Charting New Horizons: A Year of Evolution & Growth at FMPE

Annual Report 2023

The Foundation for Medical Practice Education
Practice-Based Learning Programs for Family Physicians

Charting New Horizons: A Year of Evolution & Growth at FMPE

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The Foundation for Medical Practice Education

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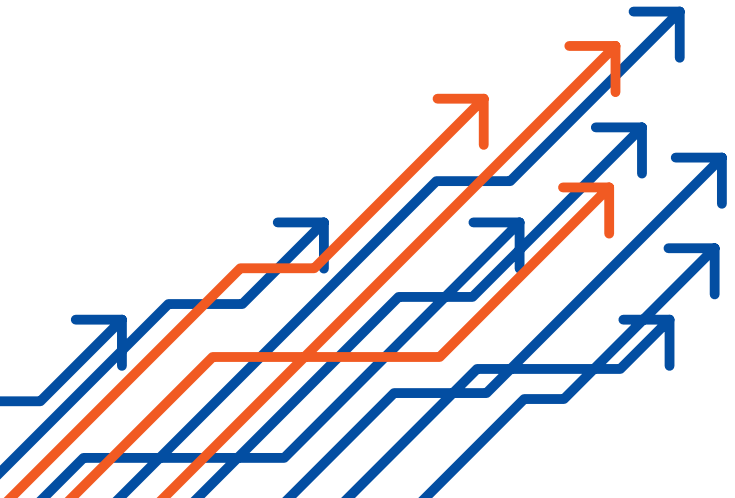
FMPE The Foundation for Medical Practice Education



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A Year of Evolution & Growth at FMPE

The theme for this year's report is, Charting New Horizons: A Year of Evolution & Growth at FMPE. We feel that this encapsulates the journey that FMPE embarked upon during 2023 to fulfill its strategic objectives. It reflects the significant changes and advancements made within the organization during this period, with the aim of improving its programs and services for members.

One crucial area of focus this year has been our work to build and enhance the Residency Program. Headed by Dr. Peter Tzakas, the Residency Program has increased efforts to engage stakeholders and enhance the residency experience. Dr. Tzakas met with the 16 registered family medicine programs to identify challenges and tailor support. A webinar was organized to promote awareness of the FMPE Residency Scholarship Award. One hundred and forty-five faculty members and residents received Residency Facilitator Training, with 39 faculty members confirmed as Residency Facilitators at the University of Montreal. Further training is planned at other universities. New program memberships include the NP program at Moncton University and a potential interest from one of the French family medicine programs.

Responding to member feedback, a One PBLP Pilot was initiated, allowing members to earn credits for both individual and group learning. In Small Group PBLPs, new training formats for facilitators were introduced, and Physician Wellness groups continued through our collaboration with the CFPC. Dr. Melissa Vyvey held English webinars on the Practice Improvement Activity (PIA), with a future French session planned. In Individual PBLPs, the program has been working on continual enhancements to the Interactive Module. Dr. Dana McKay held a webinar on January 24th to review the use of the interactive module. The Signal Professional Social Network Pilot is ongoing and surveys are now being evaluated from participants.

The phrase "A Year of Evolution & Growth" in our theme underscores the FMPE's journey during this last year. It emphasizes the organization's evolution towards a more robust and responsive structure, capable of meeting the evolving needs of its members. A gradual process of change and adaptation has been undertaken to facilitate progress and expansion. This has been reflected in the hiring of new staff and Directors to bolster our Human Resources, expand our programming, and meet the needs of our members.

The focus in 2023 was on building upon our commitment to continuous improvement and innovation. Challenges have been present in a post-pandemic world where virtual connections are now the norm. In response, we have continued to build upon our marketing efforts with increased social media distribution, video production, and a rebranding of our newsletter, due out in the Spring of 2024. Our marketing now encompasses every aspect of our programs, with six marketing teams working in specific areas to increase awareness: Finding Groups, New Member Experience, Residency PBLP, Conferences & Events, Program Promotions, and the External Communications Committee.

This year's report theme serves as a reminder of FMPE's mission to empower our members, foster professional growth, and contribute to the advancement of family medicine. Through each component of the program, FMPE aims to encourage best practice with a focus on meeting the needs of our members while providing a supportive, responsive process for our staff, faculty and stakeholders. Together, we are charting a path toward excellence.

Dr. Heather Armson, Executive Director

Our Continued Journey of Evolution & Expansion

In 2023, the Foundation for Medical Practice Education (FMPE) continued its transformative journey of evolution and expansion. We've been focused on creating an even stronger membership experience, as well as reaching out to new potential members, and further developing our residency program. In the fall of 2022, we re-branded the organization and launched our current website. Following this, in 2023, we rolled out this branding to great success.

We have also spent time reflecting on our commitment to a more sustainable future. As part of our Strategic Priorities, we are now shifting towards electronic modules. This has already significantly reduced our environmental footprint. We want to thank all of our members for your resounding support in moving towards online paperless modules. Working together, we hope to become fully paperless in the coming years. We know that climate change and environmental sustainability resonate strongly with our members and, to this end, we are very proud and thankful for your help and support facilitating this important change.

FMPE continues to build upon our new Practice Improvement Activity (PIA). PIA is a new model at the forefront of medical education, setting new standards for excellence and effectiveness. With this initiative, our members can use modules in their own medical practices to complete quality improvement projects thereby improving patient care.

We've also enhanced our Individual Practice Based Learning Program with the launch of the Online Interactive Modules. This is a great way to learn and get CME credits with our outstanding modules when you are unable to attend group meetings. We are also doing research into linking the Individual Learning and Small Group Learning to further cater to the needs of physicians and provide increased flexibility in their learning experiences. Stay tuned for the results of that pilot!

As mentioned above, since Dr. Peter Tzakas joined us to head up our Residency Program, we have made great strides. It is so important that we offer students the opportunity to learn through our modules, and many have expressed their gratitude for these, fostering growth during their residency and after graduation, as they become practicing physicians. Please read Peter's article later in this report where he talks about the work he is doing to expand the program.

We hope you have seen our updates on Facebook and X (formerly Twitter). If you haven't joined us on social media yet, we encourage you to do so. This is a great way to get the latest news from FMPE and insights into what's happening in real time. Links are at the bottom of this article.

We are always looking into the best ways to stay in touch with you. Maybe you attended a facilitator update, or joined a round table discussion? We want all of you across the country to feel this is your program that continues to provide the best evidence-based, non-biased medical information for Canada's family doctors.

As always, thank you for all you do. For your ongoing care of patients across the country through some very difficult times. Thank you for striving to be the best you can be, to stay on top of medical information and integrate this knowledge into your medical homes and your patient care. Thank you for being there for one another, in your FMPE group and your community.

