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
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
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

1. Task Analysis
2. Literature review
3. Pilot tests
4. FTA outline
5. Stakeholders
6. Multiple versions
Literature Review

Some key papers:
Steinert, *Med Teach* 2010
Molenaar et al, *Med Teach* 2009
Tannenbaum et al, CFPC 2011
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)
Released:
April 24, 2015

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

<table>
<thead>
<tr>
<th>CLINICAL PRECEPTOR</th>
<th>TASKS</th>
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<tbody>
<tr>
<td><strong>Clinical Coach</strong></td>
<td>A supervisor in day-to-day practice</td>
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<tr>
<td><strong>Competency Coach</strong></td>
<td>An educational advisor along the course of learner training</td>
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</tbody>
</table>

### 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

<table>
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<tr>
<th>TASKS</th>
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<td><strong>Teacher</strong> – Design and delivery of teaching sessions outside the clinical setting</td>
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#### 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

### Educational Leader: 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 Fundamentals Teaching Activities in Family Medicine: A framework for faculty development).

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<th>Learning Need</th>
<th>Strategies</th>
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<td>Viola Antao</td>
<td>University of Toronto</td>
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<td>Cheri Bethune</td>
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<td>Stewart Cameron</td>
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<td>Teresa Cavett</td>
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<td>Diane Clavet</td>
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<td>Marion Dove</td>
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<td>Sudha Koppula</td>
<td>University of Alberta</td>
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<td>McMaster University</td>
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For more information

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