

@UofT PGME CBME NEWS

An occasional newsletter for Program Directors and PGME leaders and administrators

ISSUE 14 – October 2020

NEWS FROM THE PGME ASSOCIATE DEAN

Another launch cohort is in flight! Our highly skilled CBME implementation team is doing extra duty this year supporting the originally scheduled 2021 launch disciplines as well as maintaining momentum with the select disciplines that were deferred from 2020. And of course, we have those ambitious programs seeking to pilot activities in advance of future launches! They have adapted well – the first two sets of workshops have occurred and all programs are working on the design elements relevant to their stage.

With accreditation approaching the importance of the curriculum mapping exercise is brought into focus. The surveyors will be looking for a very deliberate mapping of expectations (either Goals and Objectives or EPAs, etc.) to curricular elements (educational experiences, formal educational events, etc.) as a means of demonstrating clarity around how the program comprehensively prepares learners. There is a lot of focus on this activity in the onboarding workshops and in the design of related tools, particularly the ITARs. Surveyors will also be looking into how competence committees make decisions. With the pandemic still upon us, we know that the RC will afford significant flexibility to competence committees in this regard. If there is some data in the form of EPAs, triangulated with other sources of information generated around resident performance - that underpin promotions and progress decisions, programs will meet expectations.

In the last newsletter I mentioned the change in the EPA assessment scale. This was based on a detailed analysis of feedback from, and submissions to, our Best Practices in Evaluation and Assessment Committee which convened a taskforce to recommend revisions to the scale. We feel that the new scale, though not perfect, addresses the primary concerns expressed by the thoughtful respondents from our outreach. Please do inform us of any ongoing or new concerns, and have a low threshold for seeking help in providing faculty development and/or resident orientation to the new scale.

PGME will be launching a new resident advisory group focused on the resident perspective on current and future design elements of our CBME models. Led by Drs. Susan Glover Takahashi and Evan Tanenbaum, this group will support the development of educational materials and other resources for teachers and assessors and gather the resident viewpoint about CBME/CBD. While we have resident representatives on all of our standing committees, it was felt that a more targeted forum will serve us well in the future and serve as a pilot initiative for other major projects PGME undertakes in the future.

I wish to express my gratitude for the efforts and perseverance demonstrated by everyone in our academy, but especially our PG education leaders. Like no other time I can identify, you are managing an incredible amount of change and disruption, some planned and some certainly not! But like always, you have

maintained your dedication to excellence in education and professional approach to whatever issues emerge before us. For that, I extend my sincere admiration and appreciation *Need more info?* If you have any questions, please contact me at adpgme@utoronto.ca or cbme.pgme@utoronto.ca.

Glen Bandiera, BAsC(Engin.), MD,MEd,FRCPC

Professor & Associate Dean, PGME

CBME/CBD FACULTY DEVELOPMENT (FD)

FALL EVENTS

We would like to thank everyone for the strong interest and participation in our fall FD workshops and groups. Although we are still in the midst of a pandemic, virtual platforms make attendance from various settings easier than ever. Please find a brief description of the successful virtual sessions below.

1) CBME/CBD Faculty Development Leads' Network Meeting

This network met on **Wednesday September 30, 2020** with a wide range of residents, faculty & administrators. The goal of this meeting was to focus on building systems and supports that enable learner and faculty readiness, confidence and skills in the learning, teaching and assessment for CBME/CBD curriculums.

2) Transition to Practice (TTP) Workshop

On **Tuesday October 6, 2020** experienced on TTP curriculum design, Drs. Layli Sanaee and Susan Glover Takahashi, facilitated an engaging workshop. The goal of this workshop was to enable participants to build their TTP curriculum through discussing surrounding literature, developing a curriculum plan, and identifying priority teaching approaches and assessment strategies for this stage.

