

Team Primary Care – Training for Transformation Family Medicine Curriculum Renewal Planning

Background

Phase 2 of the Outcomes of Training Project (OTP) is under way, focused on curriculum renewal and change stewardship. It is now supported by the Team Primary Care grant ending in March 2024. Each school is asked to develop a **Curriculum Renewal Plan** and a **Change Readiness Assessment** as the grant deliverables. Together these gives us a national snapshot—a milestone—informing and aligning our educational changes with primary care transformation.

Presented here is the outline of expectations and suggested report template for your school's Curriculum Renewal Plan. This has been reviewed and endorsed by the [Education Reform Taskforce](#).

The Change Readiness Assessment will be co-developed by family medicine leadership (Chairs) with developmental evaluation support provided by the College of Family Physicians of Canada™ (CFPC) as part of the grant and will have its own associated process and resources.

Development of your Curriculum Renewal Plan will be guided by the [Residency Training Profile](#) (in scope and detail) **paying particular attention to five national curriculum renewal priorities** that are integrated into the report template (outlined below). The CFPC functions as a convenor providing opportunities to share with other schools and to learn from work being done nationally to assemble evidence and information to inform your work. This will happen iteratively through the project network (Complex System Navigators/developmental evaluators) and at the Education Design Retreats in June 2023 and November 2023.

Considerations

Development of the Curriculum Renewal Plan should authentically assist your local curriculum review and planning process, with a level of detail that allows you to assess resource needs, capacity, and costing. The report itself should be a summary of your review process leading to conclusions about your local priorities, and implementation plans with specific attention to how you have considered national curriculum priorities and integration of the [Residency Training Profile](#).

The CFPC encourages relevance and innovation, utilizing CFPC guidance/documents for consistency and adapting them in response to the local context:



1. **Triple C-Competency-based Curriculum:** This is still the recommended overarching curriculum paradigm. What has changed is that **comprehensiveness in training** is now defined in scope by the [Residency Training Profile](#). Also, **centred in family medicine** has evolved to include consideration of the family practice environment and evolving role of the family physician as a collaborative leader for team-based primary care and complexity care. Programs are asked to provide learning experiences that teach and model sustainable practice and interprofessional team-based primary care across a range of environments.
2. **Programmatic assessment based on CRAFT:** This is still the recommended approach to programmatic assessment. What is changing is the need to develop assessment approaches to newly defined dimensions of competence and preparedness for practice. The CFPC's Re-envisioning the Future of Assessment, Certification and Examination (ReFACE) project will help to lead this effort and may not yet be fully in place by Spring 2024.
3. **Residency Training Profile:** Published in 2022, this provides a definition of comprehensiveness in training and describes the work for which residents are being prepared to "enter and adapt" anywhere in Canada.
4. **National Curriculum Renewal priorities:** These five priorities crystalize the changes being brought forward in the Residency Training Profile, focusing on our social accountability objectives.

Outline of Expectations and Suggested Report Format for your Curriculum Renewal Plan

Expectations

As it relates to Curriculum Renewal Planning, the Memorandum of Understanding outlines the following expectations:

Create a Curriculum Renewal Plan in the form of a written report based on the [Residency Training Profile](#), that achieves defined national objectives for graduate preparedness, training to full scope, emphasis on underserved populations and communities, and skill building to meet changing societal needs in priority areas. Specifically:

1. Constitute a local education design team (including the Complex System Navigator)
2. Participate in and contribute to Curriculum Renewal Planning, which will include up to six Design Workshops/Retreats (both in-person and virtual) and interim virtual meetings over the duration of the MOU period
3. Develop a **draft** Curriculum Renewal Plan at defined interval (due beginning of January 2024) and **final** Curriculum Renewal Plan (due March 2024) aligned with Design Retreats and/or funding installments according to a suggested national template
4. Collaborate and stay connected on the online collaborative community platform

Each university's Curriculum Renewal Plan will look a little different, reflecting local realities and aspirations while following national principles, objectives, and templating.

Timeline

- Interim (draft) Curriculum Renewal Plan **due January 5, 2024**
- Final Curriculum Renewal Plan **due March 31, 2024**

Suggested curriculum renewal report template

1. Curriculum Review Process

Describe the process undertaken to review your curriculum and establish local priorities and plans across all program streams/sites.

2. Curriculum Renewal Planning – Contextualizing national priorities

For each of the national curriculum renewal priorities, outline your program review findings, the resulting local priorities, and your plans for curriculum changes in these areas. How do you plan to address each of these within your program, across all streams/sites?

National curriculum priorities:

- **Priority 1:** Enhance preparedness and intentions to practice comprehensive, continuity-based family practice anywhere in Canada with a better supported transition into practice.
- **Priority 2:** Optimize scope of training per the [Residency Training Profile](#) (including Procedural Skills) published in 2021. *Based on a review of your curriculum, what elements are you expanding, introducing, or adapting to reflect the scope of expectations for training in the Residency Training Profile?*

- **Priority 3:** Learn to work sustainably in interprofessional teams, and across different practice environments as part of a commitment to effective practice and professional well-being.
- **Priority 4:** Care for underserved communities by improving exposure to and learning to work with underserved communities as part of a commitment to improved social accountability and health equity.
- **Priority 5:** Build skills to address existing gaps, and enhance skills in areas of priority social need including:
 - Home and long-term care
 - Addiction and mental health
 - Emergency/acute care medicine
 - Indigenous health
 - Health equity and anti-racism
 - Virtual care and health informatics

3. Implementation Plans – Three-year renewed curriculum

Coupled with the expectations for a Curriculum Renewal Plan is an accompanying Change Readiness Assessment. Based on your Change Readiness Assessment, describe the existing opportunities to offer a three-year Renewed Core Family Medicine Curriculum within your program starting in 2027.

Beyond 2027? Describe your plans to introduce, scale up, and spread the three-year renewed curriculum in your program.

More detailed documents such as curriculum maps or outlines are helpful appendices to your report if applicable. There is no standard format expected for your curriculum map(s). If you are new to mapping, here is a helpful link to get you started – [Curriculum Mapping for Family Medicine Programs](#).

If you have already mapped your curriculum, then you may want to start there and conduct an analysis of that compared with the [Residency Training Profile](#) and national curriculum renewal priorities.