

THE COLLEGE OF
FAMILY PHYSICIANS
OF CANADA



LE COLLÈGE DES
MÉDECINS DE FAMILLE
DU CANADA

SECTION OF TEACHERS • SECTION DES ENSEIGNANTS

Triple C Competency-based Curriculum

A Brief Overview

Objectives

- Describe the components of the “Triple C competency based curriculum”
- Explain the rationale supporting these key directions

Triple C Competency-based Curriculum

Canadian
Family Medicine
Curriculum



Le cursus en
médecine familiale
au Canada

www.cfpc.ca/Triple_C



Competency-based Education

“...is an approach to preparing physicians for practice that is fundamentally oriented to graduate outcome abilities and organized around competencies derived from an analysis of societal and patient needs. It deemphasizes time-based training and promises greater accountability, flexibility, and learner centredness.”

Adapted from: Frank JR, Snell L, ten Cate O, Holmboe ES, Carraccio C, Swing SR, et al. Competency-based medical education: theory to practice. *Med Teacher*. 2010;32:638-45.

4

Triple C Competency-based Curriculum

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

Triple C Competency-based Curriculum

“ ... is a Family Medicine residency curriculum that provides the relevant learning contexts and strategies to enable residents to integrate competencies, while acquiring evidence to determine that a resident is ready to begin to practice in the specialty of Family Medicine.”

Alignment Sub-committee of the Triple C Competency-based Curriculum Task Force, November 2011

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

7

2. Continuity of Education and Patient Care

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

3. Centred in Family Medicine

Family Medicine programs will have:

- Control of goals and curricular elements
- Primarily Family Medicine contexts and teachers
 - Augmented as required with other experiences
- Content relevant to the needs of Family Medicine trainees
- Opportunities to develop professional identity as a Family Physician

Rationale for Changing

the Family Medicine Residency Curriculum

- An important mission of the CFPC is to improve the health of Canadians by promoting high standards of medical education and care in family practice
- The standards for postgraduate Family Medicine residency needs to be revisited, because of changing clinical and educational contexts

10

Rationale for Moving

to a Triple C Competency-based Curriculum

Rising to the challenge to better train family physicians, able to adapt to dynamic environments:

- Based on educationally sound strategies and increased efficiency in training
- With heightened authenticity of Family Medicine education
- With increased accountability for educational outcomes

11

Triple C Competency-based Curriculum

Canadian
Family Medicine
Curriculum



Le cursus en
médecine familiale
au Canada

12

www.cfpc.ca/Triple_C

Canadian
Family Medicine
Curriculum



Le cursus en
médecine familiale
au Canada

THE COLLEGE OF
FAMILY PHYSICIANS
OF CANADA



LE COLLÈGE DES
MÉDECINS DE FAMILLE
DU CANADA

SECTION OF TEACHERS • SECTION DES ENSEIGNANTS

Acknowledgment

This PowerPoint presentation was authored by:
Danielle Saucier, MD, MA(Ed), CCFP, FCFP
Shirley Schipper, MD, CCFP

On behalf of the Alignment sub-committee of the Triple C Competency-based Curriculum Task Force:

Danielle Saucier, MD, MA (Ed), CCFP, FCFP (Co-chair)
Ivy Oandasan, MD, MHSc, CCFP, FCFP (Co-chair)
Michel Donoff, MD, CCFP, FCFP
Karl Iglar, MD, CCFP
Shirley Schipper, MD, CCFP
Eric Wong, MD, MCIsc(FM), CCFP

Suggested citation: Saucier D, Oandasan I, Donoff M, Iglar K, Schipper S, Wong E. Triple C competency-based curriculum: A brief overview [PowerPoint presentation]. Mississauga ON: College of Family Physicians of Canada; 2011.

13

Based Upon

Triple C competency-based Curriculum: Report of the Working Group on Postgraduate Curriculum Review-Part 1

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

Triple C Competency-based Curriculum. Report of the Working Group on Postgraduate Curriculum Review-Part 1.

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](#)

To better understand the Triple C Curriculum, please view the other resources in the Triple C Toolkit:

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

15