Dr. Tony Gabriel, Board Chair

Dr. Sarah Chritchley, Board Vice-Chair

Our Organization

Board of Directors, top-left to bottom-right: Erin McLeod (Treasurer), Dr. Tony Gabriel, Dr. Sarah Chritchley, Dr. Ryan Hunt, Dr. Justin Weresch, Dr. Heather Armson (Executive Director), Dr. Ed Hirvi, Dr. Alison Baker, Dr. Opeyemi Sobowale, Dr. Kristin Heinrichs

Historical Background of FMPE

The Foundation for Medical Practice Education (FMPE) was founded in 1997 and is dedicated to enhancing continuing professional development for family physicians. Our flagship small group learning program originated in 1992 under the leadership of Dr. John Premi at McMaster University. Over the past 30 years, the Practice-Based Learning Program has continued to evolve and maintain its innovative approach to promoting learning and practice change.

General Collaboration

Since 1992, FMPE's programs have been certified by the College of Family Physicians of Canada (CFPC) for Mainpro+ credits. FMPE also has an ongoing collaboration with The College of Family Physicians Canada—most recently developing and delivering a physician well-being program. On occasion, FMPE collaborates with relevant Canadian organizations to produce modules.

Board of Directors

FMPE's Board of Directors is comprised of current members, as well as members from the Academic Department of Family Medicine at McMaster, the National Chairs of Family Medicine, and an academic member from another Canadian university.

Mission, Vision, and Core Values

In 2022, FMPE embarked on formulating and launching both its Marketing Program, as well as Strategic Plan—the latter entitled, A Roadmap To 2025. The culmination of this work saw the formulation of a new FMPE Mission, Vision, and Core Values, as well as the overarching organizational objectives over a three-year span (2022-2025). See Page 7.

Mission

The Foundation for Medical Practice Education (FMPE) is a Canadian not-for-profit that offers practice-based learning programs created by family physicians for family physicians with a mission to provide programs that are collaborative, evidence-based, supportive, flexible and focused on practice change to enhance patient care.

Vision

To provide family physicians with the means to maintain and enhance professional knowledge and to integrate that knowledge into practice.

Core Values

Excellence

We strive for excellence in the creation and delivery of our programs. This involves rigorous development of evidence-based materials delivered through research-based educational approaches. Our process also includes careful consideration of the ethical dimensions of our programming.

Lifelong Learning

Beginning in residency and continuing throughout their career, we empower family physicians to develop knowledge, skills, and attitudes required to change practice thereby optimizing patient care.

Community Of Practice

We support groups of family physicians to form communities of practice facilitated by trained peers. These groups provide a safe space to reflect on individual practice, benchmark against best-practice and address knowledge gaps. Communities foster an environment of engagement and personal growth where peers can flourish through professional challenges.

Sustainability

As a not-for-profit, our focus is on environmental, economic, societal and organizational best practices. This encompasses practical tools, resources, strategies and techniques to develop sustainable working environments that enable a less carbon-dependent future.

Equity, Diversity & Inclusion (EDI)

We are committed to Equity, Diversity & Inclusion in all aspects of FMPE. This informs human resources, administration, communications, and the development of educational materials. We strive to involve all stakeholders in the ongoing process of deepening our understanding and guiding our implementation of EDI principles.

Our Strategic Priorities

Priority	Intent Statement
Expand Organizational Sustainability	Given retirement rates in the profession, significant focus should be paid to expanding membership. This includes retaining current members and gaining new members. Within the organization, attention should be paid to staff development and retention. This includes process improvement, collaboration, and innovation; an emphasis on cross-training and further refining of roles and responsibilities, as well as creating progression opportunities. At the Board level, an emphasis should be placed on recruitment processes and the need for diversity.

Priority	Intent Statement
Enhance Quality Improvement Approach	The FMPE currently utilizes the Plan-Do-Study-Act (PDSA) methodology for testing change through planning, implementation, observing results, and acting on what is learned. This should be applied to all aspects of current operations with key measurable outcomes.

Priority	Intent Statement
Implement Marketing & Communications Strategy	Continue to define FMPE through all marketing vehicles, as well as establish new modes of communications through social media, ongoing website refinement, and key objectives as identified in the 2022 marketing plan. These initiatives should be emphasized not only for external value to current and potential membership outreach but in terms of how FMPE communicates internally as an organization to staff, the Board, and other key stakeholders. This means building the newly developed mission, vision, and core values into the very DNA of the organization.

Priority	Intent Statement
Foster A Positive, Collaborative Environment That Supports Change	At the heart of this priority, we are addressing organizational culture, behavioural change, and improved interpersonal relations. Our aim is to foster a supportive environment that is inclusive and open, promoting collaboration and innovation thereby allowing FMPE to grow and evolve into a community of which staff, Board of Directors, members, and faculty can be proud.

Organizational Model

The Foundation for Medical Practice Education (FMPE), founded in 1997, is the original Canadian not-for-profit to offer ongoing practice-based learning programs created by family physicians for family physicians.

About Accreditation

The Small Group Practice-Based Learning Program (formerly known as the PBSG Learning Program) has been certified by the College of Family Physicians of Canada (CFPC) for up to 3 group learning certified Mainpro+ credits per hour. This is the highest level of certification granted by the CFPC.

The Individual Practice-Based Learning Program (formerly known as the PBIL Program) has been certified by the College of Family Physicians of Canada for 5 self-learning Mainpro+ credits per module.