3) CBME/CBD Competence Committee (CC) Special Interest Group (SIG)

During the most recent meeting of the CC SIG on **Wednesday October 21, 2020** attendees focused on the sharing of ideas and resources that enable functioning of Competence Committees. Dr. Susan Glover Takahashi led thoughtful discussions, specifically surrounding structures and processes to support CC. *Mark your calendars the next CC SIG will take place on Wednesday, January 27, 2021!*

UPCOMING EVENTS

1) Feedback & Coaching Train the Trainer Program

PGME & CFD are offering a series of 3 workshops to support Faculty and Learners in the giving and receiving of feedback and coaching.

WHY? Residents and faculty have repeatedly identified that one of the hurdles to implementation of competency-based models is the need for additional training and support in these areas. This is a program to instruct Faculty & Resident Co-Leaders in the delivery and support of feedback and coaching training in their own programs.

Watch for dates for the winter offering.

2) CBME/CBD Competence Committee (CC) Special Interest Group (SIG)

The network will instruct Competence Committee Chairs and members on how to effectively use data and assessment systems to make decisions. Synchronous On Line Learning via Zoom

Date: Wednesday, January 27, 2020

Time: 4:00 – 5:30 pm

To register: Enroll via email to Rebecca Saunders at cbme.facdev@utoronto.ca by January 23, 2021.

3) **NEW Building a network of Competence Committee Chairs – It Takes a Village**

Are you a Competence Committee Chair? Do you ever wish that there was an easy way for you to connect with other Chairs to talk through your good ideas and your challenges? The Royal College is hosting a series of free virtual events to foster online learning and connection for Canadian Competence Committee Chairs.

Date: Thursday, November 26, 2020

Time: 11:00 am – 12:30 pm

Registration: To confirm your interest in this or future Royal College event, add your contact information [here](#).

RESOURCES

If you need **tools or resources** for your Faculty or Learners, contact us at cbme.facdev@utoronto.ca and we'll work to find you resources.

Need help with CBME/CBD Faculty Development

If you have ANY questions about CBME/CBD faculty development, contact **Dr. Susan Glover Takahashi** at sglover.takahashi@utoronto.ca

CBD IMPLEMENTATION UPDATE

CBD IMPLEMENTATION

With two CBD workshops already completed, and a few programs already expressing interest to pilot Entrustable Professional Activities (EPAs) in the New Year, PGME support of the fifteen 2021-22 CBD launching programs is well underway. With accreditation right around the corner, the CBD education and systems team will halt communications and deadline expectations of programs through to the end of December. In the meantime, they will be busy readying programs for implementation by pre-filling their EPA assessment tools and Training Experience Plans using their Royal College documents; performing program set-up in Elentra; drafting ITARs and Rotation Plans; and prepping pilot programs for January 2021 launch. CBD implementation efforts will ramp up in January with PGME CBD Workshops and Townhalls commencing and the activities of assessment tool, ITAR, Rotation Plan, and Faculty and Resident educational development taking center stage.

#	2021-22 CBD Launching Programs
1	Adolescent Medicine
2	Adult Cardiology*
3	Adult Clinical Immunology and Allergy*
4	Adult Respiriology*
5	Child and Adolescent Psychiatry
6	Clinical Pharmacology and Toxicology
7	Forensic Psychiatry
8	Geriatric Psychiatry
9	Neonatal-Perinatal Medicine*

10	Pediatric Clinical Immunology and Allergy*
11	Pediatric Hematology / Oncology
12	Pediatric Respiriology*
13	Pediatric Surgery*
14	Pediatrics
15	Vascular Surgery*

*Eight programs who were originally scheduled to launch in 2020-21 deferred their launch to the upcoming year, in part due to the impacts of COVID-19 on implementation readiness.

ELENTRA AND TABLEAU UPDATE

BY THE NUMBERS

Since the inception of Elentra in 2018, 51,677 EPA assessments and 15,190 Family of Medicine Field Notes have been completed. We have also released 57 Tableau dashboards, for Competency Committees to visualize resident EPA progression 2020-21 alone.

7-DAY EXPIRY FOR EPA ASSESSMENTS

Since July 9, 2020, EPAs assessments expire 7 days after initiation if they are not already submitted (i.e. completed). The decision to establish an expiry date was approved by PGMEAC in keeping with the principle that workplace-based assessments, such as EPAs, are to be completed in a timely manner, including the recording of the assessment and effective feedback. The expiry date can be reset once by emailing the Elentra HelpDesk or your Program Administrator (see [here](#) for userguide).

