



Kuwait Family Medicine Residency Program Train The Trainer committee

**Train The Trainers (TTT) program's curriculum:
A Guide to potential trainers' training course
In KFMRP**

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Introduction

Potential trainers are physicians trained in the principles of the family medicine discipline. They are family doctors, primarily responsible for the provision of comprehensive and continuing care in their working centers. Potential trainers practice their professional role including high skills of communication with the practice team. They should have satisfactory practice organization and management skills. They must take the responsibility for developing and maintaining their clinical and teaching skills, personal balance and values as a basis for effective patient care and teaching activities. They are responsible for providing the highest level of training for residents, thus ensuring that the best health care needs for the population are fulfilled.

This curriculum defines the discipline of teaching in Kuwait Family Medicine Residency Program (KFMRP). It sets out the criteria to become a trainer by describing the specific key intended learning outcomes for Train The Trainer (TTT) program. It provides the essential elements to carry out the educational process in FMRP in addition to providing guidance to build up the skills that are essential for carrying out the adult learning concept and the whole educational process.

Vision

We seek to be a premier program in the region for preparing skilled, highly qualified and competent trainers.

Mission

To equip the potential trainers with essential skills, knowledge and attitude needed to become a proficient trainer in the field of family medicine.

Goal

To develop a team of professional trainers who are highly motivated, confident and competent in their training skills and abilities by providing structured and innovative coaching for them.

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Program duration and outline

The TTT program comprises 3 modules each of four-month duration. The total program duration is 12 months. Successful completion of all 3 modules is needed to gain the qualification and become an accredited official trainer in KFMRP. Each module covers different aspects of training and consists of lectures, workshops and assignments.

The following table summarizes the program outline:

Module	Duration	Main activities	Module content	Module assignment/assessment
Module 1	4 months: From September to December	2-day course followed by 3 small group workshops (1 per month)	<p>Course material:</p> <ul style="list-style-type: none"> - Adult learning - Teaching styles - How to give feedback - Reflection - Teaching with video: Consultation Observation Tool (COT) and Joint consultation <p>Small groups content:</p> <ul style="list-style-type: none"> - video case-based discussions 	<p>1- Video-taped case & discussion+ COT report + reflection essay</p> <p>2- Portfolio submission</p>
Module 2	4 months: From January to April	2-day course followed by 3 small group workshops (1 per month)	<p>Course material:</p> <ul style="list-style-type: none"> - Teaching through case-based discussion (CBD) - Difference between CBD and PBD - How to prepare for a teaching session - Teaching a new skill - Principles of large and small group teaching <p>Small groups content:</p> <ul style="list-style-type: none"> - Problem case-based discussions (PBD) 	<p>3- Video-taped PBD+ PBD report + reflection essay</p> <p>4- Portfolio submission</p>
Module 3	4 months: From May to August	2-day course followed by 3 small group workshops (1 per month) + a resident may be assigned to the potential trainer	<p>Course material:</p> <ul style="list-style-type: none"> - WPBA rules and regulations - Trainees in difficulty - Teaching environment - Prescribing assessment - Dops and examination evaluation - Leadership and working with teams - Professionalism <p>Small groups content:</p> <ul style="list-style-type: none"> - Video case discussions + PBD + prescribing assessment and examination calibration 	<p>Final assessment:</p> <p>1- 360° feedback (including commitment, punctuality, attitude)</p> <p>2- Portfolio submission</p> <p>3- A formal exam consisting of a life video case discussion & problem-based case discussion with a resident</p>

TTT curriculum

Module 1	Educational plan for potential trainers/ how to be a good trainer
Aim	<ul style="list-style-type: none"> - To familiarize applicants with the basic principles for adult learning and teaching in KFMRP with special emphasis on the principles of one to one teaching. - To introduce the concept of critical thinking and structured reflection and their impact on the self-learning process.
Objectives	<p><u>By the end of this module the potential trainer should:</u></p> <ol style="list-style-type: none"> 1) Show awareness of educational cycle and the different teaching styles and the impact of teaching dynamics on the teaching process 2) Be able to grasp the principles of "one to one teaching" and apply it through video case analysis. 3) Demonstrate the ability to assess clinical skills of the resident through observing consecutive real patients' consultations. 4) Show ability to identify the educational needs of the residents and provide effective feedback to resident. 5) Demonstrate the importance of self-reflection and adopt the concept of reflection and self-appraisal in their ongoing teaching activities via a portfolio. 6) Be able to use e-learning to plan and implement teaching activities
Module contents	<p><u>Introduction</u></p> <ol style="list-style-type: none"> 1) Introduction to TTT program, tasks and responsibilities of potential trainers 2) Introduction to teaching and learning in FP (Dynamics, communication with trainee, styles of teaching) .

