

Section of Teachers Council Update – June 2017

Upcoming Conferences

[Association for Medical
Education in Europe](#)

August 26–30, 2017
Helsinki, Finland

[International Conference
on Residency Education](#)

October 19–21, 2017
Québec, Quebec

[Family Medicine Forum](#)

November 8–11, 2017
Montreal, Quebec

[North American Primary
Care Research Group](#)

November 17–21, 2017
Montreal, Quebec

[Canadian Conference on
Medical Education](#)

April 28 to May 1, 2018
Halifax, Nova Scotia

[Society of Teachers of
Family Medicine](#)

May 5–9, 2018
Washington, DC

Medical Education Scholarship

An exciting announcement will be forthcoming from the Section of Teachers and the Foundation for Advancing Family Medicine regarding new opportunities for supporting scholarly work in medical education. Stay tuned!

Update on Council activities

On behalf of the Section of Teachers (SOT) Council, I extend greetings to all members. The Council warmly welcomes all new members to the SOT.

The SOT Council links the following groups through their committees and representatives: medical students, family medicine residents, early-career physicians, health professions educators, faculty developers, and leaders in undergraduate and postgraduate education. We also work to ensure educators have a strong educational pathway at Family Medicine Forum every year.

Below are a few highlights of our committees' work:

- The Undergraduate Education Committee is continuing to explore medical students' views on choosing a career in family medicine.
- The Postgraduate Education Committee is developing a bulletin that highlights resources on key emerging topics to support programs and teachers.
- The Faculty Development Education Committee is developing and identifying tools and resources to support the use of the [Fundamental Teaching Activities in Family Medicine framework](#) in faculty development.
- The Health Professions Educators Group is working to incorporate more sessions at Family Medicine Forum that support health professions educators in teaching family medicine residents.
- The First Five Years in Family Practice Committee is working on a new microsite with province-specific resources for those beginning practice and in the early stages of their careers.

As you can see from these activities, the SOT is striving to ensure these important educational initiatives align and to support teachers who work with learners on a day-to-day basis.

One initiative from the Section of Residents is described in the pages that follow—a guide for residents, created by residents, to assist them in preparing for and getting the most out of periodic reviews. I thank them for their engagement with the Triple C Curriculum and their commitment to excellence.

Dr. Ian Scott
Chair, SOT Council



Upcoming Grants

Support for Medical Education Scholarship

The [Canadian Institutes of Health Research Project Grant](#) program is designed to capture ideas with the greatest potential to advance health-related fundamental or applied knowledge, health research, health care, health systems, and/or health outcomes. **The registration deadline is August 15th.**

The [Small Research Grants program](#) from the Spencer Foundation aims to support smaller-scale or pilot research projects that have budgets of \$50,000 or less. Proposals are encouraged from scholars across a variety of disciplines in an effort to fund field-initiated education research. **The deadline for proposals is August 1st.**

The [Edward J. Stemmler Medical Education Research Fund](#) aims to provide support for research on and the development of innovative assessment approaches that will enhance the professional development of those preparing to, or continuing to, practise medicine. **Letters of Intent are due in July.**

Canadian Association for Medical Education (CAME) [Wooster Family Grant](#) supports new and innovative projects in medical education that are not part of a larger, formalized and funded education research program. A maximum of \$10 000 per project will be awarded. **Letters of intent are due in October.**

Mainpro+® reminder: Cycle end dates

With the launch of Mainpro+®, **June 30th** now marks the end date for all annual credit reporting cycles and for five-year cycles reaching completion in a given year. Please log in to your Mainpro+ account to check where you are in your five-year cycle and to ensure your credit reporting is up to date.

Credit requirements:

- At least 25 credits per annual cycle (can be certified or non-certified)
- 250 credits per five-year cycle (at least 125 certified)

We're here to help!

Please contact us if you have any questions:
mainprocredits@cfpc.ca
1-800-387-6197 ext. 560



Do you have questions or ideas for the Section of Teachers?

What topics would you like to discuss at our Teachers and Preceptors Knowledge Café at Family Medicine Forum?

Contact: education@cfpc.ca

What's happening at the national level?

Certification and Assessment Updates

The Working Group on the Assessment of Competence in Maternity and Newborn Care has developed a set of objectives for the assessment of competence in intrapartum and perinatal care for family medicine residents. The document will be available on our website by September as a supplement to the Evaluation Objectives to guide in-training assessment in this domain.

