

# Outcomes of Training Project

## Workstream: Curriculum Design & Development

### Product: National Curriculum Renewal Guides

## PROGRESS REPORT

November 2023

### Why Curriculum Renewal Guides?

In 2018 the CFPC commissioned the [Outcomes of Training Project](#) as a critical review of family medicine residency training during dynamically changing times and challenges to the discipline to clarify the intended goals and outcomes of training, and to determine if and how training must evolve to meet societal needs. The project takes place in two stages. Phase 1, which occurred between September 2018 and January 2022 is now complete which culminated in the release of a final report outlining our analysis and containing educational recommendations.

We are now in Phase 2, focused on related curriculum renewal and change stewardship.

By March 2024, residency programs have been asked to develop a Curriculum Renewal Plan based on the Residency Training Profile, according to national curriculum renewal goals ([national template](#)). One of the goals is to prepare graduates to meet changing societal needs in specific priority areas including home and long-term care, mental health and addiction care, Indigenous health, health equity and anti-racism, virtual care and health informatics, emergency and acute care medicine (across the trajectory of core and enhanced skills training), and within enhanced skills programs, training on leadership, advocacy, scholarship and consultancy.

Among national activities to support residency programs, the CFPC is developing a set of Curriculum Renewal Guides in these seven priority areas. An 8<sup>th</sup> guide has been added as part of the Re-envisioning the Future of Assessment, Certification and Examinations (ReFACE) project related to the assessment of Procedural Skills in Family Medicine. These national guides will be a supplement to each school's local curriculum renewal plan and are intended to assist program leadership in developing purposeful learning, teaching and assessment in support of graduate preparedness.

The Curriculum Renewal Guides are being developed by teams of consultants, project staff, relevant CFPC education committees including the Postgraduate Education Committee (PGE), and expert panels considering a variety of input and intel.

## What are the Curriculum Renewal Guides?

The Curriculum Renewal Guides are a new product for the CFPC. The guides are grounded in the [Residency Training Profile](#) (RTP). They are not a new standard or directive.

The Curriculum Renewal Guides (are):

- Aids for programs in making a more purposeful representation of content in their local curriculum renewal plans.
- Enable programs to more easily implement the RTP and provide more active interpretation of expectations.
- Informed by experiences and approaches from existing programs and clinical teachers.
- Foster reflection and generative discussion in developing local curriculum renewal plans.
- Intend to share low-resource solutions for bolstering existing curriculum and share innovation that works.
- Support educational leaders in considering preparedness vs. competence as they move forward with their curriculum renewal plans.
- Target audiences are **educational leadership and curriculum planners**.
- Living documents for programs to continue to learn from each other and iteratively improve the guides (quality and practice improvement).

## What will the Curriculum Renewal Guides Look Like?

### Compiles Existing:

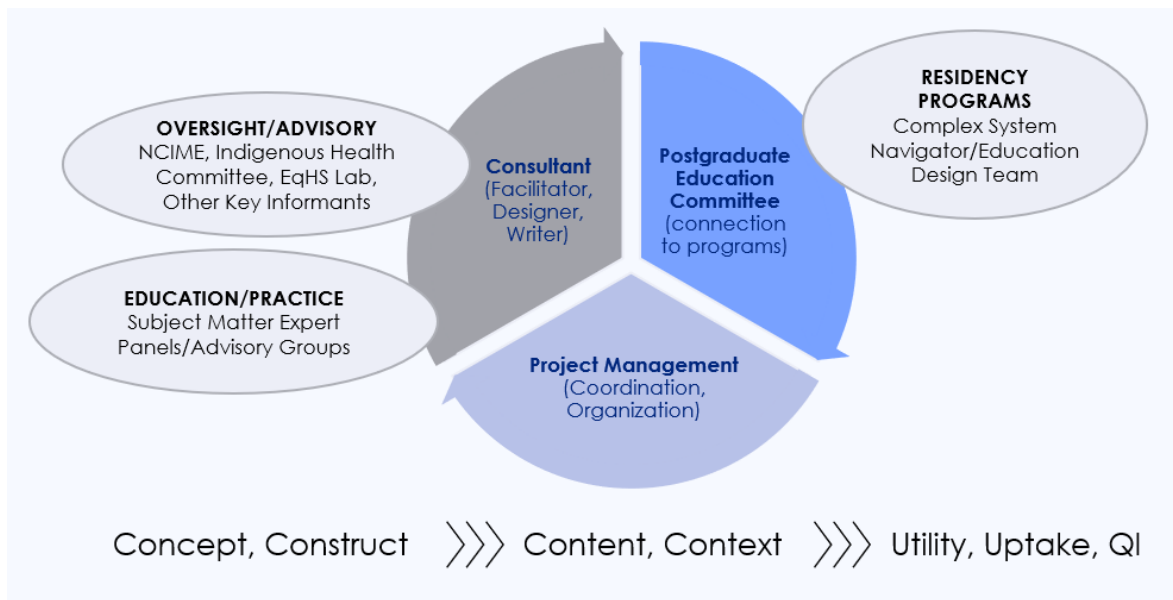
- Topic description
- Excerpt from applicable CFPC standards
  - Residency Training Profile (RTP) and Core Professional Activities (CPAs)
  - CanMEDS-FM
  - Assessment Objectives for Certification in Family Medicine
- References
  - Literature, reference practices, etc.

