@UofT PGME CBME NEWS

An occasional newsletter for Program Directors and PGME leaders and administrators

NEWS FROM THE PGME ASSOCIATE DEAN

While the Family Medicine programs continue to generate great data in their evolving CBME model, Triple C, the Royal College programs continue the march towards full Competence Based Medical Education (CBME) implementation with a new cohort of programs successfully launching on July 1. I commend the Program Directors, Program Administrators, Residents, Committee Members and Faculty who did the heavy lifting during the many other, shall we say, *distractions* this year! Besides local work, Program Directors also work with their National Specialty Committees to define the competencies in the first place. Again, I say thanks for the local and national progress in facilitating this work.

It is our sincere intent and hope that the onboarding process that Susan Glover Takahashi designed, and Lisa St. Amant and the implementation team have revised over subsequent launches makes implementation progressively easier. Many thanks to those who have gone before that are willing to share lessons learned, and those Program Directors who endured many virtual meetings with colleagues across Canada in the lead up to the coming year's launch.

Caroline Abrahams and her systems team have been working to develop Elentra enhancements to improve the learner interface and continue the journey towards comprehensive reporting dashboards. Pilot initiatives to test drive reporting strategies and the new parallel Learner Assessment of Clinical Teachers (LACT) assessment initiative, included within Family Medicine, will help inform a full launch of these in the near future. This work is informed by our stellar advisors on the BPEA and BPEA Advisory committees.

All to say, I am supremely confident that the push to the finish over the next couple of years will be ably managed by this community of leaders as I look from afar in my new role at the Royal College. I think we have made great progress towards fulfilling the competency-based mandate across all programs set before us in the FMEC-PG report, in alignment with national expectations but in a way that makes sense for the Temerty Faculty of Medicine. It has been a real pleasure to be part of this, and I look forward to continuing my involvement both in collaboration with you in my College role, and as a faculty member, alongside you in Toronto.

Glen Bandiera, BASc (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 Elentra. 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 nearly finished their work developing the reporting and use guidelines. Consultations across departments, faculty, and learners on the LACT reporting guidelines are planned.

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 or david.rojas@mail.utoronto.ca.

Watch for planned updates about refinements to the LACT and plans for reporting.

RESIDENT AND FACULTY DEVELOPMENT: HINTS, TIPS & SUGGESTIONS

Here we share key ideas and resources that were packaged together from the PGME implementation team and the many programs who have previously launched CBD.

What to include in Resident Development?

Below are the topics to include. We have also shared *sample* resources where available.

1. ***CBD Basics***
   o SAMPLE slides for presentation here
   o Approximately 25 -30 minutes, not including questions
2. ***Entrustment Assessments: Tips on how to complete***
   o 3-minute narrated slides
   o Faculty version here
   o Learner/Resident version here
3. ***Elentra demonstration*** (including new Assessment Plan Builder / EPA Progress Dashboards)
   o SAMPLE slides for presentation here
   o Approximately 25 -30 minutes, not including questions
4. **Program EPA & non-EPA expectations/targets**
5. **The role of the Competence Committee**
6. **Feedback and Coaching** (how it differs in CBME)

- o See website with resources [here](#)
- o See info below about **Feedback & Coaching Train the Trainer Program**
7. **Residents as faculty trainers/developers**
8. **Residents as Assessors**

When to deliver Resident Development?
- Summer (or onboarding) is the logical time to share this information
- Repetition and reinforcement will be needed throughout the year
- After 60-90 days from launch is a good time to check in with learners and clinical teachers to sort out what's working, as well as what follow up is needed
- Topics that may need to be addressed multiple times are:
  - o Program EPA & non-EPA expectations/targets
  - o Feedback and Coaching
  - o Residents as Assessors
  - o Tips for monitoring EPA progress

ALSO! Watch for notice of a planned resident-focused session in the Fall about:
- Residents as Assessors,
- Tips for monitoring EPA progress, and
- Role of Competence Committees.

