

THE COLLEGE OF
FAMILY PHYSICIANS
OF CANADA



LE COLLÈGE DES
MÉDECINS DE FAMILLE
DU CANADA

SECTION OF TEACHERS • SECTION DES ENSEIGNANTS

Key Concepts and Definitions of Competency-based Education

Objectives

Define the key concepts of:

- Competence and Competencies
- Competency-based Education (CBE)

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.”

Frank JR, Mungroo R, Ahmad Y, Wang M, de Rossi S, Horsley T. Toward a definition of competency-based education in medicine: a systematic review of published definitions. *Med Teacher*. 2010;32: 631-7.

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The Context for Training

- Context is as important as **content**
- Context ensures:
 - Role modeling
 - Type of patients/problems
 - Type of problem-solving (selectivity)
 - Integration skills
- Context is essential for developing one's own identity as a family physician

The Goal of Residency Training

“To develop professional competence to the level of a physician ready to begin practice in the specialty of Family Medicine.”

Alignment sub-committee of the Triple C Competency-based Curriculum Task Force, Nov. 2011

Professional Competence

Competence

- Is the array of abilities across multiple domains or aspects of physician performance in a certain context
- Is multi-dimensional and dynamic
- Changes over time, experience, and setting

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.

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Observable Competencies

- “An observable ability of a health professional, integrating multiple components such as knowledge, skills, values and attitudes.
- Since competencies are observable, they can be measured and assessed to ensure their acquisition.”

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.

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From Competencies to Competence

By sampling competencies across multiple domains or settings, a program can infer competence, to the level of a physician ready to begin practice in the specialty of Family Medicine.

Adapted from: 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).

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Competence

**Doing the right thing
at the right time
in the right way
in complex situations**



Competence

Doing the right thing
at the right time
in the right way
in complex situations

By using and integrating the right
internal and external resources

Internal Resources

Abilities
Knowledge
Attitudes
Jugement
Values

External Resources

Patients and families
FPs and other
professionals

In accordance with professional
roles and responsibilities

A Competency-based Program Includes

- Defining program outcomes:
expected competencies of the graduate
- Providing relevant learning opportunities: through
a curriculum that allows for the development of
the competencies
- Assessing residents for competence:
assessment of competencies as a component of
the training program

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How is this Different from the Traditional Model?

	Traditional time-based	Competency-based
Focus, structure and content	Content: knowledge, skills, attitudes Rotations	Outcomes demonstration of competence Relevant, paced learning opportunities
Goal	Knowledge acquisition	Knowledge application
Actors	Teacher to Learner	Teacher and Learner Relevant role models
Assessment	Evaluation form Norm-referenced Summative	Evaluation portfolio Criterion referenced Formative
Program completion	Fixed time	Variable time

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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Becoming a Family Physician