### Shares New

- Environmental scan of programs
  - Current state, challenges, wise practices/resources

- Peer Guidance
  - Learning priorities for the given topic
  - Generates reflection on what prepared looks like and can be assessed
- Strategies, Resources, Innovations
  - Challenges and solutions for teaching, including strategies and tools, innovations, limitations, and resources (time, teaching, space, etc.).
  - Programmatic curriculum, assessment approaches, faculty development

## Who/How will Develop the Curriculum Renewal Guides?



Curriculum Renewal Guide Topic	Host Group/ Organization	Consultant	CFPC Home Committee	Project Management	Expert Panel
<b>Home and Long-Term Care</b>	CFPC	Jeff Goodyear	Postgraduate Education Committee (PGEC)	Sonia Labbé Michelle Mayne	Home and Long-Term Care Expert Panel
<b>Mental Health and Addiction Care (Child, Youth, Adult)</b>	CFPC	Jeff Goodyear	PGEC	Sonia Labbé Michelle Mayne	Mental Health Expert Panel
<b>Emergency/Acute Care Medicine</b>	CFPC	Jeff Goodyear	PGEC	Tatjana Lozanovska Sonia Labbé	Emergency Care Advisory Group <i>(with representation from EM Programs, CAEP and SRPC)</i>
<b>Indigenous Health</b>	CFPC/NCIME	Christy Anderson	Indigenous Health Committee/PGEC	Michelle Mayne	Indigenous Advisory Circle (within/by NCIME) - TBD
<b>Health Equity and Anti-Racism</b>	CFPC/EqHS Lab	Aimée Bouka	PGEC	Michelle Mayne	TBD
<b>Virtual Care and Health Informatics</b>	CFPC	Jeff Goodyear	PGEC	Sonia Labbé Michelle Mayne	Virtual Care & Health Informatics Expert Panel
<b>Within Enhanced Skills Programs, training on leadership, advocacy and how to act as a consultant and collaborator within communities and Patient's Medical Home</b>	CFPC	Jeff Goodyear	PGEC	Tatjana Lozanovska Sonia Labbé	Enhanced Skills Expert Panel Group (ES Program Directors)
<b>Assessment of Procedure Skills in Family Medicine (ReFACE Project)</b>	CFPC	N/A	Procedural Skills Assessment Working Group	Sonia Labbé	Procedural Skills Assessment Working Group and related colleagues/leadership

## What is the role of the Expert Panels/Advisory Groups?

These groups help drive Guide development. Expert Panels/Advisory Groups:

- Contribute input on both the format and content so they are relevant and easy to use.
- Provide a link to knowledge and innovation through educational and practice experience.
- Provide reflection and generative discussion.

**Governance:** The CFPC [Education Reform Taskforce](#) (ERTF) is responsible for guiding the broader curriculum and change processes. The creation of the guides will be overseen by the ERTF and approved by the [Family Medicine Specialty Committee](#) (FMSC) prior to publication. Again, even though the FMSC is providing approval, the guides are not new standards, they are interpretations of the expectations in the RTP.

## Where is this work at, where is it going?

Expertise, Intel and Inquiry											
Panels/Key Informants	Literature Review & Resource Curation	Expert Panel “Kick-Off” Meetings	Expert Panel “Concept” Meetings			Expert Panel “Review” Meetings (Asynchronous)			Expert Panel “Consolidation” Meetings		
			Ongoing Key Informant Interviews with individuals and organizations								
Programs/ Faculty	“CPA Phone a Friend” at June Design Retreat (RTP Peer Support exercise)	Curriculum Renewal Guide Survey Residency Program Input and Intel  (Survey for 8 Guide Topics + Interviews for Health Equity topic)				Family Medicine Forum SOT Knowledge Café	December 2023 Education Design Retreat				
Apr-Jun		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar →	
		Concept/Shape			Draft 1 Guides					V1 Final Guide	
Workplan Design & Development		Monthly Meetings with Consultants + Quarterly All-Team Meetings									
			Exploring and Defining relationship with NCIME for Indigenous Health Guide including concept of Advisory Circle						Additional Checkpoints TBD  Begin developing “sustaining” structures for Knowledge Translation and Continuous Quality Improvement		Checkpoint: Endorsement/ Approval by ERTF and FMSC
				Checkpoint: PGEC Meeting ERTF Meeting	Checkpoint: FM Specialty Committee Meeting						
Planning, Validation and Approval											