

@UofTPGME CBME NEWS

An occasional newsletter for Program Directors and PGME leaders and administrators

ISSUE 9 - December 2018



NEWS FROM THE PGME ASSOCIATE DEAN

This fall has seen further progress in the implementation of the Royal College's Competence By Design (CBD) model. Anaesthesia and Otolaryngology- Head and Neck Surgery (OHNS) now have two years of residents fully implemented in CBD. Since July 2018, PGY1 residents in Nephrology (Adult and Pediatric), Emergency Medicine, Urology, Surgical Foundations (9 surgical programs), Medical Oncology, and Forensic Pathology have started the CBD curriculum and Entrustable Professional Activity (EPA) assessments.

Many other programs are using a variety of Competency-Based Medical Education (CBME) approaches including Family Medicine, Palliative Medicine, Core Internal Medicine, General Internal Medicine, Orthopedics, and Psychiatry.

This year we launched the **Elentra** (formerly known as Entrada) platform as the enduring Postgraduate Medical Education (PGME) Information Technology (IT) infrastructure to support CBME. The plan is to bring all programs into Elentra as soon as possible, regardless of their phase of CBME development and includes a pilot with the Department of Family and Community Medicine for their use as a Field Notes platform.

We have made the tactical decision to adopt a more streamlined implementation model when we migrate to the next version of Elentra for 2019-2020. This will allow us to take advantage of all of the enhancements being contributed by consortium members to improve the platform. This move will also enable us to more easily align with reporting requirements for the Royal College and, in time, greatly reduce the workload for programs when building new tools or revising EPAs. This change will occur for July 2019, and will bring with it a number of requested improvements from our users (e.g. being able to select an EPA first, rather than the tool, and the ability to preview an EPA or tool without triggering an assessment). Some programs already in flight will need to make some adjustments to existing CBD tools, and the PGME support team is working directly with affected programs to ensure this process is as easy as possible. Other programs will proceed with their builds using the new model.

Since the July 1 launch, faculty and residents have completed over 2,200 Entrustable Professional Activities' assessments using Elentra! The PGME team, in partnership with our colleagues at Discovery Commons, is working on prioritizing the next stages of system development, which will include analysis and reporting.

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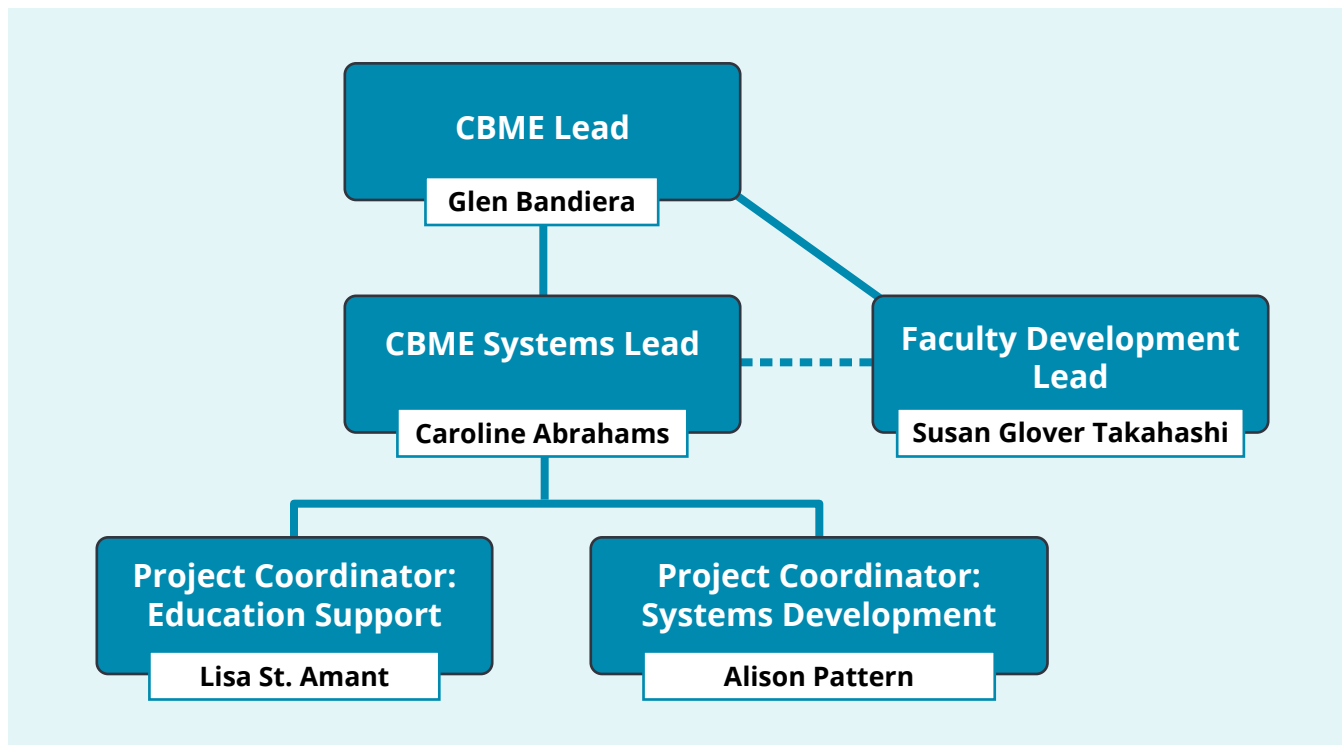


