

@UofT PGME CBME NEWS

An occasional newsletter for Program Directors and PGME leaders and administrators

ISSUE 16 – April 2021

NEWS FROM THE PGME ASSOCIATE DEAN

This time of year, always feels like a mad scramble in the PGME office – CaRMS, transfers, exam preparation, training attestations, and ... a new cohort of CBD programs careening towards a launch! Thankfully, the team, the PDs, and their respective committees have things well in hand with 5 years of experience to build on. The team has developed expertise on where efforts are best spent each step of the way, and more clarity comes to the process every year, as more programs nationally, make the shift.

We are committed to doing things in a scholarly and deliberate manner and this process served us well at the recent accreditation visit by the College of Family Physicians of Canada and the Royal College. Two of the four Leading Practices identified are closely related to CBME work: the Colleges noted our scholarly approach to change and our data-driven approach for oversight of our programs. These accolades acknowledge practices that are worthy of national dissemination and I thank all involved in embracing this approach; It means that change doesn't always happen fast, but it is of higher quality and more stable when implemented after careful consideration.

We do have work to do though. Several themes arose across program accreditation reports that relate to CBME design and implementation. Some examples from our thematic assessment of Areas for Improvement (AFIs) include:

- **18 (24%)** programs need to work on **Standard 3.4.1**: "The residency program has a planned, defined, and implemented system of assessment." Of these 18 programs, **12** recommendations related to **3.4.1.3**: "The system of assessment clearly identifies the level of performance expected of residents based on level or stage of training." Of the 18 programs, **5** recommendations related to **3.4.1.6**: "The system of assessment is based on multiple assessments of residents' competencies during the various educational experiences and over time, by multiple assessors, in multiple contexts."
- **12 (16%)** programs had AFIs identified related to Standard **3.4.2**: "There is a mechanism in place to engage residents in regular discussions for review of their performance and progression." Within this standard, **5** programs had an AFI in **3.4.2.1**: "Residents receive regular, timely, meaningful, in-person feedback on their performance." And **7** programs had an AFI in **3.4.2.3**: "There is appropriate documentation of residents' progress toward the attainment of competencies, which is available to the residents in a timely manner."
- One clear area of strength is the culture of feedback emerging in our programs: **only 1** program had an AFI in **3.4.2.2**: "The program director and/or an appropriate delegate meet(s) regularly with residents to discuss and review their performance and progress.", **only 1** program in **3.4.2.5**: "The residency program fosters an environment where formative feedback is actively

used by residents to guide their learning.” and **no programs** had issues with **3.4.2.6**: “Residents and teachers have shared responsibility for recording residents’ learning and achievement of competencies and/or objectives for their discipline at each level or stage of training.”

In all, I think that while ***we need to do more work to clearly articulate expectations at each stage and round out our assessment modalities***, residents and faculty **are** adopting a more open attitude to providing feedback, if not necessarily documenting it.

As we make this seismic shift in medical education, thanks to all for your contributions– both to programs that are leading the way, and to those that are thoughtfully building on the work of their predecessors.

Need more info? If you have any questions, please contact me at adpgme@utoronto.ca **or** cbme.pgme@utoronto.ca.

Glen Bandiera, BSc (Engin), MD, MEd, FRCPC
Professor & Associate Dean, PGME

CBME/CBD FACULTY DEVELOPMENT (FD)

UPDATE ON IMPLEMENTATION OF LEARNER ASSESSMENT OF CLINICAL TEACHERS (LACT)

Implemented in July 2020, the Learner Assessment of Clinical Teachers (LACT) tool was developed to assess Clinical Teachers which includes faculty, supervisors, and postgraduate trainees. The LACT is part of the Faculty’s direction to optimize the learner experience, support ongoing faculty development, and to align the MD and PGME systems to create a more integrated and seamless assessment and evaluation experience for faculty, learners, and staff.

The LACT form can be accessed by MD Clerkship learners via MedSIS and by PGME learners via POWER and Elenra. It is available as an “on-demand” form as well as an end of clinical experience/rotation form.

LACT Reporting Working Group (WG)

Co-Chaired by Drs. Susan Glover Takahashi and David Rojas, the LACT Reporting WG is meeting monthly to develop the reporting and use guidelines. Consultations across departments, faculty, and learners on the LACT reporting guidelines will be done in Spring 2021.

It is anticipated that LACT reporting processes will be more formative (i.e., low to medium stakes) with teacher performance as part of the information guiding clinical teacher practices. For more information about the LACT, contact sglover.takahashi@utoronto.ca.

UPDATE ON SUPPORTING TEACHING AND ASSESSMENT IN RESIDENT TEACHERS (START) SUBCOMMITTEE

Co-Chaired by Drs. Susan Glover Takahashi and Evan Tannenbaum, the START subcommittee will begin meeting in April 2021. The purpose of this subcommittee includes:

- Developing materials and other resources to support residents and fellows in their role as teachers and assessors in Competency Based Medical Education (CBME),
- Assist programs in their support of residents as teachers and assessors, and
- Identifying and communicating issues and opportunities arising from the resident community about improving performance of teachers and assessors in Competency Based Medical Education (CBME).

