

Outcomes of Training Project

June 2023 Education Design Retreat

Proceedings Summary

Overview and Objectives

We welcomed more than 150 participants to the June 2023 Education Design Retreat. This comprised educational leadership from each of Canada's 17 departments of family medicine (both for core and enhanced skills training), Education Reform Taskforce members, project staff and consultants, and colleagues from the Team Primary Care initiative. This retreat was in service to the curriculum renewal process, and asked participants to put on their educational design hats. The event was coined the "Shape of Training Retreat" and what emerged were lots of ideas. No matter where each school was/is in their curriculum renewal process, we aimed to offer an experience that stimulated learning, sharing, and design thinking, and gave some working time to get practical within each university group.

What will a renewed three-year curriculum look like (at my school)?

This retreat is where we started to answer this question. Good educational design is about aligning teaching, learning, and assessment with intended learning outcomes. At this retreat the primary objective was to look at how educational redesign and curricular change can nurture preparedness and comprehensiveness as the first two and key curriculum renewal priorities. We looked at the theory and evidence put together through the Outcomes of Training Project regarding preparedness, then rolled up our sleeves to make sense of key concepts and generate lots of ideas about how they can be applied to curriculum renewal.

We want you to leave with more than you brought.

Each program had an opportunity to work on their local curriculum renewal plans with the benefit of knowledge, ideas, connections, and synergies built across the country. This set in motion preparation for the December 2023 Education Design Retreat, which will focus on national curriculum renewal priorities 3, 4, and 5.

Meeting you where you are in your journey.

We understand that every program is at a different place and stage of planning. The retreat offered an opportunity to pick it up from wherever programs are. As we looked at comprehensiveness, and all participants being familiar with the [Residency Training Profile](#), we asked programs to consider how local program realities and priorities align with or differ from this. Whether programs were well along in the process of curriculum mapping or hadn't yet started, there was an opportunity to take it the next step.

For enhanced skills participants, we conducted a parallel programming stream on day 2 focused on a consultation about how programs are currently teaching and assessing in areas of leadership, advocacy, and scholarship, as well as ideas and opportunities for adapting enhanced skills training relative to the three-year renewed core curriculum.

Key Documents and Presentation Materials

- [Education Design Retreat Agenda](#)
- [Education Design Retreat Participants including Education Reform Taskforce Members](#)
- **Education Design Retreat Pre-Retreat Reading List**
 - [Curriculum Renewal Planning Template](#) which includes National Curriculum Renewal Priorities (distributed February 2023)
 - [Residency Training Profile for Family Medicine and Enhanced Skills](#)
 - [Report and Recommendations of the Outcomes of Training Project](#)
 - [A Rapid Review of Defining Preparedness for Practice: An Outcomes of Training Project evidence summary](#)
 - [Insights on Preparedness for Practice From Family Medicine Longitudinal Survey Data: An Outcomes of Training Project evidence summary](#)
 - [Are early career family physicians prepared for practice in Canada? A qualitative study](#)
 - Abstract: [Advances in Health Sciences Education, Theory and Practice](#) – Making sense of adaptive expertise for frontline clinical educators: a scoping review of definitions and strategies
 - [Enhanced Skills Stream Primer](#)
- **Education Design Retreat Post-Retreat Materials**
 - [Education Design Retreat master slide deck](#)
 - [Team Primary Care Training for Transformation](#)
 - [CFPC Advocacy. Discover the Prescription for Primary Care](#)
 - [Family Medicine Education Reform](#). A Discursive Analysis from Focus Groups at SRPC Rural and Remote Conference 2023 ([Full Report](#))

Intel and Input from Retreat Participants

Shape of Training World Café Outline and Results

Topic/Station 1. Transition into Residency	Topic/Station 2. Transition into Practice	Topic/Station 3. Context of Training RURAL	Topic/Station 4. Context of Training URBAN	Topic/Station 5. Comprehensiveness
Introduction for all Topics: Our learning outcome is preparedness with a goal of training that graduates are prepared, willing and able to practice comprehensive care anywhere in Canada. Good educational design is about aligning teaching, learning and assessment with this outcome. Drawing on the discovery about preparedness and comprehensiveness from this morning, generate ideas of “What does this look like?”				
What should a “transition into residency” look like? What are the key elements or features that contribute to preparedness and comprehensiveness? One idea per sticky note.	What should a “transition into practice” look like? What are the key elements or features that contribute to preparedness and comprehensiveness? One idea per sticky note.	How can/do rural-based training experiences nurture preparedness and comprehensiveness? What kinds of experiences and exposures are you looking for? One idea per sticky note.	How can/do urban-based training experiences nurture preparedness and comprehensiveness? What kinds of experiences and exposures are you looking for? One idea per sticky note.	What approach or design can be used to ensure that every resident has an opportunity to “prepare” for the full scope of the discipline and nurture their identity as a generalist? One idea per sticky note.
Facilitation Notes for all Topics: Ask participants to take 3 minutes to think about and write their ideas on the sticky notes. One idea per sticky note. Have them post the sticky notes to the chart paper labelled with the topic title. Encourage as many ideas as possible (no limits). If participants are struggling with questions or concerns about feasibility, resources, and/or rules & regulations, etc., encourage them to write that concern or question on a separate sticky and post it to the chart paper labelled “Parking Lot”. Once writing and posting is complete (remember post all ideas!), ask participants to volunteer to present their favourite idea.				
Resulting Shape of Training World Café “Data” <ul style="list-style-type: none"> ➤ Sticky Notes ➤ Policy Parking Lot ➤ Themes and Dotmocracy 				

CPA Phone a Friend Exercise Outline and Results

In your program’s review of the Residency Training Profile, what’s bubbling up?

