

References

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Can Fam Physician 2022;68:717-8. DOI: 10.46747/cfp.6810717_1

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Correction

In the article “How to CRAFT an effective preceptor-learner relationship. The Continuous Reflective Assessment for Training model,” which appeared in the July 2022 issue of *Canadian Family Physician*,¹ an incorrect link was inadvertently published. The correct text and link appear below:

Likewise, for clinical teachers and faculty developers there are resources for developing the skills of direct observation, having useful feedback conversations, reflecting on one’s own teaching, and fostering clinical reasoning and problem solving. The College of Family Physicians of Canada offers several such resources (<https://www.cfpc.ca/teaching>).

The online version of the article has been corrected.

Reference

1. Van der Goes T, Koppula S, Bethune C. How to CRAFT an effective preceptor-learner relationship. The Continuous Reflective Assessment for Training model. *Can Fam Physician* 2022;68:550-2 (Eng), e227-9 (Fr).

Can Fam Physician 2022;68:718. DOI: 10.46747/cfp.6810718

Correction

Dans l’article intitulé « Comment établir une relation efficace précepteur-apprenant selon le modèle CRAFT? L’évaluation réflexive continue dans la formation », paru dans le numéro de juillet 2022 du *Médecin de famille canadien*¹, un lien erroné a été publié par inadvertance. Le texte et le lien exact apparaissent ci-après :

De même, il existe des ressources à l’intention des cliniciens enseignants et des responsables du développement professoral pour perfectionner les habiletés d’observation directe, avoir des conversations utiles sur la rétroaction, réfléchir à son propre enseignement et favoriser le raisonnement clinique et la résolution de problèmes. Le Collège des médecins de famille du Canada offre plusieurs ressources semblables (<https://www.cfpc.ca/fr/member-services/for-teachers>).

La version en ligne de l’article a été corrigée.