The Working Group on the Certification Process, supported by one of our clinician educators, launched a project to improve the assessment of procedure skills in family medicine. The project will include validation of the existing key features for procedure skills, a review of the current procedure skills list, and a review of the concept of procedural competence.

Rural and Remote Family Medicine

The Advancing Rural Family Medicine: Canadian Collaborative Taskforce—a joint initiative between the College of Family Physicians of Canada and the Society of Rural Physicians of Canada—recently released the [Rural Road Map for Action](#). The Rural Road Map aims to reinforce the social accountability mandate of medical schools; implement policy interventions aligning medical education and rural health care; establish rural-specific practice models and networks; and launch a pan-Canadian rural research agenda.

Celebrating Family Medicine Education


The SOT hosted a reception celebrating family medicine education at the Canadian Conference on Medical Education in May, which brought together almost 100 family medicine educators, learners, and leaders. Join us next year when we celebrate 40 years of the SOT!



New resident training guide

Check out the Section of Residents' latest Guide for Improvement of Family Medicine Training (GIFT):

THE COLLEGE OF
FAMILY PHYSICIANS
OF CANADA



LE COLLÈGE DES
MÉDECINS DE FAMILLE
DU CANADA

Guide to Periodic Reviews in Family Medicine Residency

Developed by Residents for Residents

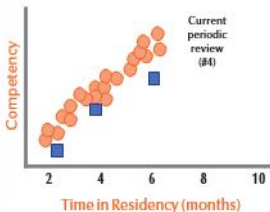
IMPORTANCE OF PERIODIC REVIEWS

Periodic reviews are sessions in which a resident and their assigned faculty adviser and/or site director discuss the resident's progress and additional opportunities for learning in family medicine.

- > Document progressive achievement of competence
- > Provide a low-stakes assessment approach to track progress
- > Offer a time to identify areas of improvement and opportunities for growth
- > Establish a formal process that encourages self-reflection and addresses learning goals

WHAT ARE THE EXPECTATIONS FOR A PERIODIC REVIEW?

Periodic reviews over the first year of family medicine residency



● Series of field notes from preceptors across learning experiences collected over the time of the residency

■ Field notes indicate the learner has had communication challenges with patients with mental health care issues especially when counselling is required

○ Current periodic review (#4)

Example: James is a second-year family medicine resident who loves emergency medicine but struggles with managing patients with depression or anxiety. This has been demonstrated in his field notes and preceptor feedback. At his latest periodic review James decided to focus on mental health. His faculty adviser agreed with the decision and said she would work with James to have him see more patients with depression and review key aspects of mental health care.

The full document and other GIFTs are [available online](#) and you can request hard copies via email by contacting education@cfpc.ca.

Did you know?

One of the many skills a teacher must master is the ability to provide effective feedback to learners that enables their growth and promotes meaningful change. A [recent article](#)* in *The Clinical Teacher* identifies deficiencies in assessment and feedback as common weaknesses of educational programs and provides strategies for strengthening these skills in educators.

The article uses the example of systems engineering, in which feedback is the information fed into the system to regulate its behaviour and produce a change in output. If we apply a similar understanding of feedback to education, we see that it involves not only providing information to a learner to help them improve, but also identifying changes that occurred as a result. The article identifies four conditions that need to be met for the optimal delivery and acceptance of feedback:

- Learners should value the input
- Feedback should involve a dialogue between the teacher and the learner
- A trusting relationship is in place or established
- Learners understand their skills and are given specific direction about how they might improve

To support effective feedback more fully, a longitudinal relationship must be in place between the teacher and the learner so the teacher can facilitate these four conditions and identify improvements the learner has demonstrated as a result of the feedback.

Given that family medicine training can involve a complex educational setting with brief exposure to many teachers, clinical settings, and curricula, which can make establishing these longitudinal relationships more challenging, it is worth noting that the article identifies a second feedback model in which learners play a more central role. In “Feedback Mark 2,” the learner uses a variety of sources, including teachers, peers, texts, and practitioners, to calibrate their own judgment and develop the ability to assess their own learning needs. The learner must be aware of the outcomes they are aiming for and the relevant assessment criteria to ensure the feedback they obtain influences their learning. Lastly, through Hattie’s four levels of feedback, the article explores how feedback needs to be provided at the right level and tailored to what learners are trying to accomplish to be effective. Please read the full article for additional information.

Summary by Dr. Stephen Hawrylyshyn, Chair, First Five Years in Family Practice Committee

* Boud, David. Feedback: ensuring that it leads to enhanced learning. *Clin Teach*. 2015;12:3-7.