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

Co-chaired by Drs. Susan Glover Takahashi and Evan Tannenbaum, the START subcommittee had their first meeting in June 2021.

The purpose of the START 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 5 resident members and 2 medical student members, the START members identified 7 key topics and narrowed this list down to 4 priority topics to focus on for 2021. The subcommittee will meet again in August and report on workgroups for priority START activities.

UPCOMING EVENTS/COMMITTEES

1) 2-PART SERIES: Coaching Tips for Engaging Learners in Synchronous Online Learning Environments (SOLE) Sessions

One thing is clear from this pandemic - virtual learning isn't going anywhere anytime soon! As higher education has shifted more to virtual offerings it is important that we work together to ensure

technology is helping, not hindering, how medical education is being delivered and received from teachers to learners. These small group sessions are intended for program leadership, faculty, and learners, and will focus on using Zoom for effective teaching and learning.

Session #1
Date: Monday, August 16th, 2021
Time: 2:00 – 3:30 pm

Session #2
Date: Monday, September 20th, 2021
Time: 2:00 – 3:30 pm

Registration: *Please email Rebecca Saunders at* ***cbme.facdev@utoronto.ca.***

2) AUGUST – OCTOBER: Feedback & Coaching Train the Trainer Program for Learners & Faculty

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 program will instruct Faculty & Resident co-leaders in the delivery and support of feedback and coaching training in their own programs.

Session #1
Date: Tuesday, August 17th, 2021
Time: 4:30 – 6:30 pm

Session #2
Date: Tuesday, September 21st, 2021
Time: 4:30 – 6:30 pm

Session #3
Date: Tuesday, October 19th, 2021
Time: 4:30 – 6:30 pm

Registration: *Please email Rebecca Saunders at* ***cbme.facdev@utoronto.ca.***

3) Royal College Competence Committee Chairs Virtual Forum

Join your Competence Committee Chair colleagues from PGME as the Royal College hosts a free 90-minute virtual event on the ***Pearls and pitfalls in group decision making: Avoiding the swamp of biases and conflicts***.

This forum will:
  1) Outline common pearls and pitfalls of group decision making for Competence Committees (CC)

2) Identify evidence informed strategies to mitigate common biases that CCs may encounter
3) Share tips and resources within the chairs forum to bring back to your CC

Date: Wednesday, September 22nd, 2021
Time: 11:00 am – 12:30 pm

Registration: *Please register here.*

NEW RESOURCES FOR LEARNERS & FACULTY
1) Updated version of Goals for CBME found here**.**

2) Entrustment Assessment Orientation for Faculty/Assessors found here**.**

3) Entrustment Assessment Orientation for Residents/Learners found here**.**

4) EPA 101 Videos
To support residents and faculty launching in CBME this year the following program specific EPA 101 videos have been created:

- EPA 101 - Child and Adolescent Psychiatry
- EPA 101 - Pediatric Hematology/Oncology
- EPA 101 - Pediatric Surgery
- EPA 101 - Vascular Surgery
- EPA 101 - Pediatric Respirology
- EPA 101 - Neonatal Perinatal Medicine

Thank you to the onscreen talent and filming team for their hard work bringing these videos to life. For more CBME & CBD videos please click 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
The count of CBD-launched programs at the University of Toronto has grown to 47, as of July 1st, 2021. Fifteen programs launched for the first time (*congratulations*!); many of the thirty-two continued launch programs have rolled out CBD for their next year of training; and some launched a new version of their EPAs, revised by their national Specialty Committees.

