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.”

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

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.”

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.

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
- Judgement
- 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
# How is this Different from the Traditional Model?

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Becoming a Family Physician

A Lifelong Journey
Becoming a Family Physician

A Lifelong Journey

UNDERGRADUATE MEDICAL EDUCATION

Canadian Family Medicine Curriculum

Le cursus en médecine familiale au Canada

FAMILY MEDICINE RESIDENCY TRAINING

CFPC CERTIFICATION

Beginning Specialist in Family Medicine
Becoming a Family Physician

A Lifelong Journey

UNDERGRADUATE MEDICAL EDUCATION

Canadian Family Medicine Curriculum
Le cursus en médecine familiale au Canada

FAMILY MEDICINE RESIDENCY TRAINING

CFPC CERTIFICATION

CONTINUING PROFESSIONAL DEVELOPMENT
*Includes Formal Enhanced Skills Training

Beginning Specialist in Family Medicine
Triple C Competency-based Curriculum

1. Comprehensive Care
2. Continuity of Education
3. Centred in Family Medicine
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

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

Based Upon

Triple C Competency-based Curriculum Report


Available Here
For more information


Please visit [www.cfp.ca](http://www.cfp.ca) for a series of articles on the Triple C Competency-based Curriculum, published in *Canadian Family Physician*