	<p>3) Ethical issues in the educational process. 4) Managing self-portfolio as a trainer 5) Critical thinking and analysis (reflection)</p> <p><u>Teaching in and from the consultation</u></p> <p>1) Joint consultation 2) Observed consultation 3) Video case analysis 4) Giving constructive feedback</p> <p><u>Tools</u></p> <p>1) Introductory course (2 days) 2) Workshops once monthly (total of 3) 3) Assignments: ➤ Analysis and feedback of a video consultation (recorded feedback) ➤ COT report ➤ Reflective essay 4) Using portfolio to record learning points and activities. 5) Participation in FMRP activities (ex: ODCS, small group teaching, trainers meetings, RCGP workshops)</p>
Eligibility to pass module 1	<p>1) Punctuality and attendance of workshops 2) Submission of assignments</p>
Formative assessment	<p>1) Review of portfolio and assignments and workshop participation 2) Assessment of teaching skills in the recorded feedback of video case discussion</p>

Module Two	Skills for clinical teaching/ being a skilled trainer
Aim	<ul style="list-style-type: none"> - To expand the applicants' one to one teaching skills that were learnt during module one - To enhance the skills of clinical reasoning and application of knowledge within the clinical context. - To learn the fundamentals of small and large group teaching
Objectives	<p><u>By the end of this module the potential trainer should be able to:</u></p> <ol style="list-style-type: none"> 1) Enhance the skills of clinical reasoning and application of knowledge within the clinical context of the residents 2) Proficiently discuss case analysis with residents and provide effective feedback. 3) Provide effective teaching of new clinical skill 4) Apply the dynamics of small group teaching 5) Plan and identify the learning objectives as well as appraise his educational sessions 6) Effectively construct and present a lecture
Module contents:	<p><u>Teaching through case discussion</u></p> <ol style="list-style-type: none"> 1) Problem case discussion 2) Random and selected case analysis 3) Difference between Case-Based Discussion (CBD) for assessment and Problem- based case Discussion (PBD) for learning <p><u>Teaching in small & large groups</u></p> <ol style="list-style-type: none"> 1) Facilitation and coaching skills 2) Presentation skills 3) Group dynamics 4) Educator attributes in small group discussion 5) Challenges in small group educational activities 6) Preparing a teaching session and determining the intended learning outcomes. 7) Teaching a clinical skill

	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1) Introductory course (2 days) 2) Workshops once monthly (total of 3) 3) Assignment: <ul style="list-style-type: none"> ➤ Video recording of own performance on problem-based case discussion ➤ PBD report ➤ Reflective essay 4) Using portfolio to record learning points and activities. 5) Participation in FMRP activities (ex: ODACS, small group teaching, trainers meetings, RCGP workshops)
Eligibility to pass module 2	<ol style="list-style-type: none"> 1) Punctuality and attendance of workshops 2) Submission of assignments
Formative assessment	<ol style="list-style-type: none"> 1) Review of portfolio and assignments and workshop participation 2) Assessment of teaching skills in the recorded feedback of problem-based case discussion

Module Three	Being a good educational supervisor and leader/ providing supervision and support for trainees with challenges/ maintaining professionalism and teamwork
AIMS	<ul style="list-style-type: none"> - To enhance the teaching skills gained during the previous two modules. - To develop the skills of ranking in order and assessing the performance of trainee with reliable and valid methods. - To gain the skills required to overcome different challenges faced when having a trainee in difficulty - To gain leadership and teamwork skills and maintain professionalism
Objectives	<p><u>By the end of this module the potential trainer should</u></p> <ol style="list-style-type: none"> 1) Use assessment methods that are reliable, valid, objective and have educational impact. 2) Use various work-place assessment tools in the evaluation of the resident 3) Recognise the early warning signs of a trainee getting into difficulty 4) Consider a range of strategies to help trainees address their weaknesses and improve their performance. 5) Deal with the different challenges faced during the educational process. 6) Enhance the skills acquired in the previous two modules 7) Apply the principles of supervision and how it operates in the range of clinical and educational context 8) Develop an effective educational environment and help the residents to learn within that environment. 9) Demonstrate effective leadership and teamwork skills 10) Demonstrates high professionalism
Module contents	<p><u>Course content:</u></p> <ol style="list-style-type: none"> 1) WPBA rules and regulations

	<ol style="list-style-type: none"> 2) Trainees in difficulty/ challenging trainees 3) Teaching environment 4) Prescribing assessment 5) Dops and examination evaluation 6) Leadership and working with teams 7) Professionalism <p><u>Tools</u></p> <ol style="list-style-type: none"> 1) Introductory course (2 days) 2) Workshops once monthly (total of 3) 3) Assignment: <ul style="list-style-type: none"> ➤ A resident maybe assigned to the potential trainer and he should submit all teaching reports in the KFMRP portal ➤ Reflective assay 4) Using portfolio to record learning points and activities. 5) Participation in FMRP activities (ex: ODCS, small group teaching, trainers meetings, RCGP workshops)
Eligibility criteria to sit the final summative assessment	<ol style="list-style-type: none"> 1) Punctuality and attendance of workshops 2) Satisfactory portfolio 3) Satisfactory participation in FMRP activities 4) Submission of assignments
Final assessment	<ol style="list-style-type: none"> 1) Review of portfolio and assignments and workshop participation 2) 360^o feedback from the PT colleagues, residents, workplace, other trainers. 3) Assessing the PT ability to teach using Video consultation 4) Assessing the PT ability to teach using problem-based case discussion