@UofTPGME CBME NEWS

An occasional newsletter for Program Directors, PGME leaders and administrators

NEWS FROM THE PGME ASSOCIATE DEAN

July 1 has come and gone and with it, a new set of program launches into the CBD universe. From my perspective the migration to CBD, now in its third formal year, has gone remarkably well..... if not exactly stumble-free! Such is to be expected with a complex change of this magnitude.

BPEA

The PGME teams, whether focused on educational programming or IT development, have been working hard in collaboration with outstanding program leaders to manage the high volume of content and customization needed by our programs. This work is directed and overseen by our **Best Practices in Evaluation and Assessment (BPEA) Committee** which reports to the Postgraduate Medical Education Advisory Committee (PGMEAC).

Our approach has been to work with the CFPC, the Royal College and our national peer institutions during the transition to competency-based models to:

- establish **clear minimum National expectations** for the CBME models

- influence the national design through our advocacy and dialog with the Colleges

- discern principles and expectations we should pursue at the University of Toronto to inform development of **local minimum standards**.
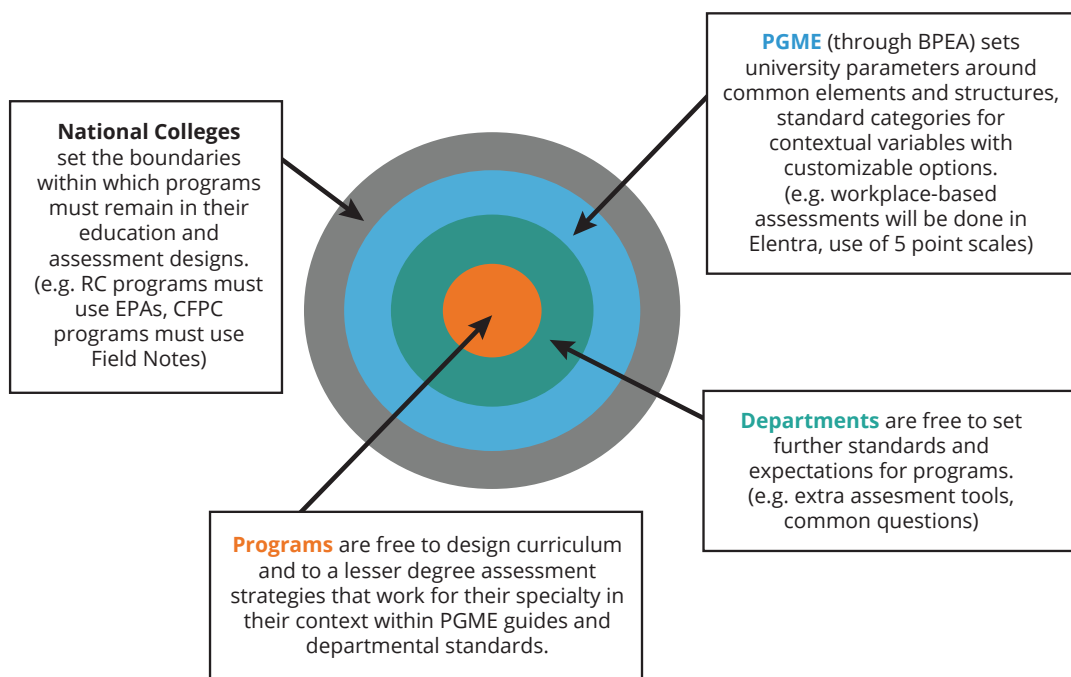
This is the core work of BPEA. Using evidence derived from a year's worth of effort, the committee established the literature base for various aspects of CBME and then used this to develop local guidelines and standards. We then worked within these to co-develop optimal solutions within each department.

Elentra

In parallel with this work, we have developed a local version of Elentra to provide a uniform platform for acquisition of assessment data that is customized to the University of Toronto. Within the constraints posed by these steps, programs can develop a customized approach consistent with their national specialty standard documents. Our focus has been to implement a streamlined system that minimizes such constraints for programs yet achieves uniformity on key design elements and data points. The diagram below shows this relationship in the form of concentric circles, with the program 'space' in the middle. We encourage programs to experiment within this space and our commitment is to learn from innovations and share successes as we all make this major change together.

