

THE COLLEGE OF
FAMILY PHYSICIANS
OF CANADA



LE COLLÈGE DES
MÉDECINS DE FAMILLE
DU CANADA

SECTION OF TEACHERS • SECTION DES ENSEIGNANTS

The Fundamental Teaching Activities Framework

Working Group on Faculty Development (WGFD)
College of Family Physicians of Canada



You want me to teach?!

What does THAT involve?

What have you got to HELP me?





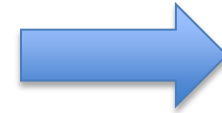
Background

Section of Teachers Council assigned the WGFD in 2012 with mandate to:

- Define clinical teaching competencies for teachers in family medicine
- Make recommendations about developing these competencies
- Develop a CFPC-hosted repository of related tools, resources, and opportunities



CFPC's Section of Teachers Council



WGFD

**Define clinical teaching competencies
for teachers in family medicine**

Make recommendations about developing these competencies

**Develop a CFPC-hosted repository of related tools,
resources, and opportunities**

4



Fundamental Teaching Activities

- Are built on the concept of Entrustable Professional Activity (EPA) used in residency education
- Describe the day-to-day elements of the teacher's work
- Vary depending on the teaching role
- Are activities that each require multiple competencies
- Each holistically describe what a teacher actually does



Multiple Related Purposes

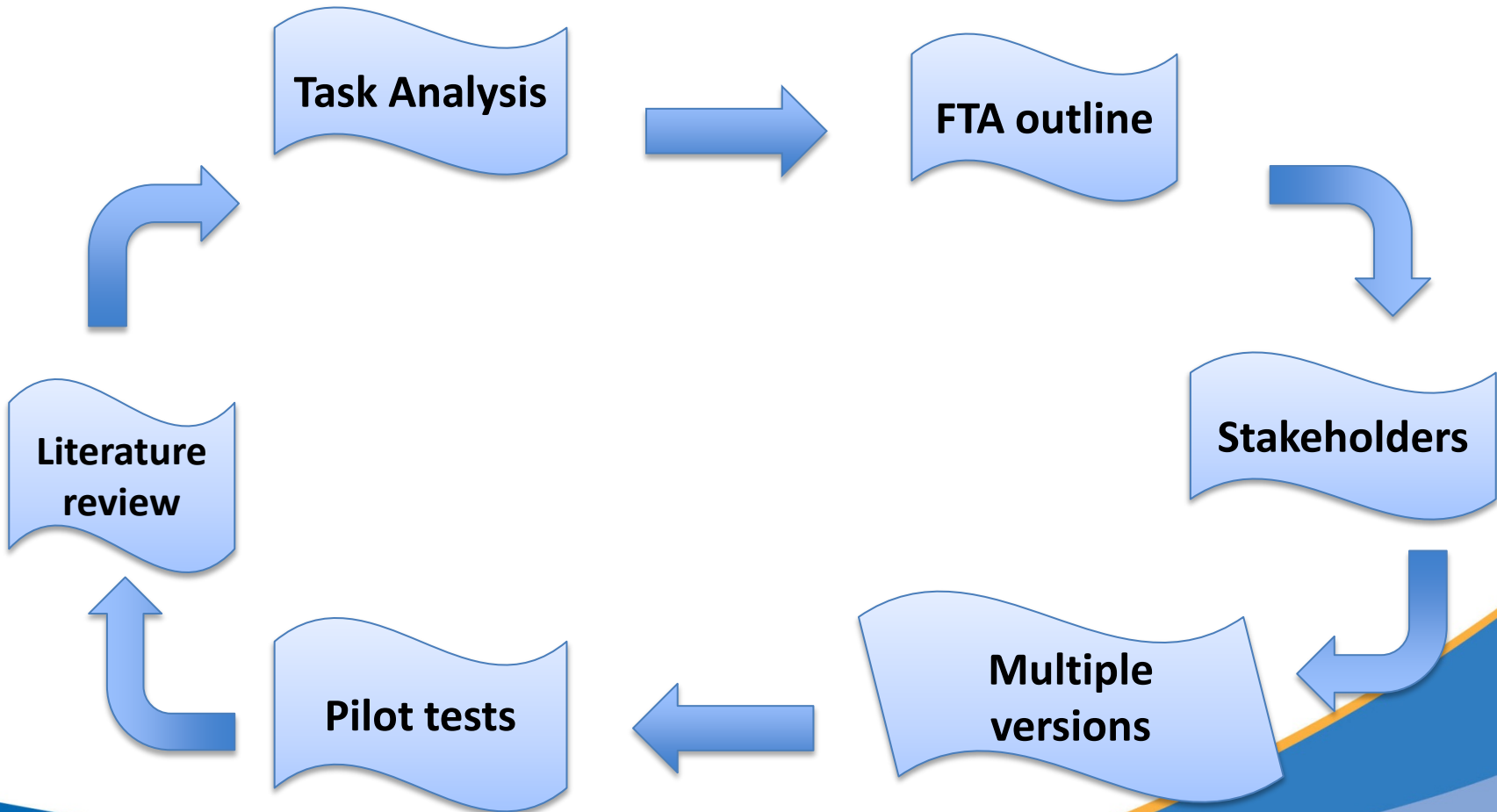
- To give teachers a sense of what activities are expected of them, depending on their task(s)
- To provide steps for teacher-guided self-development
- To facilitate programs, departments, and faculty developers in producing Faculty Development curriculum
- To provide an organizational framework for faculty development materials



