

For each source or method of data you have, choose the best match under “Data type,” provide a link or description of the data in “Source Provided,” and summarize the data in “Summary of Information.” The associated topics or learning objectives should be entered next, along with the related CanMEDS role(s) in the last column. A CanMEDS reference and summary is provided at the bottom of this document.

NOTE: You do not need to use all data types, and you may use the same data type more than once.

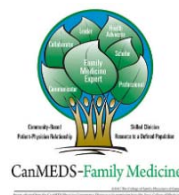
| Needs Assessment Data Type | Source (e.g., link, title, description) | Summary of Information from source | Topics or learning objectives identified from this source | CanMEDS role(s) addressed by this topic/learning objective |
|--|---|------------------------------------|---|--|
| Best Practice Guidelines | | | | |
| Chart Audits | | | | |
| Clinical Observances/ Patient Outcomes | | | | |
| Emerging Trends | | | | |
| Epidemiological/ Population Health Data | | | | |
| Evaluation Summary from Previous Program | | | | |
| Focus Groups/ Interviews | | | | |
| Other | | | | |
| Peer Reviewed Literature/ Research Findings | | | | |
| Physician/ Faculty/ Target Audience Request | | | | |
| Referral Patterns | | | | |
| Scientific Planning Committee Minutes | | | | |

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|---------------------------------------|--|--|--|--|
| Survey of Anticipated Target Audience | | | | |
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As a quick reference, please see the quick summaries below of the skills captured under each CanMEDS role, and some suggestions for how they can relate to your CPD Program. Please note that the suggestions are not exhaustive, and please reference each of the Colleges for the specific definitions and associated competencies.



[CanMEDS \(RCPC\)](#)



[CanMEDS-Family Medicine \(CFPC\)](#)

| | Summary | CPD Program may address. . . |
|------------------------|--|---|
| <i>Medical Expert</i> | The most commonly selected role that CPD program planners identify as being addressed through their needs assessment review. In some ways, this is understandable because both Colleges describe the medical expert role as the one that incorporates all of the other competencies! | Clinical reasoning / decision-making; clinical assessment and management; diagnosis, treatment, follow-up; scope of practice; procedural skills |
| <i>Communicator</i> | Addresses the physician-patient relationship, patient-centered communication, and communication with family. This includes understanding the patient’s fears, context, socio-economic status, family history, social issues and incorporating this understanding into patient care. | Patient values, patient-centred care, disclosure of harm, maintaining accurate and up-to-date patient records; |
| <i>Collaborator</i> | Incorporates sharing of knowledge, responsibilities, perspectives, and a willingness to work together to achieve the best outcome. This role refers to relationships with patients and their families, physicians, other health professionals, and community partners and may extend to administrative roles, education, advocacy and scholarship. | Teamwork, IPE, handover, referrals, conflict management |
| <i>Leader</i> | Refers to a physician role in the health care system, their responsibility to provide excellent patient care through their role as a clinician, administrator, educator or scholar. | Leading change, career development, QI, managing practice, health care systems |
| <i>Health Advocate</i> | Extends beyond the advocacy for a particular patient’s needs. It also reflects the physician’s societal role in prevention, health promotion and equity, in navigating the healthcare system. | Health promotion, equity, community engagement |

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|---------------------|---|--|
| <i>Scholar</i> | Refers to a physician's commitment to continuous learning, teaching, evaluation of evidence, and contributing to the creation and sharing of knowledge through research. | Writing, grants, QI, research ethics, research skills, giving / receiving feedback, teaching |
| <i>Professional</i> | The role of professional refers to a physician's commitment to ethical practice, high personal standards of behavior, accountability to the profession and society, and maintenance of personal health. | Ethical practice, wellness, personal behaviour, burnout, boundaries |