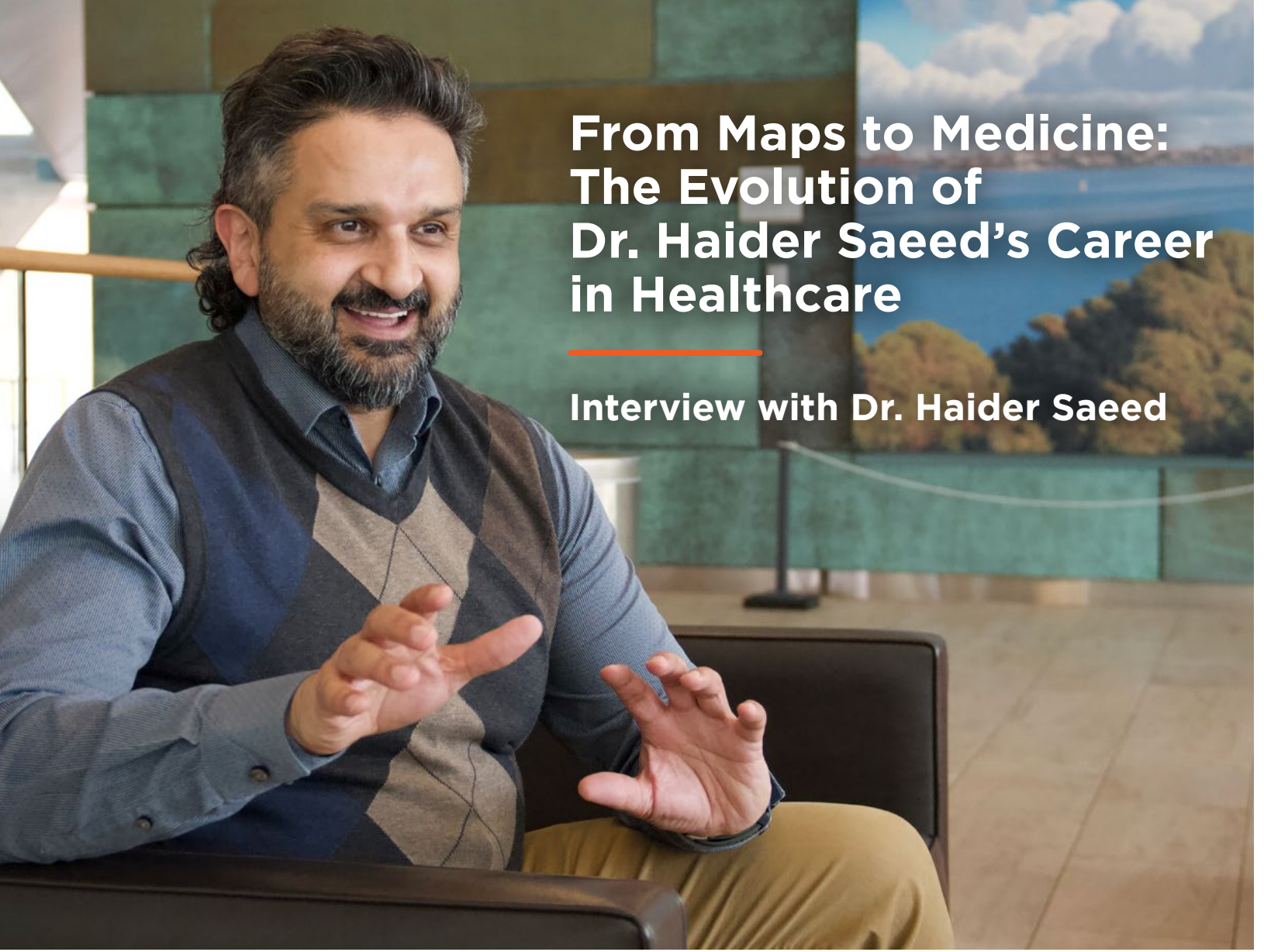
The Practice Improvement Activity (PIA) has been certified by the College of Family Physicians of Canada for 2 assessment Mainpro+ credits per hour.

Collaboration with FMPE & McMaster University

In 1986, McMaster University's Continuing Medical Education Department sponsored a pilot project on practice-based small group learning for family physicians and general practitioners in the Hamilton area, which led to the establishment of the Practice Based Learning Programs (PBLP) in 1992. In 1997, The Foundation for Medical Practice Education (FMPE) was incorporated, creating a national, not-for-profit organization dedicated to continuing medical education for family physicians. Over the past thirty years, the Practice Based Learning Programs (PBLP) have continued to evolve and maintain an innovative approach to promoting evidence-based learning and effective practice change.

The Foundation for Medical Practice Education and McMaster University maintain a close collaboration through an official Letter of Agreement. This partnership allows FMPE to operate through McMaster University as an independent, national not-for-profit organization. Education Services is the administrative department that oversees the educational program operations within the Faculty of Health Sciences. They currently provide operational and administrative resources to support delivery of the Practice Based Learning Programs.

As a not-for-profit, the Foundation for Medical Practice Education is a $2.5m cost recovery-based organization that relies solely on annual membership fees. Review engagements are conducted annually in accordance with Canadian Standard on Related Services (CSRS) 4200, Compilation Engagements, which requires FMPE to comply with relevant requirements. These reviews are conducted through an independent accounting firm, whose responsibility is to assist in the preparation of all financial documentation and ensure compliance with Canada Revenue Agency.



From Maps to Medicine: The Evolution of Dr. Haider Saeed's Career in Healthcare

Interview with Dr. Haider Saeed

Dr. Haider Saeed's career journey blends academic intrigue with practical insights, guiding his path from urban geography to healthcare. Navigating through urban planning and public health, he transitioned to clinical research and medical school, embracing each experience's lessons. Having accepted the role of Module Development Director, he envisions blending digital innovation with personal connections to shape FMPE's future, reflecting his commitment to community care and educational advancement.

Q: How did your journey from academic studies, professional experiences, and personal milestones ultimately shape your career in healthcare?

From an early age, I've been fascinated by maps and how they can teach you about the environment that surrounds you. As a child, I remember looking at a map of my hometown to find out where all the playgrounds were. My older brother, who was quite artistic, had painted a world map on his wall, further igniting my passion for geography.

In high school, my favorite class was urban studies, which explored geography in the context of cities. This led to an undergraduate degree in urban geography. Despite this interest, I contemplated a career in medicine, influenced by my mother who was a family doctor. I think both my parents felt I would make a good physician—reflecting on my own children's inclinations, I can now recognize how certain traits might align with specific careers.

After much consideration, I decided to pursue a career in urban planning. I even submitted an application for a master's degree but received unexpected guidance from my advisor. He cautioned me about the frustrations inherent in urban planning, where idealistic visions often clash with bureaucratic realities. Instead, he suggested I consider a path in community health, noting my interest in urban health issues.

Following his advice, I enrolled in a master's program in community health and epidemiology at Queen's University. Although the typical trajectory would lead to a PhD and research career, I found myself drawn to more hands-on work. After completing my degree, I transitioned to clinical research in family medicine, where my colleagues encouraged me to consider medical school.

With newfound determination, I applied to medical schools, facing challenges due to my unconventional undergraduate background. Despite rejections from Ontario schools, I was accepted at a program in New York State, where I began my medical education in August 2001, just weeks before September 11th.

The events of 9/11 deeply impacted our class, forging strong bonds amidst the chaos. Despite the tumultuous start, my time in New York was formative and I developed a deeper understanding of epidemiology in a clinical context.

Returning to Canada for residency at St. Joseph's Health Centre in Toronto, I gained invaluable experience serving a diverse community in the west end of the city. Our clinic catered to a wide spectrum of patients, from those living in affluent neighborhoods, to new immigrants, to those grappling with mental health challenges.

After residency, my journey led me to the Niagara Region of Ontario, where I practiced for several years before ultimately settling in Hamilton. In 2016, I took over my current practice, embracing the opportunity to serve this vibrant community. I also work part-time with an organization that places family doctors into shelters and other organizations that serve individuals who are unhoused.

Through twists and turns, my career has evolved, guided by a passion for improving health and well-being within the context of urban environments.

Q: When did you first start using FMPE's modules within a small group learning environment?

Joining a PBSG (as they were known at the time!) was considered an essential step for new practitioners like me. My residency program considered it part and parcel of launching a medical career, on par with certification from the CFPC, provincial licensure, and registration with the CMPA and worker's compensation board.

So when I joined a family health team in St. Catharines, Ontario back in 2007, I also joined their small group PBLP. My direct practice partner was actually the facilitator for our group.

The group pilot tested modules, and the facilitator occasionally participated in roundtable discussions, which involved collaborating with the writing team to develop module cases and content. The aim was to ensure that the modules addressed relevant gaps in practice and effectively conveyed key learning points to participants.

