

# Teaching Tool 1 – Lecture or Large Group Session

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CanMEDS Medical Expert

## Foundations of the Medical Expert Role

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### This learning activity includes:

- Presentation: Teaching and Assessing Medical Expert (T2)
- Worksheet: Medical Expert Competence Continuum in day-to-day practice (T3)

### Instructions for Teacher:

Sample learning objectives

- Recognize common words related to the process and content of the Medical Expert Role
- Describe the Role of Medical Expert within the CanMEDS 2015 Framework
- Apply the Medical Expert competence continuum to your own program or specialty
- Identify opportunities to integrate other CanMEDS Roles into the teaching and assessment of Medical Expert

**Audience:** All learners

## How to adapt:

- Consider whether your session's needs and goals match the sample ones provided in this slide deck. Select from, modify, or add to the sample content as required.
- The sample PowerPoint presentation and worksheets are generic and foundational. Consider whether you'll need additional slides to meet your objectives. Modify, add or delete questions as you view appropriate, to include specific information related to your discipline and context.

## Logistics:

- Allocate about 20 minutes for each worksheet/group activity: this time will be used for you to explain the activity and for your learners to complete the worksheet individually, share their answers with their small group, discuss, prepare to report back to the whole group, and then deliver their small group's report to the whole group.
- Depending on the group and time available, you may wish to assign one or more worksheets as homework to be completed before the session or as a follow-up assignment.
- Depending on the group and time available, you may also wish to explore the Specialty Training Requirements (STRs) or work through applying the teaching tips and/or the assessment tips to the specialty or program. See the Royal College website for STRs:
- [English STR.](#)
- [French STR.](#)

## Setting:

- This teaching session is best done in a small-group format (i.e. less than 30 learners) if possible. It can also be effectively done with a larger group if the room allows for learners to be at tables in groups of five or six. With larger groups, it is helpful to have additional teachers or facilitators available to answer questions arising from the worksheet activities.