@UofTPGME CBD NEWS

An occasional newsletter for Program Directors and PGME leaders and administrators

NEWS FROM THE PGME ASSOCIATE DEAN

Newsletters provide important updates on the implementation of Competence by Design (CBD) at the University of Toronto.

WHAT'S NEW?

CBME Website:

We have a CBME website with many resources for residents, faculty and programs, including links to other key resources nationally and locally. This issue of our newsletter highlights the key sections of the UofT CBME website and the many open source resources. You can also find the CBME websites by going to this link: http://cbme.postmd.utoronto.ca/

Work continues for the 2017 formal integration of CBD into both the Otolaryngology- Head and Neck Surgery (OHNS) and the Anesthesia (ANES) programs. During this upcoming 2017-18 academic year, Medical Oncology (Med Onc) will continue to integrate CBD into their program and several other programs will begin implementing key aspects of CBD, including: Cardiac Surgery, Internal Medicine, Surgical Foundations and Urology.

WHAT ELSE IS NEW?

Entrada: New U of T Teaching & Learning Platform:

PGME at the University of Toronto has joined the Entrada consortium. Entrada is a web-based teaching and learning platform to support a full range of medical education activities for learners, teachers and administrators in a user-friendly environment. PGME is working with the Faculty of Medicine information systems leaders at Discovery Commons to pilot the basic functionality of Entrada with the Orthopedic Surgery residency competency based residency program. In parallel, PGME is also working with Discovery Commons and Entrada to develop the assessment and evaluation features and functions to support CBME and CBD at U of T. It is expected that the Entrada CBME application for U of T will be ready to support CBD cohorts for the July 2018 academic year.

During this period of development, all programs (i.e. including CBD programs) will complete schedules and ITERs as well as Teacher Evaluations and Rotation Evaluations in POWER. POWER will continue as the web-based Registration system at PGME for purposes of appointments, registration document uploads, payroll registration, immunizations and on-call stipends, etc.

BPEA Working Group Summary Report on CBME:

The Best Practices in Evaluation and Assessment (BPEA) Working Group for Competency-Based Medical Education (CBME) was established just over a year ago, consisting of PGME staff, residents and 25 faculty across various specialties at the University of Toronto, in order to identify evidence-based best practices for the implementation of CBME, and the implications of CBME for Program Evaluation (e.g. accreditation, internal reviews) and Learner Assessments (e.g. information systems, number/type of assessments, remediation).

The working group was organized into teams to develop ten separate papers, each with their own theme relating to CBME, such as (1) issues and implications for Changing Curricula to CBME, (2) Faculty Roles and Responsibilities, (3) Learner Handover and Disclosure of Learner Needs, (4) Programs of Assessment and (5) Managing Residents in Difficulty.

The BPEA working group plans to release their Summary Report, illustrating some of the implications arising from the key findings of each of the ten papers for CBME implementation, accreditation and remediation, by Spring 2017.

Partnerships:

Lastly, our CBME Education Integration Group (EIG) at the University of Toronto has been and will continue to work closely with other institutions' CBME Leads across the country, as well as the Royal College team on implementation and integration issues as they arise.

If you have any questions, do not hesitate to contact me BandieraG@smh.ca
or Sue GT via sglover.takahashi@utoronto.ca or our EIG team cbme.pgme@utoronto.ca

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NEWS AND UPDATES

Concurrent with the launch of U of T's new CBME website, the Education Integration Group (EIG) has created **a guide to using the website** (below), which describes the website content and resources, and identifies how these resources can be best used and by whom.

NEWSLETTERS

The **@UofT PGME Newsletters** provide important updates on the implementation of the Royal College's Competence by Design (CBD) at the University of Toronto for Learners/Residents, Assessors, Faculty, Program Directors and Administrators, and other Education Leaders.

Each issue contains a message from the PGME Associate Dean, news and updates related to the Royal College and/or U of T programs, Competency-Based Medical Education (CBME) Innovators at U of T, definitions of related CBME/CBD terms, clarification on common CBME myths and a resources page. A 'next issue' section also highlights the topics readers can look forward to in the upcoming newsletter.

QUICK LOOK at past issues:

Issue 1, Released Nov 2015:

- Focuses on the introduction of Competence by Design (CBD) and its various features, such as Milestones and the CanMEDS 2015 Framework.

- Highlights include the innovative CBD-related work of the Orthopaedic Surgery, Family Medicine and Surgical Prep Camp programs.

- Clarifies myths surrounding the use of ITERs, 'off service' rotations and POWER.

Issue 2, Released March 2016:

- Follows in the footsteps of the Royal College's decision to "slow down" the implementation of CBD for Cohort 1 programs.

- Outlines what that decision means for U of T's Medical Oncology and Otolaryngology- Head & Neck Surgery programs.