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Faculty and resident development around CBD and Elentra began in May and has continued into July, with some top-up sessions planned into the fall.
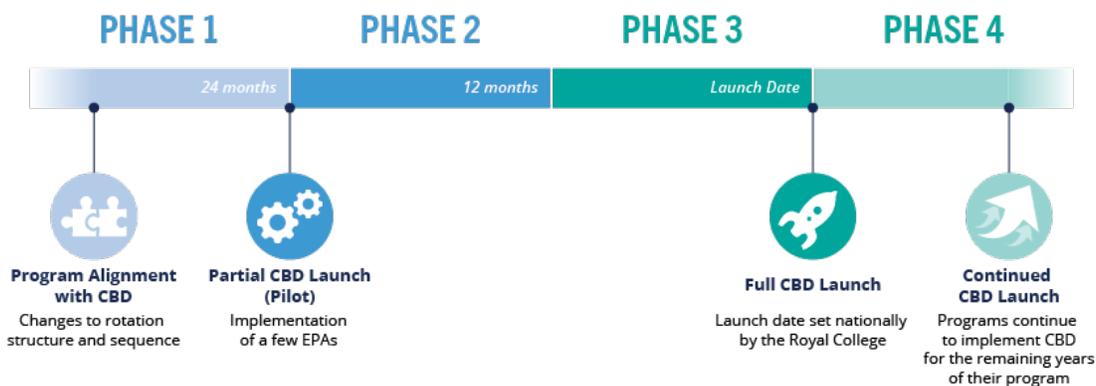
Newly launched CBD programs, as of July 1st, 2021:
- Adolescent Medicine
- Adult Cardiology
- Child and Adolescent Psychiatry
- Clinical Immunology and Allergy (Adult and Pediatrics)
- Clinical Pharmacology and Toxicology
- Forensic Psychiatry
- Geriatric Psychiatry
- Neonatal-Perinatal Medicine
- Pediatric Hematology/Oncology
- Pediatric Surgery
- Pediatrics
- Respirology (Adult and Pediatrics)
- Vascular Surgery

PGME will begin reaching out to the **2022 CBD launch cohort** *(listed below)* in August to kick-start implementation preparation, as this is typically a 10 to 12-month process *(i.e., per the graphic illustration below)*.
- Dermatology
- Diagnostic Radiology
- Gynecologic Oncology
- Hematologic Pathology
- Hematology
- Maternal-Fetal Medicine
- Medical Genetics and Genomics
- Neuropathology

CBD Implementation Process

PHASE 1 | **PHASE 2** | **PHASE 3** | **PHASE 4**

24 months | 12 months | Launch Date

Program Alignment with CBD
Changes to rotation structure and sequence

Partial CBD Launch (Pilot)
Implementation of a few EPAs

Full CBD Launch
Launch date set nationally by the Royal College

Continued CBD Launch
Programs continue to implement CBD for the remaining years of their program

Programs will work closely with the PostMD CBME Education and Systems Team in between **checkpoints** (as indicated by the **Phases**, with timing represented as number of months before Full CBD Launch).

The process for CBD implementation at the University of Toronto has been streamlined over several iterations. PGME supports on-boarding programs with templates and instructions needed to ensure that the standards of CBD are integrated into your program and documented in order to meet accreditation requirements. PGME will also support you in Entrustable Professional Activity (EPA) assessment tool development, translating your Royal College EPA documents into our standardized tool templates. CBD onboarding, pre-launch, involves the following key steps, which are also further detailed in our CBD Educational Activities Summary Table.

1. **Curriculum & Assessment Map:** To help visualize and integrate the elements of CBD (EPAs, TEs, Stages, CC Meetings & Decision points, ITARs) to program's current curriculum and assessment plan.
2. **Training Experiences Plan:** To map the Royal College's required training experiences to your curriculum, including the competency stage, PGY, site, rotation, and educational context.
3. **Variance Report:** To provide an overview of net changes (i.e. increases and decreases) to ON and OFF service rotations* that are different than the 'usual' patterns over the past 2-3 years.
4. **Entrustable Professional Activity (EPA) Assessment Tool Template:** To adapt the Royal College's EPAs into an assessment tool format consistent with the PGME Guidelines.
5. **Rotation Plan:** To act as a resource on the learning expectations / experiences a learner will encounter for a specific rotation, including key objectives, EPA and non-EPA assessments, and training experiences (required and recommended).
6. **In-Training Assessment Report:** Replacing the IT<u>E</u>R, the ITAR provides a summary of a resident's performance and progress while on their rotation. ITARs reflect the PGME ITAR Guidelines and are based on the assessment of clinical knowledge, judgement, and performance for the learner's stage of training.
7. **Learner Schedule:** To help learners navigate program expectations for CBD assessments. The Learner Schedules are a learner friendly, 'light' version of the program's curriculum and assessment map.