Over the fall months, we have hosted a series of mini-conferences to support the onboarding of another 25 programs to the CBD model in either the full or partial implementation by July 2019.

Thanks to **Lisa St. Amant** who has ably assumed project management responsibilities for program support, and **Alison Pattern** who provides project management support for the systems development work. Both work closely with **Caroline Abrahams**, Director of Policy and Analysis leading the systems planning, and with myself, providing educational expertise to the team and oversight of the work.

The Best Practices in Evaluation and Assessment (BPEA) committee, chaired by myself, and the BPEA Usability subcommittee, chaired by **Dr. Paolo Campisi**, have continued to synthesize evidence and advice on policy and practice related to assessment. Both committees will work to balance best possible evidence and systems' needs, while affording programs as much versatility as is possible.

While I realize that questions and alternatives will arise as we proceed with implementation, we will monitor the impact and outcomes of the current set of options and bring ideas and concerns to the relevant BPEA committee for consideration over time.



Need more info? If you have any questions, do not hesitate to contact me at adpgme@utoronto.ca or cbme.pgme@utoronto.ca

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CBME FACULTY DEVELOPMENT LEADS GROUP

This is a network of program, divisional, departmental and hospital leaders responsible for faculty development, who meet to exchange ideas, tips and resources. Thanks to the guest speaker at the last meeting this Fall, Dr. Scott Berry, who spoke on *Tips for CBME Faculty Developers*. The next meeting for this group will be held on February 19, 2019, from 4:30-6:00 pm. You can attend in person, or online (e.g., via Go to Meeting).

Programs heading into CBD implementation have hosted many sessions and workshops to get faculty and learners ready. A brief video that provides ideas, hints and tips on faculty development for CBME has been produced and can be watched here [Hints and Tips: Faculty Development for CBME](#).

We have also established a Competence Committee (CC) Special Interest Group (SIG). This CC SIG looks at the content and processes for the faculty development of CC Chairs and Committees. Watch for an email about a spring meeting workshop date for this group. If you want to join one or both networks, or to be included in the FD communications, contact us at: cbme.facdev@utoronto.ca

3RD ANNUAL CBME/CBD IMPLEMENTATION SYMPOSIUM

Please plan to attend the upcoming gathering of world class researchers and practitioners in the areas of Feedback and Coaching.

Topic: Theory & practice of feedback and coaching: *Supporting successful implementation in a CBME world*.

Date: Tuesday, March 26, 2019, 4:00 pm – 7:00 pm (refreshments to follow).

Location: TBC

Co-hosted by Post MD Education at the University of Toronto and the Centre for Faculty Development, St. Michael's Hospital, this symposium aims to further delve into the strides that have been made in CBME/CBD implementation in the medical education community to date.

