



The CanMEDS Project Overview

Background

In 1996, RCPSC Council adopted a new framework of core competencies for all specialists, called the “CanMEDS Roles”. The CanMEDS name, which has become well-known to medical educators in Canada and around the world, is a derivative from “Canadian Medical Education Directives for Specialists”. This framework of core competencies includes the Roles of Medical Expert (the central role), Communicator, Collaborator, Health Advocate, Manager, Scholar and Professional.

This framework now forms the basis of the standards of the educational mission of the Royal College and has been incorporated into accreditation, evaluation and examinations, as well as objectives of training and standards for continuing professional development. Furthermore, the CanMEDS framework of competencies that began as an initiative of forward-thinking Fellows of the RCPSC and family physician contributors has now become a popular standard for medical education in Canada and around the world.

Methods and 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 RCPSC accreditation, certification and examination standards
Phase IV (2002-present) Faculty Development	Systematic implementation with enhanced materials and faculty development

Update - CanMEDS Renewal

As part of the continuous quality improvement process for educational standards, the Royal College initiated Phase IV of the CanMEDS project and commissioned eight CanMEDS working groups to review the decade-old framework of essential competencies for Canadian specialists. These working groups comprised of Fellows and family physicians, supported by RCPSC staff, have worked diligently from 2003 to 2005 to review and update the CanMEDS competencies.

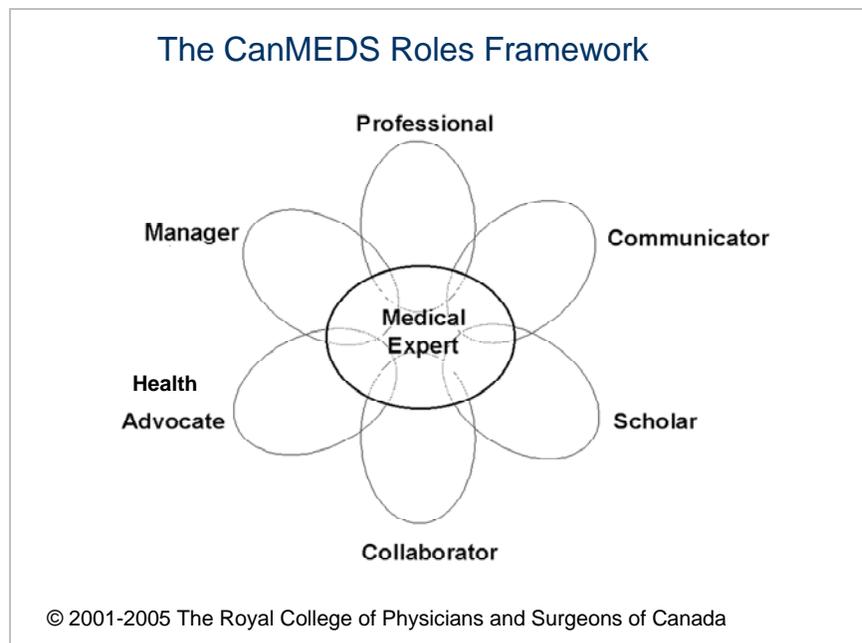
The goals of the review were to: a) ensure that the CanMEDS Roles are still relevant; b) address issues arising and sources of confusion; and c) update the framework with current evidence and medical/educational practices.

Each CanMEDS working group was tasked to answer several questions relating to the clarification and update of the Roles and competencies, implementation and evaluation, provision of resources, as well as next steps and priorities. Principle threads from reports of the working groups included:

- revalidation of the original core CanMEDS concepts;
- rewording of some of the competencies that teachers found challenging;
- discussion of approaches to protecting versus sharing Royal College Fellows' intellectual property;
- addressing the overlaps between the CanMEDS Roles; and
- commitment to develop teaching and learning resources to assist medical educators and residents

Working group reports were edited, peer-reviewed, approved by working group members and captured in one document. The result of this lengthy process involving hundreds of expert volunteers is the ***Report of the CanMEDS Phase IV Working Groups***.

In the spring of 2005, the new CanMEDS 2005 framework was adopted by the Royal College Council and there are plans for its implementation by the Royal College over the next few years.



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We welcome your questions and comments at canmeds@rcpsc.edu*