Comprised of 4-5 resident members and 2 medical student members, START will work to identify priority topics for 2021.

UPCOMING EVENTS/COMMITTEES

1) Coaching Tips for Engaging Learners in Synchronous Online Learning Environments (SOLE) Sessions

As higher education has shifted more to virtual offerings, it is important we work together to ensure technology is helping, not hindering, how medical education is being delivered from teachers and received by learners. Co-led by Dr. Susan Glover Takahashi and Lisa St. Amant, these small group sessions are intended for program leadership, faculty, and learners, and will focus on using Zoom for effective teaching and learning.

Each is a separate "hands on" workshop. Sign up for one, or both of these workshops.

Session #1: Zoom Functions for Engaging Learners (e.g., chat functions, break out rooms, reactions)

Date: Thursday, April 22, 2021

Time: 10:00 – 11:30 am

Session #2: Planning and Preparation for Engaging Learners (e.g. educational goals, purposes, & design)

Date: Thursday, May 13, 2021

Time: 10:00 – 11:30 am

Registration: Enroll by April 20th 2021 via email cbme.facdev@utoronto.ca.

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. Meeting is via Zoom.

Date: Tuesday, April 27, 2021

Time: 4:00 – 5:30 pm

Registration: Enroll by April 25th 2021 via email cbme.facdev@utoronto.ca.

3) Royal College Workshop Virtual Competence Committee Chairs Forum: *Setting up your committee for success*



Date: Wednesday, April 21, 2021

Time: 11:00 am – 12:30 pm

Register [here](#).

4) Royal College Workshop CBME Program Evaluation Forum: *Coaching over time: Is this the return on investment for trainees in CBME?*

The webinar will start with 3 presentations, followed by an extended period of facilitated discussion for participants, pertaining both to the presented work as well as offering the opportunity for others to share ideas, works in progress, or perspectives. The purpose of this workshop is to facilitate connection and collaboration on program evaluation projects. Please visit the [Royal College website](#) for more information.

Date: Thursday, April 22, 2021

Time: 11:30 – 1:00 pm

5) Centre for Faculty Development (U of T/SMH) New and Evolving Academic Leaders (NEAL) Program

The New and Evolving Academic Leaders program (NEAL) will help you do your job. With every module, you will walk away with actionable tools and frameworks that you can apply immediately when you return to work. We believe that your learning should be immediately relevant and last long after the program is complete.

Please visit the [website](#) or view the [flyer](#) to learn more about the program and details on how to apply.

6) Centre for Faculty Development (U of T/SMH) Teaching for Transformation (TforT): Summer Education Institute (SEI)

Teaching for Transformation (TforT): Summer Education Institute (SEI) is an annual faculty development program, which takes place every June. TforT: SEI brings together educators, clinicians, administrators, leaders, and scholars interested in the theory and practice of transformative education and associated pedagogies and practices. The transformative paradigm of education is grounded in a vision of education as an emancipatory practice in pursuit of equity. TforT: SEI participants strive to prepare health profession learners for the humanistic, social-relational aspects of health care practice. [View registration details here](#). Please note: Registration is at capacity, and is now "Waitlist Only."

NEW RESOURCES FOR LEARNERS & FACULTY

1) Coaching Tips for Engaging Learners in Synchronous Online Learning Environments (SOLE) Handouts

- A. [ZOOM FUNCTIONS for Engaging Learners](#) focuses step-by-step instructions on using Zoom functions in teaching sessions.
- B. [PLANNING AND PREPARATION for Engaging Learners](#) focuses on creating a lesson plan and using selected Zoom features to match their educational purposes. Highlighted educational

purposes include: creating a safer learning climate, achieving learning objectives, and increasing active learning.

2) Note to File

[Note to File](#) forms are found in Elentra. The Note to File allows for the completion of a narrative report by anyone with access to Elentra (e.g. resident, faculty, leader) to **document compliments or concerns**.

The aim of the Note to File is to move from corridor conversations and emails, to information in the resident record (i.e. in Elentra).

The Note to File is an “embargoed assessment” which means that when completed, the Note to File is only viewable by the Program Director and Administrator. Upon review, and as appropriate, the Program Director can release the form, as appropriate, to the resident, or Competence Committee. For example, if a family wrote a note expressing their thanks, the Program Director can briefly summarize the exemplar actions of the resident. Another example might be that there were some concerning patterns of absence or lateness that the site supervisor wants to document for the Program Director. The Note to File is a general document for a resident’s file, it may include notes about advocacy, scholarship, or mentorship that fall outside of focused assessment tools. [See FAQ here.](#)

3) Professionalism Incident Form

The [Professional Behavioural Monitoring Form](#) is found in Elentra. It allows for the **documentation of a negative act/behaviour of particular concern**.