Process of Development

- Literature review
- Iterative discussions with teachers
- Multiple iterative drafts – to reflect distributed education context, the Triple C curriculum, and CBE assessment
- Iterative feedback – FD Interest Group, SOTC, SOR, groups of teachers, faculty developers
- Comparison to the literature

Steps in Development





Literature Review

Some key papers:

Hesketh et al, *Med Educ* 2001

Steinert, *Med Teach* 2010

Srinivasan et al, *Acad Med* 2011

Molenaar et al, *Med Teach* 2009

Tannenbaum et al, CFPC 2011

ten Cate et al, *Acad Med* 2007

Ross et al, *Med Teach* 2014



Literature Review

- Frameworks for teachers should move beyond clinical teaching (Hesketh, Srinivasan, Molenaar, and others)
- Holistic descriptions of day-to-day activities can avoid checklists and produce concise, discrete, and intuitive results (ten Cate et al)
- Useful faculty development activities include more than workshops and lectures (Steinert)
- Building a tool based on the experience of teachers and avoiding jargon is vital to its acceptance by those teachers (Ross et al)

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<http://www.cfpc.ca/FTA/>

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SECTION DES ENSEIGNANTS EN MÉDECINE FAMILIALES

Fundamental Teaching Activities in Family Medicine: A Framework for Faculty Development



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Domains

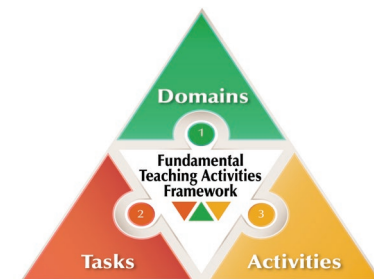
Three different spheres in which teachers might participate

Tasks

One to two different aspects within a domain

Fundamental activities

Depiction of what teachers do on a day-to-day basis, described by key elements in a developmental trajectory



Domain: Clinical Preceptor

CLINICAL PRECEPTOR

TASKS

Clinical Coach

A supervisor in day-to-day practice

Competency Coach

An educational advisor along the course of learner training

ACTIVITIES

- ▲ Explicitly embodies the roles, attitudes, and competencies of a family physician in clinical work
- ▲ Promotes and stimulates clinical reasoning and problem solving
- ▲ Gives timely, learner-centred, and constructive feedback
- ▲ Uses program assessment tools to document observed learner performance according to level of training
- ▲ Employs reflective processes to refine clinical supervision

- ▲ Helps learner design and update his or her individual learning plan
- ▲ Guides a comprehensive periodic progress review informed by the learner's self-analysis
- ▲ Assists learner in his or her professional development
- ▲ Adjusts teaching interventions to support a learner facing progression challenges

Domain: Teacher Outside the Clinical Setting

TEACHER OUTSIDE THE CLINICAL SETTING

TASKS

Teacher – Design and delivery of teaching sessions outside the clinical setting

ACTIVITIES

- ▲ Prepares teaching session (before)
- ▲ Facilitates teaching session (during)
- ▲ Reflects on teaching session (after)

Domain: Educational Leader

EDUCATIONAL LEADER

TASKS

Educational Programmer – Design and development of educational programming

Educational Administrator – Leadership roles in teaching sites and educational programs

ACTIVITIES

- ▲ Develops curriculum
- ▲ Develops strategies for learners with progression challenges

- ▲ Evaluates programs
- ▲ Applies and develops standards
- ▲ Engages stakeholders
- ▲ Utilizes and develops resources



**That helps!
What's
next?**





Create the Next Step in Your Learning Plan

- 1) Focus on a teaching task and read the related FTAs
- 2) Reflect on them, reviewing the description along the Developmental Trajectory
- 3) Select the one or two FTAs you need to improve over the next year
- 4) Identify two to three strategies you could use (select different types)

Create the Next Step in Your Learning Plan as a Teacher Using the Fundamental Teaching Activities Framework

Name _____ Date _____
Email _____

- 1) Focus on a teaching task you would like to consider, and read the related Fundamental Teaching Activities (FTAs).
- 2) Reflect on them by reviewing the description along the Developmental Trajectory: identify the elements with which you feel comfortable and ones that you need to learn or perfect.
- 3) Select the one or two FTAs you need to improve over the next year. Be realistic!
- 4) Identify 2–3 strategies you could use. Try to select different types of strategies (see page 8 in *Fundamental Teaching Activities in Family Medicine: A framework for faculty development*).

Learning Need	Strategies



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