This symposium will focus on what the theory and practice around feedback and coaching offer to improve new residency education through our implementation of competency-based curricula.

We are delighted to welcome our keynote speakers:

Dr. Subha Ramani, MBBS, PhD, FAMEE

Director of Evaluation and Scholars in Medical Education Pathway
Medicine Residency Program, Brigham and Women's Hospital
Leader of Research and Scholarship, Harvard Macy Institute
Associate Professor of Medicine, Harvard Medical School

Dr. Chris Watling, MD, MEd, PhD, FRCPC

Scientist, Centre for Education Research and Innovation, Western University
Associate Dean, Postgraduate Medical Education, Schulich School of Medicine & Dentistry, Western University
Associate Professor, Departments of Clinical Neurological Sciences and Oncology, Western University

Dr Shiphra Ginsburg MD PhD FRCPC

Scientist - The Wilson Centre,
Staff Physician, Mount Sinai Hospital
Professor, Internal Medicine (Respirology), University of Toronto

Additional speakers will be included. Watch for the meeting notice with agenda. **To ensure you are on the invitation list, contact pgme.events@utoronto.ca**

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CBME WEBSITE

We encourage you to have a look at our website and the many resources we have here. More resources are under development, so check back from time to time to see what's been added.

Be in touch if you have any questions about **faculty development** at: cbme.facdev@utoronto.ca or via sglover.takahashi@utoronto.ca

Susan Glover Takahashi, PhD

Director, Education & Research, PostMD Education

Integrated Senior Scholar—Centre for Faculty Development (CFD) & PostMD Education Lead,
Faculty Development—CBME



IMPLEMENTATION UPDATES

Message from Lisa St. Amant, Project Co-ordinator, Education Support

This fall saw the education leaders from the following programs focus on the CBD implementation for their launch in the 2019-20 academic year:

- Anatomical Pathology
- Cardiac Surgery
- Critical Care (Pediatrics & Adult)
- Gastroenterology (Pediatrics & Adult)
- General Internal Medicine
- Internal Medicine
- Neurosurgery
- Obstetrics and Gynaecology
- Radiation Oncology
- Rheumatology (Pediatrics & Adult)



Lisa St. Amant
Project Coordinator,
Education Support

In addition, nine programs will continue to roll out CBD, and four programs plan to partially launch selected components of CBD.

Our dedicated PostMD team is providing curriculum development and assessment systems support to those programs on-ramping and continuing in Competence By Design (CBD) by offering five CBD Planning Mini-Conferences between September 2018 and June 2019. These conferences are great networking opportunities and provide important tools, templates, tips and resources for CBD implementation.

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Upcoming dates are featured below:

CBD Planning Mini-conference	Session Date	Session Time	Location	Agenda Items
4	Wed. Feb 27	10 - 12 pm	500 University Ave	1. Assessment Tool Development 2. CBD Learner & Site Assessment Schedules
	Thurs. Mar 7	9 - 11 am	500 University Ave	3. CBD Resource Booklet Development 4. Faculty & Learner Development Planning
5	Tues. April 2	9 - 11 am	500 University Ave	1. Competence Committee Planning 2. Assessment Reporting 3. Program Evaluation Planning
	Thurs. April 11	3 - 5 pm	500 University Ave	4. Faculty & Learner Development Planning

The Post MD team is also meeting with programs one-on-one to provide additional educational and systems support.

Message from Alison Pattern, Project Co-ordinator, Systems Development

Elentra, the University of Toronto IT platform for the implementation of CBME/CBD was successfully launched in July 2018.

Our current version of Elentra was highly customized for U of T requirements. Since the launch of this version, we have decided to adopt the “core” version of Elentra, in use by several other Canadian medical schools. The migration planned for the 2019-20 academic year will allow U of T to leverage available functions such as:

- **Form Preview** – Learners and faculty will be able to preview a form, without initiating an assessment.
- **EPA Dictionary** – Learners and faculty will be able to view all of the milestones associated with an EPA.
- **Assessment Plan** – The Assessment Plan allows programs to set entrustment “targets” for each EPA. Elentra user support resources can be found [here](#).