The aim of the Professional Behavioural Monitoring Form is to document concerning behaviour in a consistent manner. This is an “embargoed assessment” which means that when completed, it is only viewable by the Program Director and Administrator. Upon review, and as appropriate, the Program Director can release the form to the resident or Competence Committee. [See FAQ here.](#)

Need help with CBME/CBD?

- If you need **tools or resources** for your Faculty or Learners, contact us at cbme.facdev@utoronto.ca and we will work to find what you need.
- 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 32 programs in tow, and 15 more set to launch in July 2021, we are passing the “half-way” mark for rolling out CBD across our approximately 80 Royal College Specialties at the University of Toronto.

We are now focused on EPA tool development, finishing up ITAR and Rotation Plan development,

and turning to Faculty and Resident Development planning for the 2021-22 academic year, with both the full and continued launch programs.

We are also down to our last CBD session for full and continued launch programs!

CBD Workshops for 2021-22 Launching Programs

The last CBD Workshop in preparation for 2021-22 launch will occur in April. Formal invitations will be distributed closer to the date.

| Event | Focus | Date & Time |
|-----------------|--|----------------------------------|
| CBD Workshop #5 | Elentra Navigation; EPA Reporting; Competence Committees (continued) | Friday, April 23 from 11:30–1:00 |

Town Halls for All CBD Launched Programs

The CBD Town Halls are a great avenue for news and updates as it relates to PGME, the Royal College’s CBD expectations, our local implementation process, and supporting systems (Elentra, POWER). These Town Halls are meant for Continued Launch (those already “in the field”) programs only, and will allow them ample opportunity to ask questions and raise any concerns or feedback they may have.

Please be sure to hold the following date and time in your calendar if you are a continued launch program. A formal invitation will be distributed closer to the date.

| Event | Date & Time |
|------------------|----------------------------------|
| CBD Town Hall #2 | Wednesday, May 5 from 12:00-1:30 |

As a reminder, please let your CBD PGME Lead (Lisa St. Amant, lisa.st.amant@utoronto.ca; or Charles Andreasen, charles.andreasen@utoronto.ca) know in advance if you require assistance or have any clarifying questions around any of your implementation activities. We are also happy to meet with you one-on-one as needed.

ELENTRA AND TABLEAU UPDATE

BY THE NUMBERS

From July 1st, 2019, up to and including March 14th 2021, 61,166 EPA assessments have been completed for new and continued launch Royal College CBD programs and 17,157 Field Notes have been completed in Family Medicine.

Since July 1st 2019, up to and including March 15th 2021, we have released 159 Tableau dashboards for CBD Programs' Competency Committee meetings.

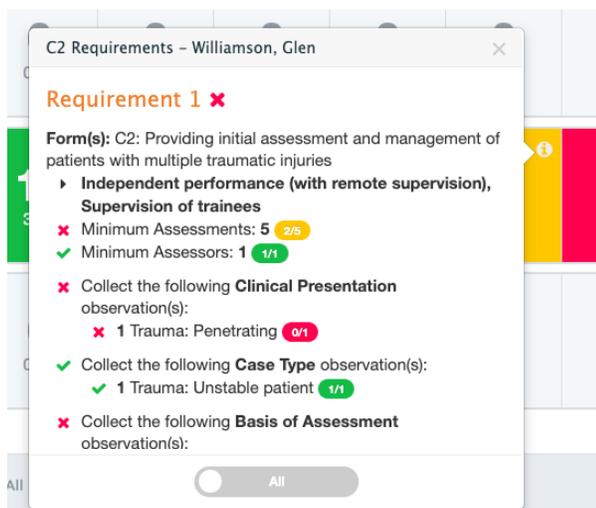
WOW and congrats all!

VISUALIZATION AND REPORTING OF EPA ASSESSMENTS

This year, we gradually began rolling out the Elentra Assessment Plan Builder (APB) which allows both individual learners and Competency Committees to visualize progress in CBD, within Elentra.

We have already onboarded 13 continuing programs and plan to onboard **all** continuing programs by May 2021. We will start onboarding the newly launching programs in June 2021. While this version of the APB allows the visualization of EPA entrustments against targets, it does not yet allow visualization of contextual variable targets.

As we onboard programs, we are working on implementing an enhancement that will allow Program Directors, Program Administrators, Competency Committee Chairs, and Competency Committee members the ability to view a breakdown of the contextual variable requirements for each EPA (see below screenshot). This feature will also be available to learners. We hope to have this accessible to programs in the Spring 2021.



In the coming months, we are expecting further enhancements which will allow programs and learners to see narrative comments per EPA, as well as entrustment assessments. As we onboard programs onto the Assessment Plan Builder, we will be phasing out the Tableau dashboards for Competency Committees. This will give us the opportunity to focus on developing and releasing additional data visualizations to inform faculty development and program evaluation.

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.