A Lifelong Journey

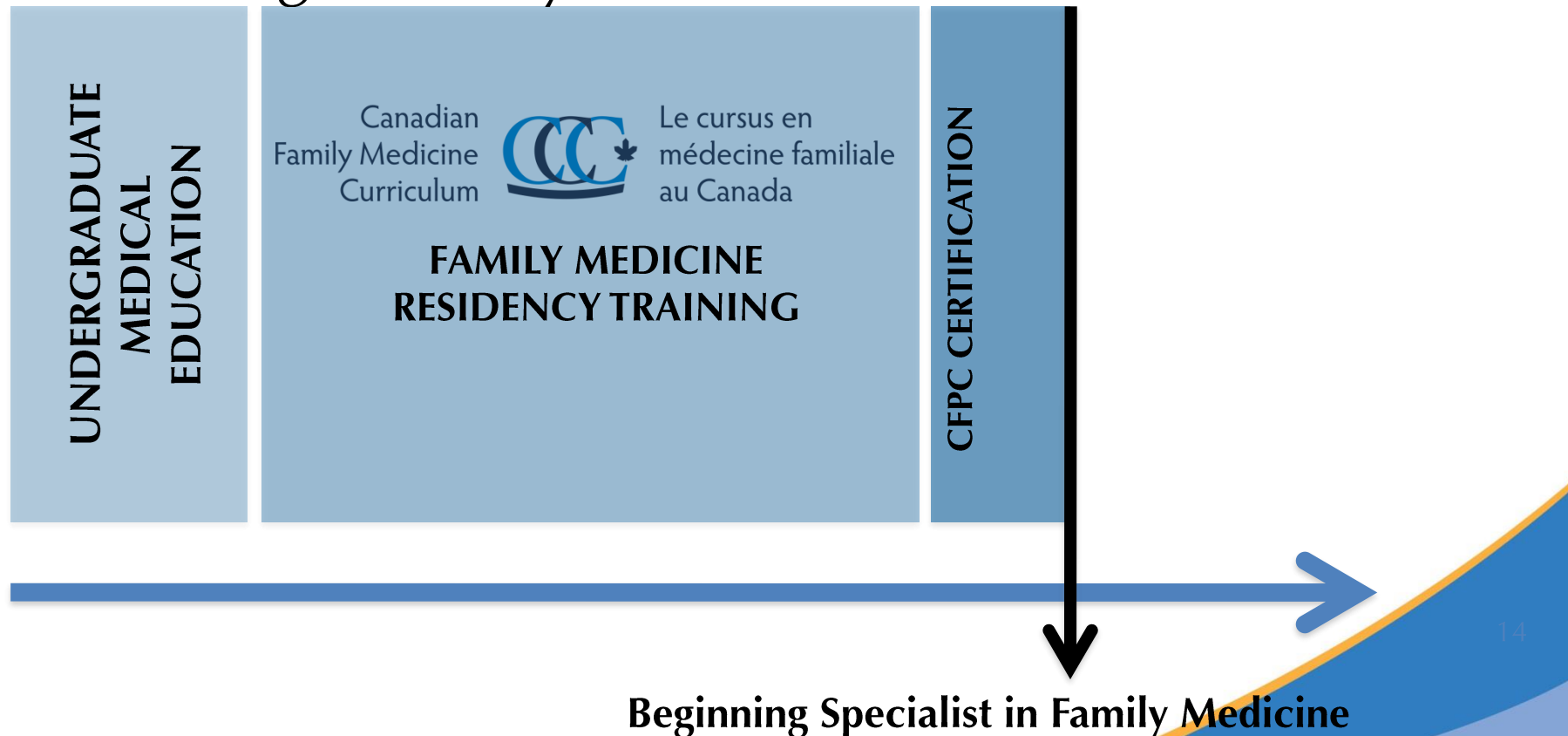
UNDERGRADUATE
MEDICAL
EDUCATION



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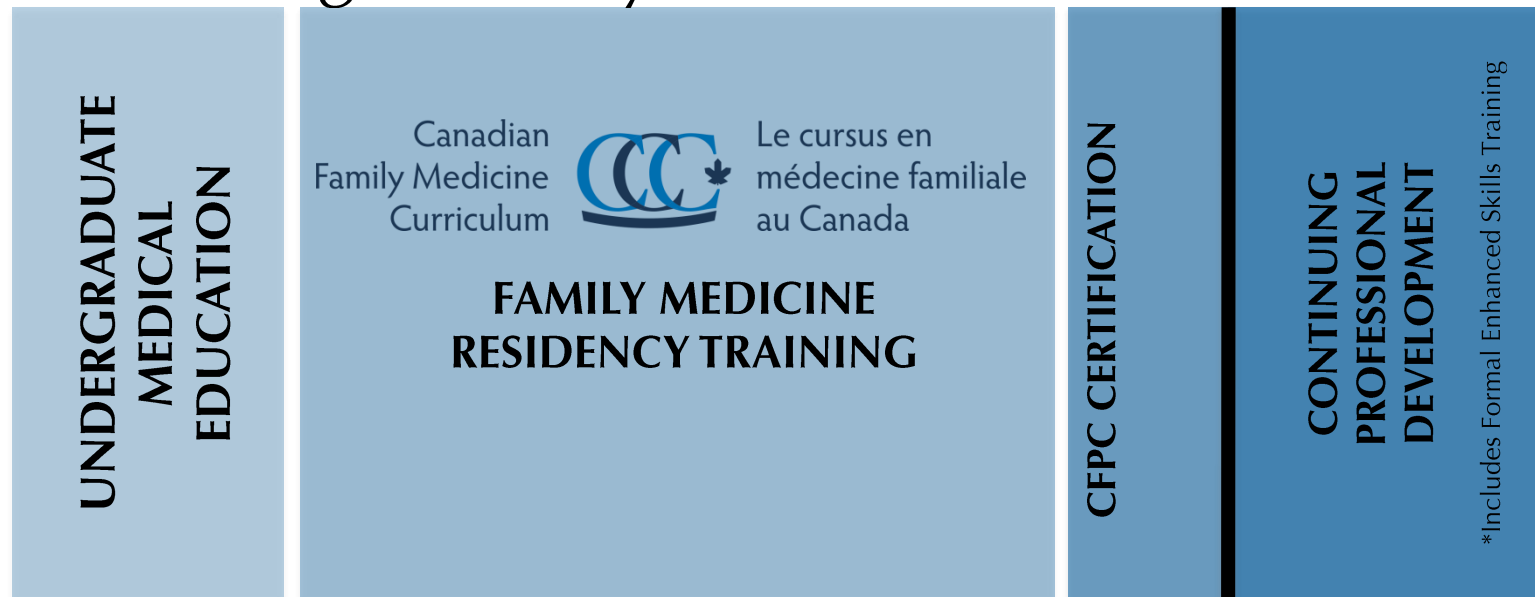
Becoming a Family Physician

A Lifelong Journey



Becoming a Family Physician

A Lifelong Journey



Beginning Specialist in Family Medicine

Triple C Competency-based Curriculum

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

Relationship with the Triple C Curriculum

To better understand specific elements within the Triple C Competency-based Curriculum, please view the other resources in the Triple C Toolkit.

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

Acknowledgment

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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](#)

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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: Section 2.3*. Mississauga ON: College of Family Physicians of Canada; 2011

Frank JR, Mungroo R, Ahmad Y, Wang M, de Rossi S, et al.(2010) Toward a definition of competency-based education in medicine: a systematic review of published definitions. *Med Teacher*. 2010;32:631-7.

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

Tardiff J. Le concept de compétence. In: Tardiff J, Fortier G, Préfontaine C. *L' évaluation des compétences*. Montréal: Editions de la Chenelière;2006. p. 13-52.

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