Learners can view expiry date in their In Progress Tab:

The screenshot shows the 'In Progress Assessments' tab in the Elentra system. At the top, there are four tabs: 'Completed', 'In Progress' (which is selected and highlighted in dark teal), 'Pending', and 'Deleted'. Below the tabs, the title 'In Progress Assessments' is displayed, along with 'Select All' and 'Send Reminders' buttons. The main content area shows a card for an 'EPA Assessment Form - D1 - Part B - Report Dictation'. The card includes buttons for 'Supervisor Form', 'In Progress', and 'D1'. A red box highlights the text 'Encountered on Oct 15, 2020' and 'Expires on Oct 22, 2020'. Below the card, there is a checkbox for 'Select and click the Send Reminders button above to send a reminder for all selected tasks.' and a dropdown menu showing 'Assessed By Faculty Postmd1'.

Faculty can view the expiry date in their Assessments Tasks Tab:

Assessment Tasks

The screenshot shows the 'Assessment Tasks' tab in the Elentra system. The main content area shows a card for an 'EPA ASSESSMENT FORM - D1 - PART B - REPORT DICTATION'. The card includes the text 'Complete and confirm via email', 'Delivered on Oct 15, 2020', 'Encountered on Oct 15, 2020', and 'Expires on Oct 22, 2020'. Below the card, there is a section for 'Initiator: Learner Postmd10', 'In Progress Progress' status, and 'Assessee: Learner Postmd10'. At the bottom of the card, there are 'Go' and 'Remove Task' buttons.

VISUALIZATION AND REPORTING OF EPA ASSESSMENTS

We have created a user guide on [Navigating the Tableau Dashboards](#) which provides a step-by-step explanation on how to utilize the functions and features of the Tableau dashboards to aid Competency Committees in their decision-making. We are also currently working on enhancing our Tableau dashboards to support the reporting of contextual variable targets for Competency Committee members.

In addition, we are still working on launching the Assessment Plan Builder (the data visualization dashboard within Elentra) this academic year. While we have experienced a delay until early 2021, a positive development is that, upon its release, the Assessment Plan Builder will include a Learner Dashboard to better aid residents in tracking their EPA progress.

MYTH BUSTING

MYTH #1: The Tableau visualization dashboards determine promotion / progress decisions

FACT: The Tableau dashboards should be used to *inform* promotion / progress decisions.

Tableau dashboards are only currently being utilized to display EPA data. EPAs are but one of many forms of assessment, all of which are required to obtain a fulsome picture of how a resident is performing and their level of competence.

Each program's **assessment plans, including EPAs, ITARs, OSCEs, MSFs and In-Training Exams are to be reviewed by Competence Committee when making decisions** on whether a resident can progress to the next competency stage and/or be promoted to the next PGY level.

Additionally, **Competence Committees are also to be looking at the EPA context** – such as the assessors being selected and the case complexity – before signing off on a resident's competence in a given EPA(s).

MYTH #2: In the new CBD curriculum, mid-term ITARs are not permissible.

FACT: Mid-term ITARs are permissible, though not required, in the new CBD curriculum.

The Residency Program Committee can determine whether it is appropriate to use mid-term ITARs and the parameters surrounding their use. It is recommended that IF the RPC decides to use a mid-term ITAR, this form should be the same as the end-of-rotation ITAR to more easily compare residents' progress across the two time-points and mitigate Faculty having to learn to use a second form.

Want to review MORE MYTHS:

To look at all of the U of Toronto CBME/CBD Myths are found [here](#).

To review the Royal College CBD Myths are found [here](#).

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. All issues available [here](#).

RESOURCES FOR PDS, SITE DIRECTORS, & PGME LEADERS:

- **U of T PostMD** CBME/CBE online tools found [here](#).
- **CanMEDs Interactive**, [here](#), is the online ready to use resources for CanMEDS 2015 Framework and for CBME
- **PD handbook** is the RC resource on residency education. For more info, it can be found [here](#).

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