Roundtables provide a valuable opportunity for real-time feedback and discussion, allowing us to refine

the module content and ensure its applicability across different practice settings. This process requires careful consideration of existing literature, previous polling data on practice gaps, and personal reflections on clinical experiences. The involvement of members from across Canada also helps to ensure a more comprehensive perspective, considering variations in practice across different provinces.

Ultimately, the goal of these roundtables is to set the module on the right track from the outset, and hopefully minimize the need for extensive revisions later in the process!

Q: How did this evolve into other spheres?

In 2010, our facilitator was asked to participate in a roundtable but was unavailable. She offered up my name as an alternate and thus my enhanced role with FMPE began.

After participating in several roundtables, I was approached to author a module, which I did successfully for two or three modules. As an author, I demonstrated a good understanding of the process and provided valuable input. Subsequently, I was asked to become an editor, leveraging my background in epidemiology to ensure accuracy in interpreting study findings and crafting evidence-based content.

In addition to my role as an editor, I also served as an evidence-based medicine (EBM) consultant. This involved assisting writing teams in interpreting complex studies and clarifying statistical analyses. While my main role was editing modules, I also provided consultation on an as-needed basis and contributed to refining module content.

A couple of years ago, an opportunity arose to step into the role of associate director of module development. In this capacity, I continued editing modules but also took on additional responsibilities, including attending monthly meetings and overseeing certain aspects of the organization's operations. This transition marked a significant milestone in my involvement with FMPE.

With the recent retirement of our director, I've assumed more leadership responsibilities within the organization. While the transition has brought new challenges, I'm excited to continue contributing to FMPE's mission and guiding its future direction.

Q: How does FMPE handle rapidly evolving topics when deciding on module development?

Our module development process typically spans about a year from inception to publication, with writing teams assigned a year in advance and work commencing approximately nine months before publication. Given this process, we're not really equipped to address topics undergoing rapid changes.

I often recall a profound statement made by Dr. Jacqui Wakefield during one of our meetings. She articulated that we don't have to be the only CME source that our members access. While our organization serves as a valuable resource, individuals can access information from various sources, including online tools and journals. Thus, if a topic doesn't align with our process or product, we're unlikely to develop a module on it.

Q: How does FMPE foster peer support in its small group program?

I've learned over time that the value of our small group program extends beyond imparting information. Participants appreciate the opportunity to engage in open discussions with peers, allowing for vulnerability and sharing of clinical challenges. In the small group setting, the emphasis is not solely on content delivery but also on the learning process and fostering a supportive environment for knowledge exchange. I find significant value in the interactions and camaraderie with fellow members in my own group. Despite the shift to virtual meetings, these sessions remain beneficial for addressing practice challenges and staying connected with peers.

Q: How do you envision FMPE's future amidst the ever-changing dynamics of digital learning and team collaboration?

While electronic tools dominate, there's a growing appreciation for the value of personal connections and tangible experiences. At the management level, we're exploring ways to blend modern technology with the timeless appeal of personal connection. Perhaps there's an opportunity to offer a unique experience—a mix of electronic resources paired with lively group discussions. It's about reimagining learning, returning to human connection amidst the digital noise of today's world.

A Decade of Dedication: Reflecting on 10 Years at FMPE

Interview with Angela Eady

Angela Eady is currently Module Development Coordinator at FMPE. In October of this year, she will be retiring and moving on to the next chapter of her life. In this article, Angela reflects on her time with FMPE and the evolutions that she witnessed over the past decade.

Q: What was your career journey before becoming part of the FMPE team?

I have had a diverse career path, blending library science research with social work. Initially drawn to library science due to my admiration for public libraries, I began my journey at McMaster, where I contributed to cancer care practice guidelines. In this role, I conducted research and authored a manual on producing evidence-based reports. The experience was enriching, with ample mentorship and learning opportunities.

My passion for writing and mental health led me to the Health Information Research Unit, where I split my time between them and the cancer care group. Eventually, I transitioned fully to the former, where I spent over a decade appraising literature and writing for evidence-based journals. Collaborating with skilled librarians, I co-led workshops for medical professionals in North America, delving into research study search techniques.

Later, I took on a leadership role overseeing a mental health journal published by BMJ. Despite its success, budget constraints led to the termination of our contract. While I cherished my time there, my interest in mental health persisted, prompting me to pursue a

master's in social work at U of T. During this period, I engaged in research on HIV stigma, aligning my skills and passions.

Q: What led you to FMPE?

Around 2015, I received an invitation to attend a retirement party for a former colleague from the Health Information Research Unit. Stepping into the event, it felt as though I had never left. Being there, I realized how much I missed the work and how well-suited I felt to it compared to my time in social work. Consequently, I resolved to rekindle my involvement in that field. I maintained some freelance work from acquaintances from my previous job. This involved tasks such as literature searching and editing, which I continued for about six months.

At the retirement celebration, I reconnected with my former director, who graciously offered to serve as a reference and inform me about job opportunities. However, it was an advertisement for a position with FMPE that particularly piqued my interest. They were seeking someone to focus on writing modules, which instantly appealed to me.

Initially, I was tasked with developing two modules per year and was also entrusted with the responsibility of managing the newsletter. We typically aimed to have 14 modules in rotation, ensuring a steady flow of content across all stages of development to mitigate any potential delays.

Q: How did your work at FMPE evolve over time?

Initially, our interactions were primarily in person, except for our round table meetings, which were conducted via conference calls. Nowadays, with the shift to virtual meetings through platforms like Zoom, there's a notable difference in the atmosphere, allowing for better connection through eye contact, albeit virtually.

Back then, our procedures were based more through trial and error. My prior experience with writing and research at the Health Information Research Unit proved invaluable in navigating these challenges. Working closely with similar teams remains crucial, especially when collaborating with authors and editors who bring clinical expertise that complements our writing and research skills.

In my previous role, our focus was on high-quality research studies, with strict criteria guiding our selection process. In contrast, my current role delves deeper into specific primary care topics, often confronting less-than-stellar evidence and navigating gray areas. Despite the challenges, this shift has been both stimulating and educational, providing me with a deeper understanding of primary care.

My role has undergone several transitions, from starting part-time to expanding my responsibilities to four days a week before eventually scaling back to three days. This decision was influenced by various factors, including personal considerations and the desire to facilitate the integration of new talent into the team, ensuring its long-term sustainability.

Q: What factors contributed most significantly to your satisfaction and longevity within the organization, particularly in your role in module development?

The essence of staying with an organization lies greatly in the quality of the people you work with and the continuous learning experience it offers.

Speaking particularly from the perspective of module development, the work remains intriguing due to its dynamic nature. Each module presents unique challenges, ensuring a sense of variety in our tasks. While it may feel like we are immersed in one module for an extended period, we typically have multiple projects ongoing simultaneously, maintaining a level of diversity in our work.

Moreover, the supportive and cordial relationships within the module development team contribute significantly to the overall satisfaction of the job. Witnessing the challenges faced by family doctors, who are the frontline of the healthcare system, has deepened my respect for them. Participating in round table discussions and hearing about their experiences underscores the immense responsibilities they shoulder and the resource constraints they navigate. Knowing that our work directly contributes to their continuing education and aids them in their practice is truly fulfilling.

