


Fundamental Teaching Activities (FTA) Framework

Clinical Preceptor

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Domain: CLINICAL PRECEPTOR	<i>Applies basic educational principles to each teaching activity</i>	<i>Applies basic and advanced educational principles to each teaching activity</i>	<i>Demonstrates leadership and scholarship in teaching activities</i>	
Task I: Clinical Coach – A clinical supervisor in day-to-day practice, employing clinical work for opportunistic teaching and learning				
Helps learning through reflection in action	Explicitly embodies the roles, attitudes, and competencies of a family physician in clinical work	<ul style="list-style-type: none"> ▲ Verbalizes clinical reasoning processes for learners (including challenges, reactions, and ethical dilemmas) ▲ Displays enthusiasm for family medicine patient care ▲ Provides a safe learning environment for patients and learners 	<ul style="list-style-type: none"> ▲ Utilizes appropriate educational framework to explicitly articulate decisions and actions ▲ Expresses family medicine values and principles within day-to-day clinical practice 	<ul style="list-style-type: none"> ▲ Supports other faculty to be aware of their positions as role models and to enhance their role-modeling skills
	Promotes and stimulates clinical reasoning and problem solving	<ul style="list-style-type: none"> ▲ Uses specific strategies to facilitate/ assess clinical reasoning ▲ Adapts to learner's reasoning process ▲ Guides learner in the refinement of clinical reasoning 	<ul style="list-style-type: none"> ▲ Discusses clinical reasoning processes with learners who are at different levels ▲ Provides opportunity for learner to discuss and reflect on his or her own work 	<ul style="list-style-type: none"> ▲ Makes educational strategies explicit and guides other teachers to reflect on and use them

			
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Gives timely, learner-centred, and constructive feedback	<ul style="list-style-type: none"> ▲ Provides and receives formative, effective feedback according to the components of effective feedback ▲ Encourages learner to make meaning of feedback ▲ Helps learner select relevant learning strategies and resources for self-learning 	<ul style="list-style-type: none"> ▲ Fluidly adapts observation and feedback depending on learner's needs for more or less independence ▲ Guides and directs learner's reflections on next steps to encourage learning based on feedback ▲ Encourages learner to reflect on personal role as teachers 	<ul style="list-style-type: none"> ▲ Acts as a peer resource for enhancement of colleagues' feedback skills
Uses program assessment tools to document observed learner performance according to level of training	<ul style="list-style-type: none"> ▲ Demonstrates skill at using different assessment tools ▲ Uses appropriate tools to correctly describe the learner's performance (eg, field notes) 	<ul style="list-style-type: none"> ▲ Collates and interprets evidence of learning and provides meaningful feedback based on multiple sources, including direct observation ▲ Consistently chooses appropriate assessment tools and coordinates them to develop a comprehensive picture of learner performance ▲ Encourages learner's reflection and increased independence in self-assessment (including identification of strengths and challenges) 	<ul style="list-style-type: none"> ▲ Assists faculty in improving assessment skills ▲ Supports implementation and enhancement of program assessment systems

Helps learning through reflection on action

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Helps learning through reflection on action	Employs reflective processes to refine clinical supervision	<ul style="list-style-type: none"> ▲ Solicits learner's feedback on clinical supervision ▲ Seeks peer observation and feedback on specific preceptor-learner encounters ▲ Incorporates self-reflection and feedback in enhancing supervision 	<ul style="list-style-type: none"> ▲ Collaborates with learner to refine supervision to meet needs ▲ Seeks educational opportunities beyond the daily reflective process to improve clinical supervision 	<ul style="list-style-type: none"> ▲ Provides peer coaching to other clinical teachers ▲ Promotes reflection on clinical teaching among colleagues ▲ Fosters the development of a community of practice among teachers

Task II: Competency Coach – An educational advisor along the course of learner's training, guiding development of competencies				
Helps learner design and update his or her individual learning plan	<ul style="list-style-type: none"> ▲ Facilitates a dialogue with learner to select pertinent learning goals (eg, program objectives) and strategies to progress ▲ Engages other supervisors in the learning plan (helps operationalize plan) 	<ul style="list-style-type: none"> ▲ Facilitates learner to take ownership of developing and updating learning plans ▲ Analyzes challenges to progression and collaborates with learner to plan specific strategies to overcome these challenges 	<ul style="list-style-type: none"> ▲ Acts as a resource for colleagues for educational problem solving in clinical training 	
Guides a comprehensive periodic progress review informed by the learner's self-analysis	<ul style="list-style-type: none"> ▲ Uses the program's tools to help learner synthesize the different pieces of formative feedback (eg, field notes) ▲ Integrates learner's self-assessment and in-training assessments to identify appropriate learning plans 	<ul style="list-style-type: none"> ▲ Fosters and facilitates learner in taking ownership of lifelong learning ▲ Finds common ground in the case of discrepancy between learner's self-assessments and supervisors' in-training assessments 	<ul style="list-style-type: none"> ▲ Assists colleagues to develop lifelong learning skills in their learners 	

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Assists learner in his or her professional development	<ul style="list-style-type: none"> ▲ Asks about, takes interest in, and explores career goals with learner ▲ Fosters the development of the learner's professional identity as a family physician ▲ Promotes and demonstrates work-life balance 	<ul style="list-style-type: none"> ▲ Discusses career goals and encourages learner to take concrete steps toward a career plan ▲ Encourages learner to be aware of his or her position as a role model, and to enhance role-modeling skills 	<ul style="list-style-type: none"> ▲ Shares career counseling strategies with colleagues for both their own benefit and learners' benefit
Adjusts teaching interventions to support a learner facing progression challenges	<ul style="list-style-type: none"> ▲ Incorporates data on learner progression as well as learner perception to identify focus of coaching/supervision ▲ Adapts learning plan for learner with recurrent progression challenges 	<ul style="list-style-type: none"> ▲ Seeks ongoing feedback from experienced colleagues in developing skills as a competency coach ▲ Participates in a community of practice or engages with others to share "best practices" in supporting learners with progression challenges 	<ul style="list-style-type: none"> ▲ Identifies colleagues who are experiencing teaching challenges and guides their development