#DFCMReady2020

**Competency Based Medical Education (CBME) – One Pager**

**What is it? Where is it? How do I use it to be an Effective Teacher?**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Competence</th>
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<tbody>
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<td>What a family doc must know and do in order to be effective</td>
<td>Doing the right thing at the right time in the right way in complex situations</td>
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**Cornerstones of CBME**

- Frequent, direct observation
- Feedback provision and documentation
- Frequent low stakes assessments (e.g. Field Notes) to inform high stakes assessments (e.g. ITERS)
- "Coaching" - providing, individualized, longitudinal feedback to help a resident achieve competence (e.g. similar to being a coach of a sports team)

**TO ACCESS THE DFCM CURRICULUM – GO TO:** [http://www.dfcm.utoronto.ca/curriculum](http://www.dfcm.utoronto.ca/curriculum)

Two options available:

1. PDF ("at a glance" curriculum) available to anyone
2. Web-based (via Quercus, requires utoronto login) – provides mapping of the curriculum to specific rotations and CanMEDS-FM Roles

**POTENTIAL WAYS TO USE THE DFCM CURRICULUM:**

**Learning**

- E.G. - Review & discuss competencies (EPA and/or Domain Specific [DS]) with resident to support them:
  - to identify learning gaps
  - to develop specific learning objectives

**Teaching**

- E.G. - Review patients seen by resident(s) within the context of what competencies (EPA &/or DS) were addressed in providing their care:
  - to discuss what was learnt
  - to teach about a particular topic
  - to prompt identification of areas for further learning

**Assessment**

- E.G. - Use competencies to frame positive discussions with residents about areas in which they are facing challenges:
  - knowledge issues (using Domain Specific competencies)
  - professionalism, collaboration etc. (using the EPA competencies)

**Resources:**
- DFCM Curriculum: [http://www.dfcm.utoronto.ca/curriculum](http://www.dfcm.utoronto.ca/curriculum)
- Triple C Toolkit: [https://www.cfpc.ca/TripleCToolkit/](https://www.cfpc.ca/TripleCToolkit/)
- 90s CCFP video that explains the resident & teacher roles in a competency-based curriculum: [https://www.youtube.com/watch?v=zELBcfCOW&feature=emb_logo](https://www.youtube.com/watch?v=zELBcfCOW&feature=emb_logo)
- Fundamental Teaching Activities Toolkit: [https://www.cfpc.ca/fundamental-teaching-activities/](https://www.cfpc.ca/fundamental-teaching-activities/)
Background/Terms/Definitions:

**Triple C Curriculum (CCFP framework for a competency-based curriculum):**

- Comprehensive education & patient care
- Continuity of education and patient care
- Centred in Family Medicine

**CanMEDS-FM roles:**

7 descriptors of the roles, responsibilities & competencies required of family physicians: Medical Expert, Collaborator, Communicator, Manager, Professional, Health Advocate, Scholar

**DFCM Competency Based Curriculum** – consists of:

1. Entrustable Professional Activities (EPAs) –25 overarching family medicine competencies (e.g. FAM02- *Take an appropriately thorough history in a timely manner*).

2. Domain Specific competencies - specific to certain content areas (e.g. Care of the Elderly COE10- *Manage medications in the elderly effectively*)

*Most of the competencies have sub-competencies (“enabling competencies”) that outline what components are required to achieve the overall competency.

**All of the competencies are linked to the CanMEDS-FM roles**

**Fundamental Teaching Activities (FTA) Framework:**

1. Clear description of the work family medicine teachers perform every day
2. Framework divides teaching into three domains and identifies tasks and activities in each of these areas:
   a. clinical preceptor
   b. teacher outside the clinical setting
   c. education leader
3. Guides creative self-reflection on how to become a better teacher (e.g. by creating a learning plan)