What's particularly fascinating is the realization that not all questions have clear-cut answers in the literature, necessitating the application of clinical experience. This has been evident in our module development process, where practical constraints often intersect with theoretical best practices. Learning to balance these factors and ensure the modules remain applicable has been a significant learning curve for me. Simplifying complex concepts and focusing on practical implications has become imperative, as clinicians prioritize efficiency in their practice.

In addition to module development, another aspect of my role involves managing the newsletter. This provides an avenue to update clinicians on new evidence that may emerge post-module publication, ensuring they have access to the most current information.

Q: What does the future hold for you?

About eight years ago, I received a pair of binoculars for my birthday, and since then, I've found myself increasingly captivated by the natural world. This newfound interest has sparked a deep curiosity and admiration for the wonders of nature, leading me down a fascinating journey of exploration. I've delved into various aspects of wildlife and environmental conservation, finding each discovery to be both captivating and awe-inspiring.

As I continue to immerse myself in this field, I'm eager to further my learning and contribute to conservation efforts through volunteering with organizations dedicated to preserving our natural ecosystems. Additionally, I'm considering opportunities to merge my passion for nature with education, potentially collaborating with my partner, who is a high school teacher, in developing educational initiatives centered around environmental awareness and conservation. Given the current challenges facing our planet, I feel compelled to do my part in safeguarding and nurturing our natural world.

Residency Program Thrives with Innovative Learning Format

Dr. Peter Tzakas
Director of Residency PBLP

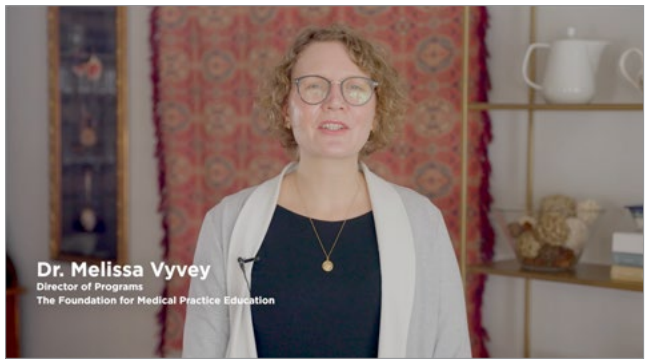
2023 marked a successful year of progress for our residency program. Our team consulted with all family medicine program directors across Canada to assess the effectiveness of our modules at their local levels. In this post-pandemic era, approximately half of the teaching still occurs virtually, with our modules frequently being utilized in this manner. It's crucial that our training reflects this shift. We continue to collaborate with programs to enhance the training and use of our modules, with many valuable suggestions emerging from our meetings that we are eager to implement soon.

As a snapshot, here are some of the figures for last year: 16 Canadian and 3 international residency programs renewed their memberships for 2023-2024. These programs span 172 sites, including 3,012 residents and 777 faculty members. Additionally, 10 Canadian Nurse Practitioner Programs have renewed their memberships, encompassing 219 nurse practitioner students.

Module Delivery

We learned that close to fifty percent of programs have continued to use our modules now in a virtual small group format. At some schools this supported residents on rural placements to continue to be engaged in academic half day learning. Residency programs varied considerably in the delivery of the program with some keeping first and second year learners separate and some focussing on mixing groups between residency cohorts. Residency programs also varied considerably between their sites in how often the modules were used with some programs having weekly sessions during family medicine core rotations and some pre-scheduling sessions, while others knew to rely on the modules when there was a last-minute cancellation.

Many schools acknowledged they had work to do to ensure curriculum was consistent across their many sites and looked forward to opportunities to work closer with FMPE and their modules to help residents work on building a community or practice, reflecting on knowledge gaps and learning and also learning skills to facilitate sessions.



Residency PBLP Facilitator Training video

Our Training Videos

Other areas of interest include the training videos created in English for the Residency PBLP, and a French version is set to launch in 2024. We also saw 145 faculty members and residents received Residency Facilitator Training, and 8 faculty members were trained as Residency Facilitator Trainers. This creates a great benchmark for us moving forward.

Family Medicine Residents Scholarship Award

Finally, in June, we announced the top three winning projects for the 2023 PBLP Family Medicine Residents Scholarship Award. We received nine applications, which were evaluated by seven reviewers who also offered insightful feedback on improving the evaluation process.

Top Winners

Drs. Mariela Fleury de Marquez and Leila Badr (nominated by Dr. Alan Ng, University of Ottawa)

This quality improvement study investigates the impact of using Balint groups during residency to address challenging patient encounters. Balint groups exemplify the effective use of small group learning to explore the doctor-patient relationship and challenging consultations in family medicine.

2nd Place

Drs. Sean To and Jonathan Zeng (University of Ottawa)

This descriptive, cross-sectional study aimed to evaluate the effectiveness of using film to achieve curricular goals within the University of Ottawa Family Medicine postgraduate program. It sought to incorporate feedback to enhance and refine the current humanities curriculum, providing residents with opportunities to improve their understanding of the humanistic and psychosocial aspects of medicine through film and group discussion.

3rd Place

Dr. Hilari MacLeod (nominated by Dr. Laura Sadler, Dalhousie University)

Focusing on obesity, a complex chronic disease, this project aimed to combat pervasive bias and stigma by developing an educational module based on current guidelines. Utilizing Practice-Based Small Group (PBSG) learning, the module is designed to facilitate practice change and equip family physicians with the necessary resources to address obesity and weight stigma in clinical practice.

Moving forward

We will continue to collaborate with our marketing team to develop strategies targeting residents and residency programs, aiding in the rollout of new features for our program in 2024 and beyond, with further enhancements to incorporate virtual training and suggestions on how to best roll out our modules at the residency site program level. This is an exciting time for us as we expand our network and offer residents the ability to access our module training. Look for more updates in our quarterly newsletter, Insights & Impact: Spotlight on Practice-Based Learning Programs under the section marked, Residency Review.

https://fmpe.org/about/publications/newsletter/

Empowering Connections: FMPE's 2023 Marketing Milestones

Steven Hobé
CEO & Marketing Strategist
Hobé Hosokawa Marketing

Marketing team presenting at Board Meeting, Oct 19, 2023

Building on the successes of 2022 and FMPE's rebranding and new website launch, 2023 saw the establishment of six Marketing Committees (as mentioned in the Executive Director's opening message). Each is focused on strengthening awareness of our organization, as well as engaging with potential members.

Finding Groups Committee

Our Finding Groups Committee aims to streamline the integration of new Small Group members by facilitating the identification of suitable groups across virtual, in-person, and hybrid models. The action plan includes data and trend collection, the development of a facilitator tool, integration of group-finding information into online registration, and the creation of a 'Finding Groups' section on the website.

New Member Experience Committee

The New Member Experience Committee is focused on enhancing the new member experience in FMPE programs with key priorities, including updating the registration form and improving registrations related to conferences and events. The focus is on creating an accessible and electronically submitted online registration form, along with incorporating features like QR codes for registration fee discounts and promotions through collaboration with the Conferences Marketing group.