Each of the 2022-launching programs will be assigned a program lead who will touch base with them at several points during the year to support their completion of the above CBD educational activities.

In addition, there will be a workshop series to orient programs to the U of T CBD implementation process, provide instruction on each of the above activities and allow programs the opportunity to ask questions. The dates for these sessions will be communicated in the upcoming weeks.

ELENTRA AND TABLEAU UPDATE

BY THE NUMBERS

Since 2018-19, there has been significant growth in the volume of both EPAs and Fieldnotes completed in Elentra. The charts below illustrate both the year over year, as well as the cumulative, growth in workplace-based assessments in Royal College residency program, and in Family Medicine.

Growth of EPAs and Fieldnotes in Elentra since 2018
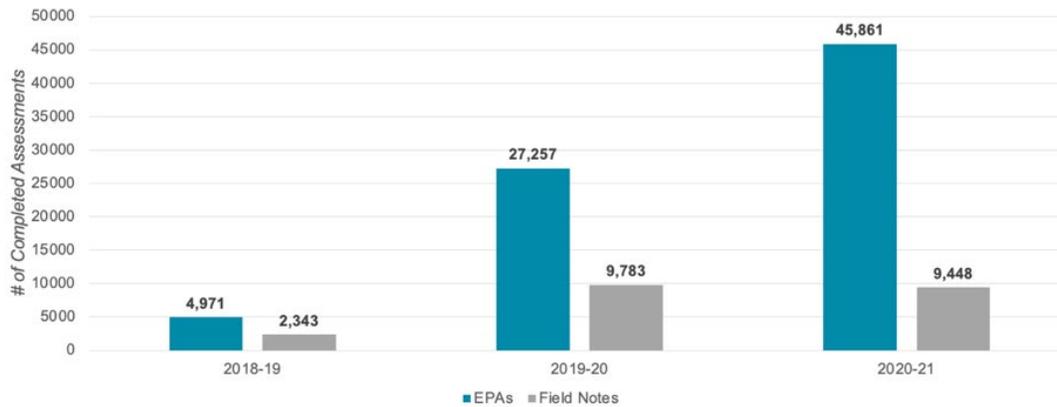
Cumulative Growth of EPAs and Fieldnotes in Elentra since 2018
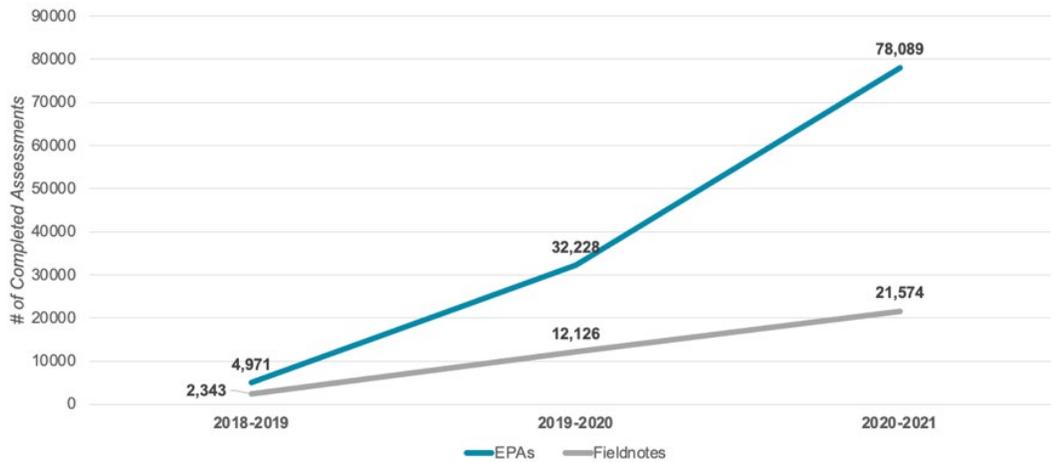
EPA Completion Analysis:

The last academic year presented more than its fair share of challenges in sustaining a new model of assessment and feedback in the midst of a pandemic, with multiple shifts and challenges in the clinical learning environment. Despite the waves of disruption to rotations, changing clinical services and resident redeployments, EPAs continued to be initiated and completed in each block.