- Introduces terminology related to CBD, including the Competence Continuum, Entrustable Professional Activities (EPAs) and Required Training Experiences (RTEs).

- Profiles CBME program innovators in Diagnostic Radiology, Palliative Medicine and the Department of Surgery.

- Clarifies myths on the scheduling and tracking of residents.

Issue 3, Released Dec 2016:

- Introduces 'lessons learned' from CBD implementation at U of T in July 2016 from the PGME office as well as from the Medical Oncology and Otolaryngology – Head & Neck Surgery programs.

- Differentiates which U of T programs are in each of the following stages of implementation: Full-Launch, Field-Testing, Ongoing CBD Implementation Prep & Meantime Options.

- Outlines the recent work of the Best Practices in Evaluation & Assessment (BPEA) committee.

- Further explains the 4 stages of the Competence Continuum as well as outlining the factors programs can be considering if they are in the "meantime" stage of implementation.

- Highlights CBME Innovators in the Obstetrics & Gynaecology and Plastic Surgery programs.

- Clarifies myths around Goals & Objectives, CBD as an option and IT solutions.

U OF T CBME FACULTY & RESIDENT RESOURCES

CBME & CBD Videos

The PGME EIG has created an educational series of videos to support the learning and implementation of the Royal College's Competence by Design (CBD).

All key partners, learners, and users will be able to access these videos under the U of T CBME Faculty & Resident Resources section on the website. They are open source and can be used or shared broadly, without conditions or limits.

Here you will find a variety of useful topics, including:

- **CBME & CBD 101** - An introduction to competency-based medical education and a review of the four stages of CBD.

- **EPA 101** - Program-specific videos on what an EPA is and why it is important in the context of teaching and learning for each U of T residency program. The EIG team will work with Program Directors to develop these videos as CBD implementation for each cohort rolls out. Currently, EPA 101 videos are available for the following programs: Anesthesia, Medical Oncology, and Otolaryngology – Head and Neck Surgery.

- **10 Key Features of CBD Assessment Programs -** This video describes 10 important features of CBD assessment plans regarding changes of the how, what, and when of assessment, improvements to feedback, learner handover, and data to inform learner progress. In addition, experienced CBD Program Directors offer their insights as they integrate CBD assessments into their programs.

Videos coming next:

- Feedback & Coaching 101

- Faculty Development

- Resident Development

We invite you to check the CBME website regularly and share these videos broadly as useful aids to CBD implementation.

Terminology

The Terminology document describes in plain language the concepts and the use of CBME materials (e.g. Curriculum Map, Assessment Plan) associated with the implementation of the CBD curriculum at the University of Toronto. References and resources are provided.

Myth Busting

The Myth Busting document provides clarification on several of the myths surrounding implementation of the CBD curriculum at the University of Toronto. For example, ITERS are still required at the University of Toronto and integrating CBD, when approved by a specialty, is not an option for the program, faculty or residents.

References & Resources

CBME Basics

This section offers resources to help familiarize you with some of the basic principles underpinning CBME and the Royal College's CBD. This includes, for example, information about the CBD Competence Continuum and introductory videos on CBME and EPAs. In the future, this section will also include information on assessment for CBME and CBD. The "Suggested CBME Reading List" is a curated list of key resources for those interested in learning more about the research driving CBME principles and implementation activities.

These resources are useful in orienting learners, faculty, program administrators, program directors and those in program / departmental leadership roles to CBME/CBD.

Change

Postgraduate medical education programs in Canada will be undergoing substantial changes to their teaching and assessment approaches, with the implementation of CBME/CBD.

In order to manage these changes and to minimize resistance and unintended negative consequences, it will be important for program and departmental leadership, including program directors, to develop skills and aptitudes as they relate to 'change management'.

The "Change" subsection of "References & Resources" offers a list of introductory resources illustrating some of the theories, tools and strategies on managing change.

Feedback

In order to foster the progression of competence throughout residents' training, faculty must learn to give accurate and constructive feedback based on their direct (preferred) and indirect observations of residents' clinical performance. Likewise, trainees must learn how to ask, receive and utilize feedback to continually improve upon their performance.

Many postgraduate programs have noted that they need to develop or improve their 'culture of feedback'. Faculty development is, thus, required to remove some of the obstacles to providing accurate, timely and targeted feedback.

The "Feedback" section of the CBME website currently provides a research-informed 2-page handout on how to improve the "giving and receiving of feedback"; as well as a list of "Favourite Readings on Feedback". Both resources are useful for learners, faculty and program directors to help promote this positive culture change.