Residency PBLP Committee

Our Residency PBLP Committee is involved in developing tailored key messages for various stakeholders, including residents, program directors,

site directors, administration and/or site coordinators, facilitators, and trainers. Efforts are directed towards, increasing awareness of our scholarship award, and hosting events like webinars. The program is positioned to support post-residency groups, with strategies for maintaining communication with recent graduates and identifying locations to support early practice.

Conferences & Events Committee

The Conferences & Events Committee focuses on choosing conferences conducive to FMPE's goals and implementing effective promotional strategies, gathering data on conference success, and employing a comprehensive approach covering programs, marketing materials, rebranding exposure, website enhancement, and social media engagement. In 2023, FMPE participated in the Rural and Remote in Niagara Falls, the French Family Physician, and FMF Conferences in Montreal; this will be followed by the Pri-Med Canada Conference in Toronto in May 2024.

Program Promotions Committee

The Program Promotions Committee's objectives involve elevating existing programs through diverse marketing initiatives and assessing their impact. The primary focus is on incorporating PIA, Physician Wellness PBLP, and the Online Interactive Module. Expansion efforts will target French speakers and rural physicians, aiming for increased national coverage.

External Communications Committee

The External Communications Committee has a split focus of creating communications vehicles to engage with potential membership, as well as supporting the other five marketing committees in their goals. In 2023, the committee continued its focus on website expansion, ongoing blogs and e-blasts, and the rebranding of the newsletter—which will be launched in Spring 2024. This newsletter will be more on-line friendly with the aim of being targeted not only towards current members, but a wider audience as well, in order to encourage membership growth.

One area that we are particularly excited about is our Why FMPE? video series, which began production in October of 2023. The purpose of these videos will be to put a face to FMPE—to personalize it. The notion of "Why FMPE?" answers the simple question of what our organization means to each individual: whether that is as a long-standing member of a small group, a Board member, facilitator, or researcher. These videos will mainly be utilized on social media as a means of gaining new members. We will be continuing this series by capturing more interviews by staff in the Spring and in the future expanding to members, facilitators, residency students, and beyond.

Why FMPE? video series: https://www.youtube.com/@FMPE_FEMC/videos

New Programs & Initiatives

Dr. Melissa Vyvey
Director of Programs, FMPE

At the Society of Rural Physicians of Canada

At the Family Medicine Forum

In the Programs area at the FMPE, 2023 was a year that brought new staff members and many new initiatives, as well as consolidation and promotion of our existing programs. Below are some highlights!

Process Improvements for the Support Team

We have been working diligently on continuous process improvements for the PBLP support team. Quality improvement work is ongoing and ranges from small tweaks to large program changes. For example, we no longer accept faxed and emailed Practice Reflection Tools (PRTs), and we have put a lot of effort into ensuring our members know how to fill out their PRTs online, from one-on-one coaching to new Members Online how-to resources.

Conferences

The Programs team attended the Society of Rural Physicians of Canada in the spring of 2023, and the Family Medicine Forum as well as the Congres Annuel de Medecine, which were both held in Quebec. As part of our marketing and promotion plan, we are working to serve our rural and remote and French-speaking members better and increase membership in these groups.

Practice Improvement Activity

The Practice Improvement Activity (PIA) was launched in fall of 2022, and 2023 saw ongoing enhancements. We continue to improve our process for writing, reviewing, and editing PIAs. We held webinars for facilitators and members to promote the PIA and answer any questions that members have about how to best use this tool as part of their PBLP membership.

Surveys

In April of 2023, we completed an Individual PBLP member survey that focused on the Online Interactive

Module, Practice Improvement Activity, and other potential future enhancements.

In June of 2023, we completed a Small Group PBLP facilitator and member survey with special focus on group function, virtual groups, the Practice Improvement Activity, Members Online utilization, and the newsletter. Program satisfaction remains high in both programs, and we are utilizing member feedback from this survey to continuously enhance our programs.

Certification

Our Small Group PBLP and Individual PBLP were again certified by the CFPC for Mainpro+ certification. Due to upcoming changes to the certification standards, FMPE has secured our certification for both Small Group and Individual PBLPs until the end of 2025 to give us time to prepare an application that meets the new criteria. In response to changes in certification, and based on feedback from members, we had a retreat in the fall of 2023 to explore the idea of a pilot program that would combine individual and small group learning. Work in the fall of 2023 to build on this idea and refine it led to the launch of a One PBLP Pilot in the spring of 2024.

Facilitator Training

It was a year of improvement in facilitator training for Small Group PBLP. For the fall 2023 facilitator training sessions, we introduced our flipped classroom approach, where new facilitators watch facilitator training videos and review an enhanced facilitator guide prior to attending their training workshop where the focus is on practice facilitation. In the fall of 2023, we also held a facilitator update webinar where we did a screening of an excerpt from the facilitator training videos and encouraged existing facilitators to use the new materials to refresh their skills. In addition, in the spring of 2023, we held a very successful facilitator update webinar on the topic of facilitator wellness.

Individual PBLP webinars and new initiatives

An inaugural Individual PBLP member webinar was held in February of 2023, and covered the Online Interactive Module, the Practice Improvement Activity, and a new online professional network for Individual learners. The Online Professional Social Network is a pilot of an option social network for members to connect over a secure platform to discuss modules and relevant cases.