UNIVERSITY OF TORONTO

UT CBME / CBD

National Colleges set the boundaries within which programs must remain in their education and assessment designs. (e.g. RC programs must use EPAs, CFPC programs must use Field Notes)

PGME (through BPEA) sets university parameters around common elements and structures, standard categories for contextual variables with customizable options. (e.g. workplace-based assessments will be done in Elentra, use of 5 point scales)

Departments are free to set further standards and expectations for programs. (e.g. extra assesment tools, common questions)

Programs are free to design curriculum and to a lesser degree assessment strategies that work for their specialty in their context within PGME guides and departmental standards.

Tableau

In addition to refining our design, launching a new version of Elentra, and facilitating the 'on-boarding' of nine new programs this year, we have spent much time and energy in designing reporting functions in Elentra and another data integration and analytics platform, Tableau.

Assisted by the wisdom of another sub-committee, the BPEA Usability Committee, our plan here is to:

- make use of standardized user-accessible reports in Elentra

- bolster this with more sophisticated PGME-generated template reports in Tableau

- enable incorporation of other sources of data outside of Elentra and combine these into one report 'dashboard'.

In addition, those programs and department with the inclination and resources, can use Tableau to create almost limitless analytics and reporting for scholarly, QI, and/or functional purposes within the program.

We hope we have struck a reasonable balance between establishing a consistent approach and allowing program flexibility in design. It is a journey, so we value, and in fact count on, your feedback at every step of the way!

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

Glen Bandiera, MD, FRCPC, MEd
Associate Dean, Postgraduate Medical Education
adpgme@utoronto.ca

CBME/CBD FACULTY DEVELOPMENT

NEW Offering: Feedback & Coaching TRAINING Program

Applications are now open for the fall offering.

Series of 3 workshops:
Wednesday, October 2, 23 & November 13, 4-6:30 p.m.

PGME & CFD are launching a new educational offering 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 feedback and coaching.

This is a program to train Faculty & Resident Co-Leaders in the delivery and support of feedback and coaching training in their own program.

Resident & Faculty Co-training in Feedback and Coaching

This program is offered over a series of 3 workshops (with some 'homework' between sessions). Both the Resident/Fellow & Faculty co-leaders are expected to attend each of the 3 sessions in the series.

IF YOU'RE INTERESTED, forward the names of the Faculty & Resident Co-Leaders by/before Monday, September 16th via email to Jean Morran at cbme.facdev@utoronto.ca

4th CBME/CBD IMPLEMENTATION SYMPOSIUM
HOLD THE DATE: **Wednesday, November 27, 2019**

Watch for the registration for the 4th symposium, on **Data informed performance decisions: The art and science for Competence Committees**

We are delighted to welcome as our keynote speaker, Dr. Janet Corral, an international expert in this area from University of Colorado. Dr. Janet Corral on Twitter - University of Colorado Profile

In addition, we will have local and national guest speakers on a variety of related topics such as:

Making 'good' competence committee decisions

Lessons learned developing and launching our Competence Committee

Learner and faculty development issues and opportunities

The last 3 symposiums were 'sold-out' with learners, faculty and educational leaders meeting with world-class researchers and practitioners in CBME/CBD areas.

This event will be co-hosted by Post MD Education at the University of Toronto, the Centre for Faculty Development, Unity Health (St. Michael's Hospital). WATCH for an email from PGME. events@utoronto.ca in early September to register.

CBME/CBD Faculty Development Leads' Network

This is a network of program, divisional, departmental and hospital leaders responsible for faculty development, who meet to exchange ideas, tips and resources.

The next meeting of CFD CBME/CBD FD Leads is Tuesday October 1st from 4:30-6:00 pm EDT

- All FD leads and interested education leaders are welcome at this meeting

- Location: Room TBC, Li Ka Shing Knowledge Institute, Centre for Faculty Development, St Michael's Hospital, 209 Victoria Street OR via online: Go To Meeting

- The agenda includes: Data driven faculty development for CBME, Updates on Faculty Development resources.

