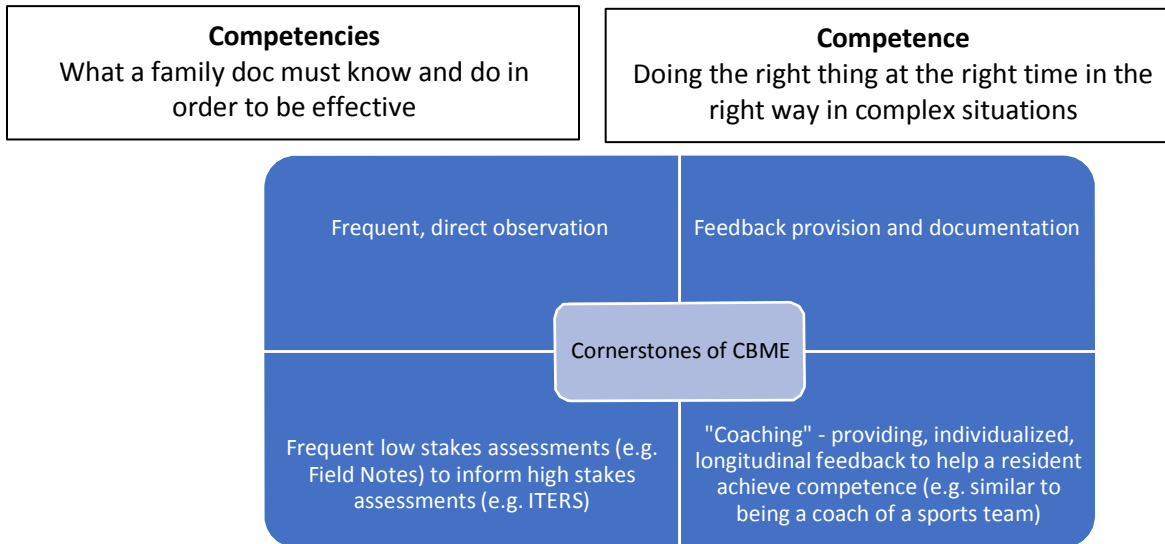


Competency Based Medical Education (CBME) – One Pager

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

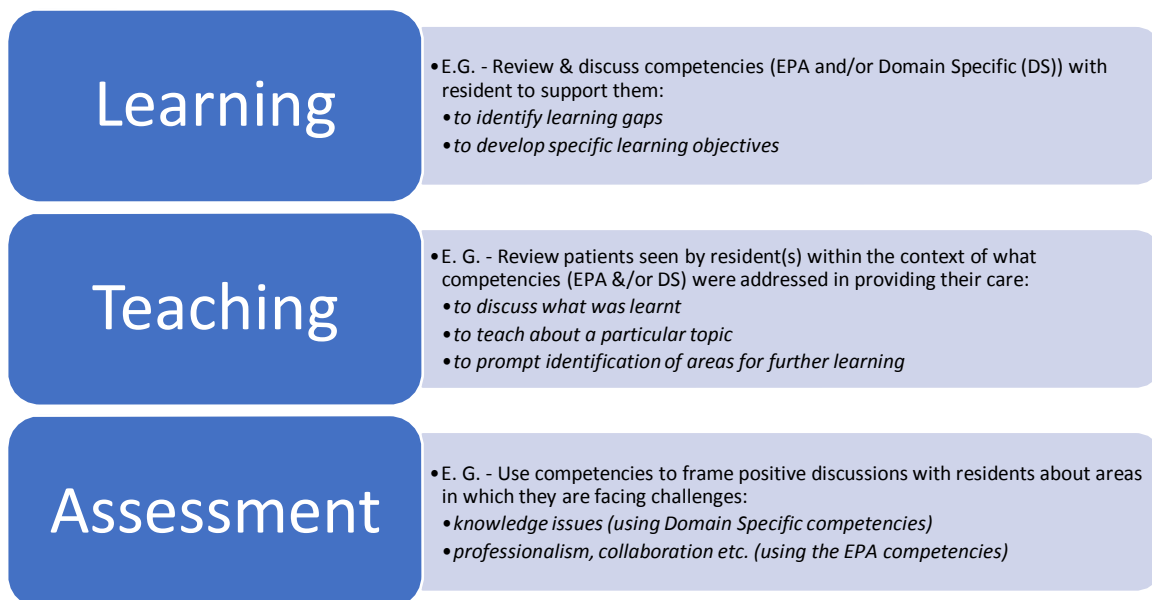


TO ACCESS THE DFCM CURRICULUM – GO TO: <http://www.dfc.utoronto.ca/curriculum>

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:



Resources:

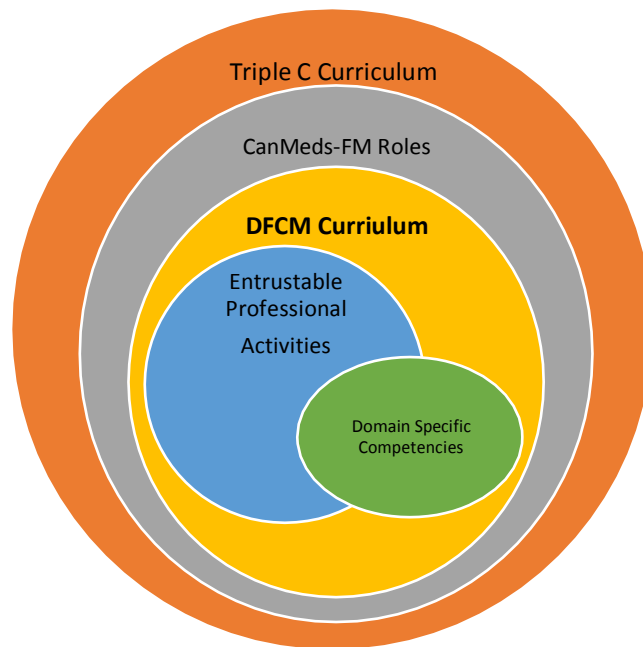
DFCM Curriculum: <http://www.dfc.utoronto.ca/curriculum>

Triple C Toolkit: <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=zEALBcfjCow&feature=emb_logo

Fundamental Teaching Activities Toolkit: <https://www.cfpc.ca/fundamental-teaching-activities/>



Background/Terms/Definitions:

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

- C**omprehensive education & patient care
- C**ontinuity of education and patient care
- C**entred 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)