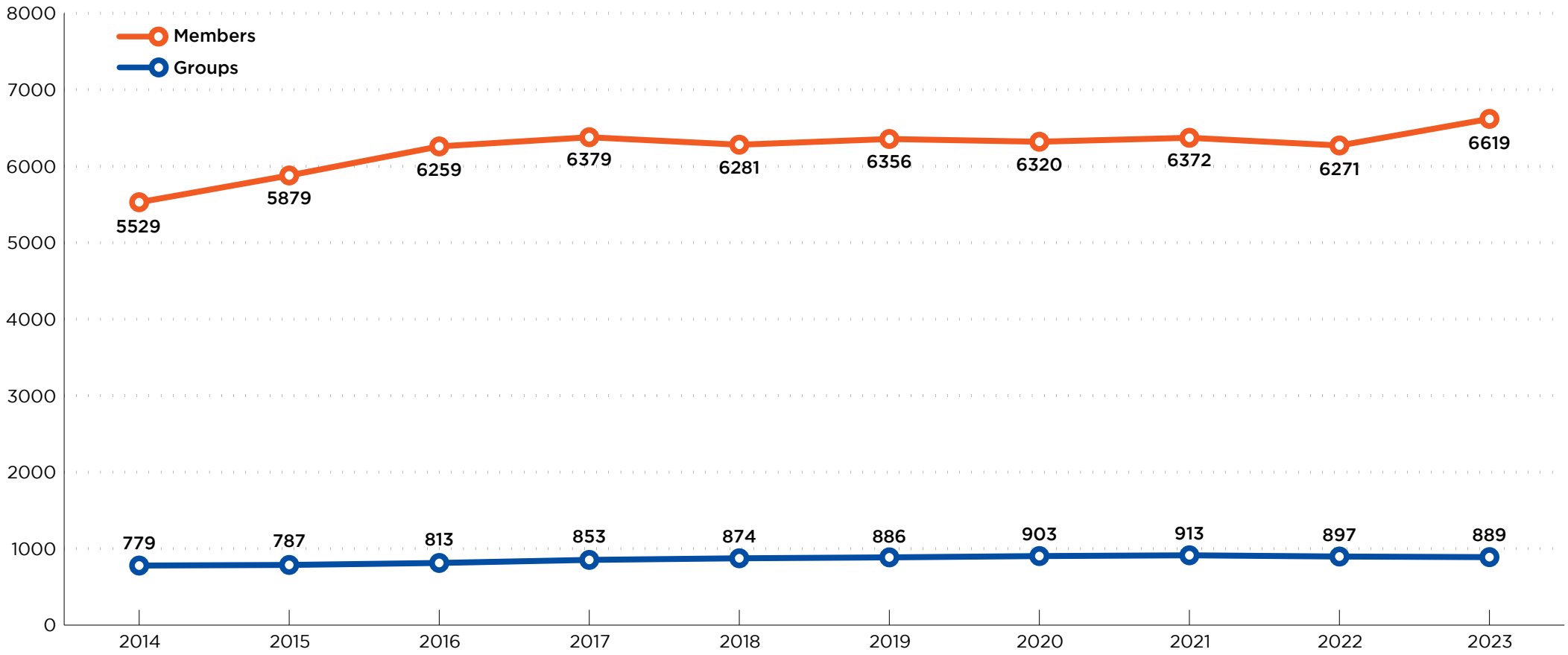
The Individual PBLP team continues to work to enhance the Online Interactive Module and implement metrics on its use. Increasing numbers of members are using the Interactive Module.

The Programs Team continues to bring innovation to our existing programs, and we are committed to an ongoing quality improvement approach. 2023 allowed us to set the stage for our newest program, the One PBLP Pilot, and we are excited to commit ourselves to readying our programs for the new CFPC certification standards as well as continuing to respond to the needs of our members and the ever-evolving world of continuing medical education.

Stats & Facts

2023 Active Universities with Residency, Nurse Practitioner Programs, and PHCNP Across Canada

Small Group PBLP Membership Growth



Small Group PBLP 2023

In 2023, **763** **groups** had **7,715** **meetings**.

Totaling **13,642.5** **meeting hours**.

They submitted **7,652** **Group Practice Reflections**

and **4,068** **Group Follow Up Reflections**.

6,419 **credit letters** were issued for Small Group.

184,259.5 **Mainpro+ credits**

were issued in those Credit letters.

Average of **29.67** **credits per member**.

Individual PBLP 2023

303 **active individual members**

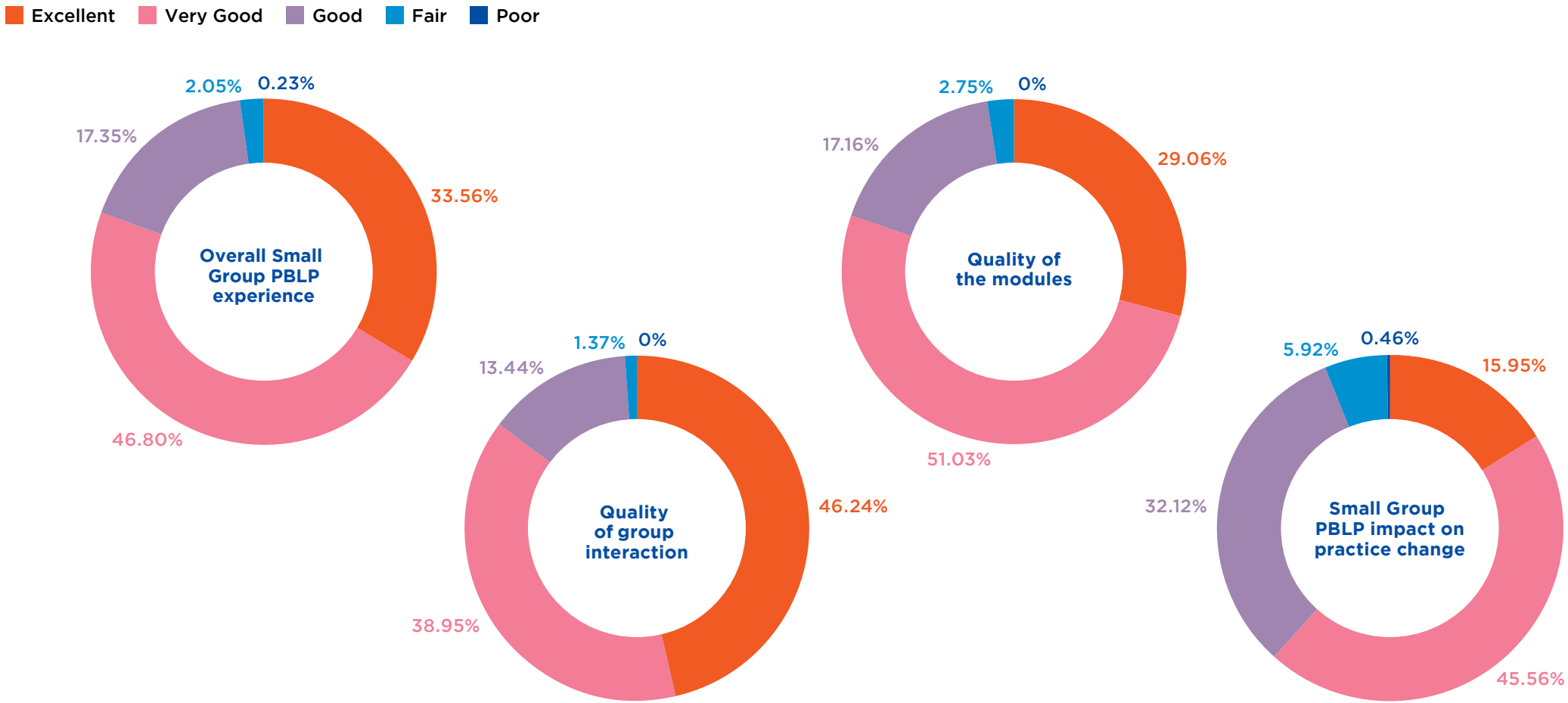
submitted **1,184** **Practice Reflections**

and **1,166** **Follow Up PRTs**.

