Advocate Key Competencies

Physicians are able to:

1. Respond to an individual patient's health needs by advocating with the patient within and beyond the clinical environment.
2. Respond to the needs of the communities or populations they serve by advocating with them for system-level change in a socially accountable manner.





# Health Advocate Key Competency 1

Physicians are able to:

1. Respond to an individual patient's health needs by advocating with the patient within and beyond the clinical environment.
  - 1.1 Work with patients to address determinants of health that affect them and their access to needed health services or resources.
  - 1.2 Work with patients and their families to increase opportunities to adopt healthy behaviours.
  - 1.3 Incorporate disease prevention, health promotion, and health surveillance into interactions with individual patients.





# Health Advocate Key Competency 2

Physicians are able to:

1. Respond to the needs of the communities or populations they serve by advocating with them for system-level change in a socially accountable manner.
  - 1.1 Work with a community or population to identify the determinants of health that affect them.
  - 1.2 Improve clinical practice by applying a process of continuous quality improvement to disease prevention, health promotion, and health surveillance activities.
  - 1.3 Contribute to a process to improve health in the community or population they serve.



# Thank You

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