Name of Resource	Description of Resource
Overview of Implementation Process	This document shows all core activities involved in the CBME implementation process for a given program and approximately when they are expected to occur over the course of the academic year preceding their CBD launch date.
Program Intake Form	Completed during the early stages of CBME implementation, the intake form serves to document the program's structure, organization and educational curriculum (e.g. program length; quantity of residents and active faculty in the specialty, both locally and nationally; accreditation; resident assessment and evaluation; faculty development; etc.). This document informs CBME curriculum planning and implementation.
Curriculum and Assessment Map	The curriculum & assessment map is an educational tool which provides a simplified picture of 'what' and 'who' is involved in learning and teaching in residency education. This map includes: • who the learners are (i.e. competence continuum stage, PGY level) • who the teachers are (i.e. faculty, other team members, co-residents, self-taught) • what is being taught (e.g. clinical/patient care focus, priority CanMEDS roles for learning/teaching); and when (e.g. blocks or months, competence continuum stage) and where the education is occurring (e.g. clinical location(s)). • what is being assessed (e.g. EPAs, CanMEDS Roles, etc.); and how (e.g. encounter forms, multisource feedback evaluations, ITERs, written exams, etc.); when (i.e. the blocks/months, PG-year and competence continuum stage); where (e.g. clinical location(s)); and why they are being assessed (e.g. formative assessment, summative assessment) The teaching, learning and assessment activities are mapped onto a calendar organized by block, rotation and PG-year. The map is useful for program directors and curriculum planners, as it provides an overview of the entire educational program's structure and organization.
Assessment Plan	The assessment plan lists and describes all of the assessment and performance data that are to be collected throughout each stage of residents' training for the purpose of making confirmation of progress (e.g. from Transition to Discipline to Foundations of Discipline) and promotion (e.g. from PGY1 to PGY2) decisions. The assessment plan is intended for use by program directors and Competence Committee members. **Continued >**

Assessment Plan (continued)	In addition to identifying: • who the learners are (i.e. program, competence continuum stage and PGY level), • what is being assessed (e.g. EPAs, CanMEDS Roles, etc.), • how (e.g. encounter forms, multisource feedback evaluations, ITERs, written exams, etc.), • when (i.e. the blocks/months, PG-year and competence continuum stage), • where (e.g. clinical location(s)) and • why (e.g. formative assessment, summative assessment); The assessment plan also identifies each assessment tool's 'location' (e.g. Medsquares, POWER) and contains copies of all assessment tool templates and any other information relevant for making promotion or progress decisions (such as exam scoring criteria and portfolio checklists).
Competence Committee Guidelines	The purpose of the program Competence Committee, which may be called a promotion or resident evaluation committee, is to monitor residents' progress throughout the different stages of their training by regularly reviewing their assessment and performance data. The committee makes data driven decisions with regards to residents' progression through the Royal College's competence continuum stages, as well as promotion from one postgraduate year to another. The generic version of the Competence Committee Guidelines will be modified by each program. The guidelines offer general principles as to the function and purpose of Competence Committees; the criteria for participation, membership; descriptions of committee members' roles and core responsibilities; and examples on how best to collect and review resident data and how to use this data to inform resident progress and promotion decisions.
Rotation Plan	A rotation plan is a focused educational tool that provides specific information to site-coordinators and faculty about a given rotation or learning experience, including: • the location(s), timing and focus of the rotation/educational experience • specific Goals & Objectives, Required Training Experiences (RTEs) and Entrustable Professional Activities (EPAs) included in the rotation • learning/teaching activities and planned assessments

EXTERNAL LINKS

External links are provided to give users additional resources pertaining to CBME/CBD, Medicine at U of T and Faculty Development.

⚙ RESOURCES

PREVIOUS NEWSLETTERS:

@UofTPGME CBD NEWS Issue 3 - December 2016

@UofTPGME CBD NEWS Issue 2 - March 2016

@UofTPGME CBD NEWS Issue 1 - November 2015

OTHER RESOURCES FOR PDS, SITE DIRECTORS & PGME LEADERS:

- **UTPGMExchange** is the University of Toronto's collection of residency education tools including videos, workshop materials, and assessment tools for a variety of CanMEDS Roles.
  http://www.pgmexchange.utoronto.ca/login.php

  To access PGMExchange via your UTORID, contact pgme.exchange@utoronto.ca

- **CanMEDS Tools Guide** is a 'how to' with ready to use learning, teaching and assessment tools for CanMEDS 2015. PDs should contact cbme.pgme@utoronto.ca to get their complementary copy. Others can purchase through the Royal College or the PGME office at cbme.pgme@utoronto.ca

- **CanMEDs Interactive** is the online, ready to use version of CanMEDS 2015 Framework and many of the resources in the CanMEDs Tools Guide, found at http://canmeds.royalcollege.ca

- **PD handbook** is the RC resource on residency education. For more info, go to: http://www.royalcollege.ca/rcsite/canmeds/resources/canmeds-publications-e#program-directors-handbook

📢 QUESTIONS?

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Contact: cbme.pgme@utoronto.ca

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