

THE COLLEGE OF
FAMILY PHYSICIANS
OF CANADA



LE COLLÈGE DES
MÉDECINS DE FAMILLE
DU CANADA

SECTION OF TEACHERS • SECTION DES ENSEIGNANTS

Defining the Three Cs

of the Triple C Competency-
based Curriculum

Objectives

- Describe the major elements of the Triple C Competency-based Curriculum, i.e. the Three Cs
- Explain some impacts of each of the Three Cs on residency training

Triple C Competency-based Curriculum

1. **C**omprehensive
 2. **C**ontinuity of
 3. **C**entred in Family Medicine
- Care
Education

1. Comprehensive Care and Education

Residency programs should prepare residents

For comprehensive care of patients:

- Across Life cycles, Clinical settings, Clinical responsibilities
- Including special populations and core procedures

Through a comprehensive curriculum:

- Modeling comprehensive care

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A Comprehensive Curriculum

- Will focus on preparing physicians to:
Provide comprehensive care, across the spectrum of care
- Through exposure, practice and assessment in all domains of clinical care
- Through role models of comprehensive care

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Domains of Clinical Care

The following Domains of Clinical Care are to be explored during residency training, in order to develop basic competencies in these domains:

- Life cycle
- Clinical settings
- Spectrum of clinical responsibilities
- Care of underserved patients
- Procedural skills

Tannenbaum D, Kerr J, Konkin J, Organek A, Parsons E, Saucier D, Shaw L, Walsh A. *Triple C Competency-based Curriculum. Report of the Working Group on Postgraduate Curriculum Review-Part 2*. Mississauga ON: College of Family Physicians of Canada; 2011. In press.

[Scope of Training](#)

The Impact of Comprehensive Care

- Linked to better health outcomes
- The family physician must have the ability to
 - Provide and access a wide range of health services
 - Respond to a variety of related events during a patient's lifetime
- Community needs require residency programs to equip all residents with the competencies to provide care anywhere in Canada

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2. Continuity of Care and Education

- **Continuity of care:**
 - Follow patients over time
 - Follow patients in different settings
 - Experience relationship and responsibility of care
- **Continuity of education:**
 - Continuity of supervision and assessment
 - Continuity of learning environment
 - Continuity of curriculum and continuous integration

Impact of Continuity of Care

- Improves physician and patient satisfaction
- Improves health outcomes

Tannenbaum D, Kerr J, Konkin J, Organek A, Parsons E, Saucier D, Shaw L, Walsh A. *Triple C Competency-based Curriculum. Report of the Working Group on Postgraduate Curriculum Review-Part 1*. Mississauga ON: College of Family Physicians of Canada; 2011.

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Continuity of Care

- Longitudinal care over time
- Continuity of health information
- Care of the patient in different locations
- Establishment of rapport and a relationship which includes the health care team
- Knowledge of family and community
- Medical management of the whole person

Tannenbaum D, Kerr J, Konkin J, Organek A, Parsons E, Saucier D, Shaw L, Walsh A. *Triple C competency-based curriculum. Report of the Working Group on Postgraduate Curriculum Review-Part 1*. Mississauga ON: College of Family Physicians of Canada; 2011.

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Continuity of Education and its Impact

- A) Continuity of supervision and assessment
 - Small core of preceptors for teaching and assessment for each resident
 - Facilitates better feedback, coaching and graded responsibility
- B) Continuity of learning environment
 - Creates a bounded, knowable community

Tannenbaum D, Kerr J, Konkin J, Organek A, Parsons E, Saucier D, Shaw L, Walsh A. *Triple C competency-based curriculum. Report of the Working Group on Postgraduate Curriculum Review-Part 1*. Mississauga ON: College of Family Physicians of Canada; 2011.

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Continuity of Education and its Impact

C) Continuity of curriculum

- Formal and informal
- Learner-centred curriculum
- Promotes integrated learning and progression of competencies

Centred in Family Medicine

- Family Medicine must be the focus of and be central to learning
- Training provided mostly in comprehensive Family Medicine contexts
 - Focused/specialized experiences will supplement, based on local resources

Impact

- Provides Family Medicine programs with control over contents and contexts of learning
- Ensures relevance to the needs of Family Medicine residents
- Contributes to the teaching and learning of the competencies needed by future family physicians

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Relationship to the Triple C Curriculum

To better understand the relationship between the Definition of the Three Cs and other elements of the Triple C Competency-based Curriculum, please view the other resources in the Triple C Toolkit.

http://www.cfpc.ca/Triple_C/

Especially [Triple C Competency-based Curriculum: Implications for family medicine residency programs](#)

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Acknowledgment

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Suggested citation: Saucier D, Schipper S, Oandasan I, Donoff M, Iglar K, Wong E. Defining the three Cs of the Triple C Competency-based Curriculum [PowerPoint presentation]. Mississauga ON: College of Family Physicians of Canada; 2011.

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Based Upon

Triple C Competency-based Curriculum Report

Tannenbaum D, Kerr J, Konkin J, Organek A, Parsons E, Saucier D, Shaw L, Walsh A. *Triple C competency-based curriculum. Report of the Working Group on Postgraduate Curriculum Review-Part 1*. Mississauga ON: College of Family Physicians of Canada; 2011.

[Available Here](#)

For More Information

Tannenbaum D, Kerr J, Konkin J, Organek A, Parsons E, Saucier D, Shaw L, Walsh A. *Triple C competency-based curriculum. Report of the Working Group on Postgraduate Curriculum Review-Part 1*. Mississauga ON: College of Family Physicians of Canada; 2011.

Triple C competency-based curriculum. Report of the Working Group on Postgraduate Curriculum Review-Part 2. Mississauga ON: College of Family Physicians of Canada; 2011; in press. [Available Here](#)

Crichton T, Allen T, Bethune C, Brailovsky C, Donoff M, Laughlin T, Lawrence K. *Defining Competence in Family Medicine for the Purposes of Certification by the College of Family Physicians of Canada: The Evaluation objectives in Family Medicine (updated December 2010)*. [Available Here](#)

Kerr J, Walsh AE, Konkin J, Tannenbaum D, Organek AJ, Parsons E, Saucier D, Oandasan I, Shaw E. Renewing postgraduate family medicine education : the rationale for Triple C. *Can Fam Physician*. 2011;Aug;57(8):963-4.

Oandasan I. Advancing Canada's family medicine curriculum: Triple C. *Can Fam Physician*. 2011;June;57(6):739-40

Please visit www.cfp.ca for a series of articles on the Triple C Competency-based Curriculum, published in *Canadian Family Physician*