Competency Based Design

The College of Medicine supports the implementation of CBME at the University of Saskatchewan, namely the implementation of the Royal College’s Competence by Design (CBD) initiative and Family Medicine’s Triple C Curriculum. Undergraduate programs at most Canadian Colleges have been using this approach for several years, so your Clerks and Residents are probably familiar with the concept.

Here are some resources to get you started:

- Family Medicine Triple C competency based curriculum information is available at [http://www.cfpc.ca/TripleCToolkit/](http://www.cfpc.ca/TripleCToolkit/)
- The USASK PGME site has a new website for sharing CBD resources [https://medicine.usask.ca/faculty/competence-by-design.php#PGMECBDCBMENewsletters](https://medicine.usask.ca/faculty/competence-by-design.php#PGMECBDCBMENewsletters)
- Resident Competency Site [http://residentdoctors.ca/training/cbme/](http://residentdoctors.ca/training/cbme/)

ACRONYMS

CBE Competency Based Education

CBD Competency Based Design

CBEBD Competency Based Education By Design

TripleC Comprehensive Care, Continuity of Education, Centered in Family Medicine

Articles


[Competencies, the tea bag model, and the end of time](http://www.royalcollege.ca/rcsite/cbd/competence-by-design-cbd-e)

[The role of assessment in competency-based medical education](http://www.royalcollege.ca/rcsite/cbd/competence-by-design-cbd-e)

[Competency-based medical education in postgraduate medical education](http://www.royalcollege.ca/rcsite/cbd/competence-by-design-cbd-e)

[Repository of Papers](http://www.royalcollege.ca/rcsite/cbd/competence-by-design-cbd-e) from collaboration including Drs, Jason Frank, Linda Snell and Jonathan Sherbino
How Competencies Become Objectives

Writing Objectives

Getting off the carousel: Exploring the wicked problem of curriculum reform

ACGME Competency Guidebook

Preparing teachers for competency-based medical education: Fundamental teaching activities Medical Teacher 2017

Contents

1. Become familiar with Competency Based Education By Design
2. Preparing your work environment
3. Orienting the learner
4. Facilitating learners developing the thinking skills of physicians
5. Facilitating learners ability to act like physicians
6. Assessing learners progress in becoming physicians
7. Assessing your effectiveness as a clinical teacher