PROGRAM
(All)

Initiated and Completed Assessments by Block

Number of Assessments

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12
All Assessments	3,723	4,712	4,944	4,359	4,799	5,014	4,566	4,922	4,935	4,542	4,270	3,981
Completed Assessments	2,831	3,410	3,598	3,114	3,407	3,735	3,269	3,639	3,682	3,421	3,205	2,923

LEGEND
Completed Assessments
All Assessments

DELIVERY METHOD
Faculty Triggered Assessment
Complete Now
Complete and Confirm by Email

Number of Trainees: 432, 507, 510, 510, 518, 511, 491, 528, 524, 510, 488, 493

Number of Assessments by Delivery Method

Block (2020-21)	Complete and Confirm by Email	Complete Now
Block 1	1,716	1,039
Block 2	2,235	1,108
Block 3	2,238	1,291
Block 4	2,179	879
Block 5	2,395	945
Block 6	2,493	1,152
Block 7	2,387	830
Block 8	2,755	842
Block 9	2,610	985
Block 10	2,428	940
Block 11	2,265	901
Block 12	2,135	731

Completed Assessments

Completion Status by Delivery Method

Complete and Confirm by Email: 70.8%, 28.3%, 0.9%
Complete Now: 79.4%, 20.1%, 0.5%
Faculty Triggered Assessment: 95.2%, 4.4%, 0.4%

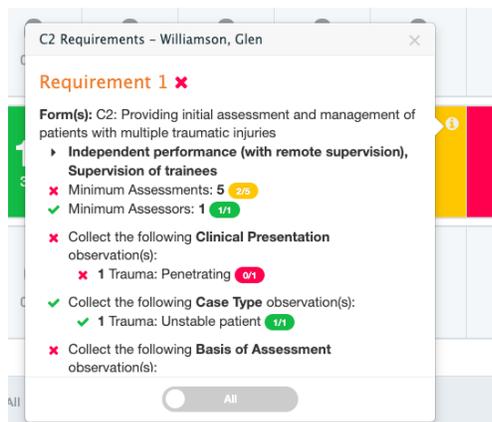COMPLETION STATUS
Completed
Expired
Not Submitted

VISUALIZATION AND REPORTING OF EPA ASSESSMENTS

We began gradually rolling out the Elentra Assessment Plan Builder which allows both individual Learners and Competency Committees to visualize progress in CBD within Elentra. To date, we have onboarded 80% of all continuing programs and plan to onboard all full launch programs by August 2021.

We have also implemented the following enhancements:

- EPA Requirements, which is a breakdown of the contextual variable requirements for each EPA. This is available to Competency Committees, Program Directors, Program Administrators and Learners.

C2 Requirements – Williamson, Glen ✕

Requirement 1 ✖

Form(s): C2: Providing initial assessment and management of patients with multiple traumatic injuries
▸ **Independent performance (with remote supervision), Supervision of trainees**
✖ Minimum Assessments: 5 2/5
✔ Minimum Assessors: 1 1/1

✖ Collect the following **Clinical Presentation** observation(s):
  ✖ 1 Trauma: Penetrating 0/1
✔ Collect the following **Case Type** observation(s):
  ✔ 1 Trauma: Unstable patient 1/1
✖ Collect the following **Basis of Assessment** observation(s):

All

- Added the EPA Title to the EPA Requirements popup
- Ability to combine contextual variable targets to code requirements where two contextual variables must be met at the same time. For example, 2 cases/procedures that must be direct observations.

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9

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.