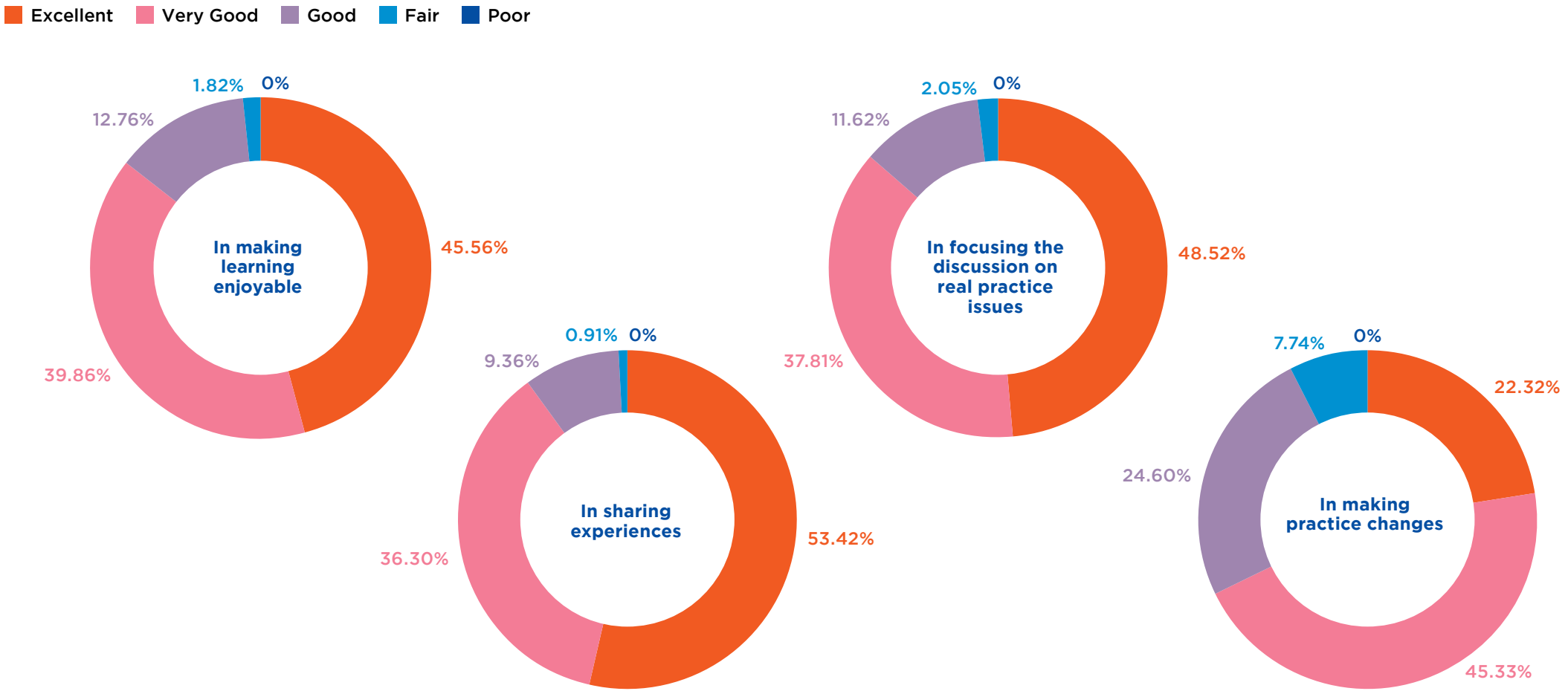
150 **credit letters** were issued.

5,770 **Mainpro+ credits** were issued.

2023 Spring Small Group PBLP Member and Facilitator Survey: In the past year, how would you rate the following?



2023 Spring Small Group PBLP Member and Facilitator Survey:
In the past year, how would you rate the contribution of the peer group interaction in your small group?



Social Media Statistics 2023

linkedin.com/company/the-foundation-for-medical-practice-education

facebook.com/FMPE.FEMC

twitter.com/FMPE_FEMC

youtube.com/@FMPE_FEMC

465,361 **Impressions** (The # of times an ad/post was on screen)

265,618 **Reach** (# of accounts that saw post / ad at least once)

29,882 **Post Engagements**

983 **Video Plays**

494 **Follows**

3,604 **Link Clicks to FMPE website**

What Our Members Say

Small Group PBLP Survey — Spring 2023

Overall, what do you like best about the Small Group Practice-Based Learning Program?

"Allows family physicians to get together to discuss our common struggles and bond while refreshing our knowledge / learning about clinically relevant conditions and issues."

"The modules, the algorithms and patient handouts, and meeting with colleagues on a regular basis."

"The ability to meet with my colleagues and discuss new and relevant primary care issues."

"It provides an opportunity to be social and discuss other work-related issues."

"Interaction with colleagues - sharing of knowledge, patient issues, local resources."

"Great way to learn with the support of our colleagues, and listen to their experiences."

"The opportunity to enhance my medical knowledge in a supportive environment."

"Learning new material and being up-to-date."

"Structured and ongoing CME."

"Canadian, applicable topics to primary care evidence informed."

"The camaraderie that it brings, and the discussion it enhances."

"Opportunity to learn with my peers who work in the same environment and share patients."

"Very practical and important modules."

"Modules are relevant to practice."

"Flexibility - individual groups can pick and choose which modules they do, their timeline/schedule, and even create their own group discussion."

What aspects did you like about the Interactive Module?

"Ability to do reflections directly online; direct link to resources supporting learning in the moment."

"Navigates easily."

"Access to prior replies, it is easy to use."

"Clearly defined sections and prompting questions."

"Do on your own time."

"Quicker working through modules, helps with thought process to type out answers, can leave and come back to it."

"Forced me to think more and not just read."

Please leave any further comments about the Individual Practice-Based Learning Program.

"I love 99% of the modules. I so appreciate the algorithms and other appendices. I'm so glad with all the work and effort by the various authors to provide good, clear information. Good job, everyone!"

"It is a great learning platform where we can update our knowledge with new information."

"Modules are very helpful, it keeps me up to date."

"Very happy learner, please keep up the good work you are providing!"

"Thank you for all of the hard work that goes into this program. You do a superb job for which I am grateful."

"Great tool for practice and with relevant topics and very easy and direct to issues."

"I'm happy to be able to continue with the modules even though our group dissolved; the program is helpful for my CME."

"The individual practice-based learning module has always been a good option for me being a busy clinician and a single mother with 3 children."

Appendices

Board of Directors
(as of October 20, 2023)

Dr. Alison Baker
Ontario

Dr. Sarah Chritchley
British Columbia, Alberta & Yukon

Dr. Tony Gabriel
Atlantic region

Dr. Kristin Heinrichs
Manitoba, Saskatchewan, NWT, Nunavit

Dr. Ed Hirvi
Academic Chairs of Family Medicine

Dr. Ryan Hunt
Quebec

Dr. Opeyemi Sobowale
FT appointee at a Canadian University (University of Manitoba)

Dr. Justin Weresch
FT appointee at a Canadian University (McMaster)

Vacant
Director-at-Large

Annual Report 2023 Committee Members

Steven Hobé
Project Lead
(Hobé Hosokawa Marketing)

Heather A. Armson
Executive Director

Karen Birthelmer
Program Administrator

Angela Eady
Module Development Coordinator

Stephanie Derka
Program Development Coordinator

Erin Mcleod
Director of Administration

Melissa Vyvey
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