The College of Medicine supports the implementation of Competency Based Medical Education (CBME) at the University of Saskatchewan, including 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 & the College of Medicine undergraduate program is currently moving toward a competency based approach - your clerks & residents should be 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 | Competence By Design |
| CBEBD | Competency Based Education By Design |
| TripleC | Comprehensive Care, Continuity of Education, Centered in Family Medicine |

**Articles**

- Transforming Medical Education: Is Competency-Based Medical Education the Right Approach? In Academic Medicine May 2016
- Competencies, the tea bag model, and the end of time
- The role of assessment in competency-based medical education
- Competency-based medical education in postgraduate medical education
- Repository of Papers from collaboration including Drs, Jason Frank, Linda Snell and Jonathan Sherbino
- How Competencies Become Objectives
- Writing Objectives
Coaching in Medicine

A significant component of competency-based medical education is a philosophical shift to see the role of a teacher/preceptor/instructor as a coach. While the contexts & environments in Medicine are unique, coaching skills for a medical educator are similar to those of a coach in other fields like sports, music, drama, language, etc.

There are many resources on coaching in medicine but below are a few to get you started.

The Royal College of Physicians & Surgeons of Canada has a wealth of resources on their website page - http://www.royalcollege.ca/rcsite/cbd/implementation/wbas/coaching-and-cbd-e. You will find handouts, videos, article links, & also a very helpful PowerPoint slide presentation.

"See One, Coach One": Demystifying Direct Observation in Competence by Design, Jason Frank.

In The College of Family Physicians of Canada’s Fundamental Teaching Activities in Family Medicine, there is a very helpful description of the competencies related to being a clinician coach as well as a competency coach.

Another great place to start is Academic coaching for learners in medical education: Twelve tips for the learning specialist, Adrian K. Reynolds in Medical Teacher.

The Clinical COACH: How to Enable Your Learners to Own Their Learning (article from Pediatrics but very short & applicable in all contexts).

Atul Gawande: The Difference Between Coaching and Teaching. YouTube video - 55 minutes of Dr. Gawande presentation followed by 25 minutes of Q & A.

Dr. Denyse Richardson Royal College webinar on CBD Coaching Model (57 minutes).

American Medical Association Coaching in Medical Education: A Faculty Handbook This is a downloadable book with extensive support & advice for becoming a physician coach.

Using a Learning Coach to Develop Family Medicine Residents’ Goal-Setting and Reflection Skills (article in the Journal of Graduate Medical Education).

Contents

1. Become familiar with Competency Based Education By Design
2. Preparing your work environment
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6. Assessing learners progress in becoming physicians
7. Assessing your effectiveness as a clinical teacher