Alison Pattern
Project Coordinator
Systems Development

Questions:

If you have questions about CBME/CBD implementation, contact Lisa via: cbme.pgme@utoronto.ca or lisa.st.amant@utoronto.ca

For questions about the Elentra system, contact Alison via: MedEdHelp.PostMD@utoronto.ca or Alison.Pattern@utoronto.ca



MYTH BUSTING

In this section we will briefly explore some of the CBD or CBME myths and the local answers to those myths. For more on CBD Myth Busting information, see the document developed by the Royal College and CBME leads: [Clarifying Myths, Misconceptions and Misunderstandings: Common questions regarding the implementation of Competence by Design.](#)

MYTH #1: EPA ASSESSMENTS ARE TIME-CONSUMING TO DO

FACT:

We at PostMD are closely monitoring the time and effort to complete EPA assessments on the Elentra platform.

Looking at the assessments done in Elentra since July 2018, the *time* for completion was:

- 21% took 3 minutes or less,
- 43% took 4-5 minutes and
- 26% were done later in the day via an emailed form

Good to know that the expectations of these taking brief amounts of time are working as planned.

In looking at the *effort* required to complete workplace assessments, what IS challenging for faculty and learners are:

- finding how to incorporate these assessments into their workflow.
- learning about the differences in how to complete 'trust' assessments
- improving skills on asking for, or receiving feedback and coaching.

We are gathering the hints and tips on how to include these brief workplace assessments into regular workflow.

MYTH #2: A SPECIFIC NUMBER OF OBSERVATIONS ARE REQUIRED BY THE SPECIALTY COMMITTEE AND/OR ROYAL COLLEGE

FACT:

The numbers provided by the Specialty Committee are ***meant to act as guidance only.*** See page 6. <http://www.royalcollege.ca/rcsite/documents/cbd/cbd-myths-infographic-e.pdf>

Guidance does not mean requirement or standard.

Locally, when a Program Director is working with the PGME office on their CBD implementation, they consider many factors as they establish their Assessment Plans including the guidance for establishing local targets for successful entrustments for EPA tools.

The Competence Committee looks at many factors related to a resident's performance in total including: local targets, assessments completed, patterns of assessment, qualitative comments etc.



PREVIOUS NEWSLETTERS:

The **@UofT PGME CBME Newsletters** provide important updates on the implementation of CBME 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 University of Toronto programs, CBME Innovators at the University of Toronto, definitions of related CBME/CBD terms, clarification on common CBME myths and a resources page.

A QUICK LOOK AT PAST ISSUES

All issues available at: <http://cbme.postmd.utoronto.ca>

Issue 6, Released Dec 2017, available at: [@UofTPGME CBME NEWS Issue 6 - December 2017](#)

- Highlights the July 2018 launch of CBD in Emergency Medicine, Forensic Pathology, Medical Oncology, Nephrology, Surgical Foundations (SF), and Urology.
- Introduces the BPEA Advisory Committee as a committee established to provide guidance on CBD evaluations and assessments as they relate to teacher, learner, and convergence of IT systems.

Issue 7, Released May 2018, available at: [@UofTPGME CBME NEWS Issue 7 - May 2018](#)

- Highlights new or updated guidelines and standards for PGME, including: Resident ITARs and ITERs; CBME Workplace Based Assessments; Use of Resident Self-Assessment in CBME Assessment Programs; Selection of Assessors for CBME Workplace Based Assessments of Residents; EPA Assessment Tools; Competence Committee and Appropriate Disclosure of Learner Needs

Issue 8, Released Aug 2018, available at: [@UofTPGME CBME NEWS Issue 8 - Aug 2018](#)

- Outlines recent policy and guidelines by the BPEA Working Group.
- Profiles 5 successful implementation grant projects developing resident and faculty skills in feedback and coaching.

RESOURCES FOR PDS, SITE DIRECTORS & PGME LEADERS:

- U of T PostMD CBME/CBE online tools found [here](#).
- **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/canmeds-faculty-development-resources-e#program-directors-handbook>