Scan the life-size CPA map including Procedure Skills.

Use your red sticky notes to indicate the CPA’s where your program could use some peer support and your green sticky notes for where your program can offer some peer support. Be sure to note your university name and your first and last name on the sticky notes.

Mix, mingle, stick, talk!

- [CPA Phone a Friend Exercise “Data”](#)

Key and Emerging Concepts for Enhanced Skills

[Enhanced Skills Stream Primer](#)

IMPORTANT NOTE: The following summary reflects the discussion that took place during the June 2023 Education Design Retreat Session and the feedback collected at that time. This session was held before the CFPC Board of Directors made the decision, in November 2023, to cease the implementation of the third year of residency in family medicine.

The purpose of this stream of the June 2023 Education Design Retreat was to discuss the impact on the shape of Enhanced Skills training relative to the design and implementation of the renewed 3-year core curriculum. The renewed family medicine 3-year curriculum is not intended to be rolled out until 2027 implying that enhanced skills programs will not be impacted until 2030. It is felt that there is an imperative to start planning for enhanced skills training now to ensure that there is lead time to make changes as well as to ensure that enhanced skills programs are considered in the new curriculum planning for the core program. The purpose of the session was to look at goals of training, opportunities, challenges and what the next steps need to be for enhanced skills educational planning. The following is a short summary of the discussion.

1) What are the implications for CACs and enhanced skills programs with the implementation of the proposed new extended core curriculum?

- a. There is now and will continue to be a need to have CACs in certain domains of practice.
- b. The CFPC continues to consider members with CACs an integral part of family medicine and primary care in Canada.
- c. There is an understanding that CAC related programs require training above and beyond the training residents receive in core training.
- d. There may be an impact on Category 2 programs that are shorter in length as the renewed 3-year curriculum may allow for residents to acquire some of that training in core training.
- e. There is a need for family medicine to have CAC holders as leaders in the various domains.

2) What are the opportunities with the Outcomes of Training Project and the renewed curriculum?

- a. Opportunity to looking at innovations in training with potentially more time in the 3-year renewed curriculum.
- b. More room to add in training-specific to certain domains of practice for all residents and space for individual focus for residents prior to starting their CAC programs.

- c. Opportunity to look at standardization of curriculum in CAC programs.
- d. Opportunity to have more prepared residents entering the CAC programs ready to work at building to the level expected of a CAC.
- e. Increasing core competency expectations in certain CAC related domains can better delineate the added competence role of CAC holders highlighting the continuum of competence.
- f. Clarity of expectations offered by the Residency Training Profile and change in curriculum gives the opportunity to redefine CACs and build for what the current generation is looking for.
- g. The discussion about length of CAC programs and implementation of experiences from the core curriculum could lead to consideration for implementation of true competency-based curriculum and away from purely time based.

3) What are the challenges with the Outcomes of Training Project and renewed curriculum?

- a. There will likely be variability in core curricula across the country so assessing baseline skills may be challenging.
- b. Funding will continue to be a challenge:
 - i. Question about whether it will still exist if there is an extension in the core program.
 - ii. The variability in funding across the country.
 - iii. How much flexibility will there be with funding to tailor the length of a program as required?
- c. With an extended/renewed curriculum there will be a potential gap for intake to enhanced skills programs for one year and a delay in output for one year.
- d. How to use CaRMS.
- e. May have less people applying to CAC programs:
 - i. Residents may choose Royal College programs if the length is similar.
 - ii. Residents may choose not to do Enhanced Skills training if they have already done three years and want to start working.

4) What are some of the messages that enhanced skills program directors want to share with the CFPC and curriculum planners?

- a. There are many variables at play that make it hard to start planning. Make some decisions and give options related to how the CFPC envisions enhanced skills training so work can begin.
- b. More communication between schools for standardization of the core curriculum to allow ease of transition to enhanced skills programs.

- c. Enhance the CFPCs messaging about what CACs are so that students understand what the expectations are when they are in medical school and residency.
- d. Advocacy to ensure money paid for work done to decrease some of the discrepancy related to certification alone
- e. Ensure there is messaging about comprehensiveness from the CFPC that maintains and enhances positive messages about CAC holders
- f. Ensure that enhanced skills programs are taken into consideration when planning core curriculum in the various domains that are related to CACs
- g. Advocate for funding to ensure flexibility

5) What are some big ideas to consider as we look at enhanced skills training moving forward?

- a. Consideration of Integrated programs at the end of second year that may evolve into a 2+2 concept (or 2+?). Would necessitate CaRMS match staying where it is and coordination between universities and provinces to allow transfers at that time if the trainee moves universities.
- b. Consider accelerated training in core program if resident is aware they are going to apply to an enhanced skills program and can download some competencies to the enhanced skills program.
- c. EM direct admission discussed but was debated.
- d. Get rid of CaRMS or maybe more CaRMS entry points.

Next Steps:

- 1. Curriculum Renewal Guides: Guides produced to collate expectations and collect educational examples for purposeful training in leadership, advocacy, scholarship, and consultancy in Enhanced Skills.
- 2. CFPC to look at curriculum prototypes for the new core program including enhanced skills. To share with programs when available to start looking at options for training.