- Please confirm if attending with Michelle Kassis via email: KassisM@smh.ca

Competence Committee Chairs' Network

This is a network of Competence Committee Chairs (or their designates) who have established committees, to meet to exchange ideas, tips and resources.

The next meeting of Competence Committee Chairs' Network is Tuesday, October 29 from 4:30-6:00 pm EDT

- Location: TBC

- Please RSVP if attending with Jean Morran at cbme.facdev@utoronto.ca

Hints for completing In Training Assessment Reports (ITARs)

See this one page tips sheet for faculty and learners about ITARs: Tips about completing ITARs

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

2019-20 CBD Implementation Update

CBD Cohort #3 launched in July! This cohort includes the following 14 residency programs at the University of Toronto: Anatomical Pathology, Cardiac Surgery, Critical Care Medicine [Adult & Pediatric], Gastroenterology [Adult & Pediatric], General Internal Medicine, Geriatric Medicine, Internal Medicine, Neurosurgery, Obstetrics and Gynecology, Radiation Oncology, and Rheumatology [Adult & Pediatric].

Continuing along in their 3rd year of CBD implementation are: Anesthesia, and Otolaryngology - Head and Neck Surgery (OHNS); and in their second year of implementation are: Emergency Medicine, Forensic Pathology, Medical Oncology, Nephrology [Adult & Pediatric], Surgical Foundations [9 programs] and Urology.

Piloting elements of CBD/CBME ("partial launch") includes Pediatrics: Core, with others already expressing interest for the 2019-20 academic year.

Thanks to the Program Directors, Administrators, Residency Program Committees, Competency Committees, Faculty and Residents for ALL of their efforts in preparing for launch and ongoing management of implementation. At U of Toronto, we are at, or close to, most of our faculty having on or off service contact with residents in CBD or CBME requirements.

2020-21 CBD Implementation Planning

Approach

This year, we will hold two separate mini-conference series – one for Full & Partial Launch programs and one for Continued Launch programs.

The Full & Partial Launch program conference series will follow a model similar to that of last year, with a few changes to the agenda, based on Program Director and Administrator feedback.

The Continued Launch program conference series will focus on changes and updates related to the CBD model and Elentra system, the Assessment Plan, and preparing for their next cohort of learners. We will also use them as an opportunity to address programs' concerns and receive ongoing feedback about the implementation process.

Scheduling

The following dates and times have been confirmed for our CBD mini-conferences. We strongly encourage Program Directors, Administrators CBME Leads and/or delegates to hold these dates and times in their calendars. There will be two identical sessions for each of the 5 Full & Partial Launch CBD Mini-Conference Sessions, so that you can choose the option that works best for you. Continued Launch programs are also welcome to attend these sessions in addition to the track dedicated to them. We will be sending out registration links closer to the conference dates.

Full & Partial Launch CBD Mini-Conference Series			
Conference #	Session #	Session #	Time
1	A	Wednesday, October 2	2-4 PM
	B	Thursday, October 10	9:30-11:30 AM
2	A	Monday, October 28	9:30-11:30 AM
	B	Wednesday, October 30	8-10 AM
3	A	Monday, November 25	9:30-11:30 AM
	B	Thursday, December 5	2-4 PM
4	A	Monday, February 24	8-10 AM
	B	Thursday, February 27	12-2 PM
5	A	Monday, May 4	8-10 AM
	B	Tuesday, May5	2-4 PM

Continued Launch CBD Mini-Conference Series		
Conference #	Session #	Time
1	Monday, November 25	2-4 PM
2	Monday, February 24	12-2 PM
3	Wednesday, May 6	10 AM-12 PM

ELENTRA UPDATE

In addition to the Royal College CBD-launched programs, several pre-launch Royal College programs, as well as Family Medicine Residency programs, have implemented learner assessment tools in Elentra.

Since the inception of Elentra for CBME in 2018, over 9,900 EPA assessments have been completed in the platform, in addition to almost 4,000 Family Medicine fieldnotes.

Elentra/Tableau Training In July and August, the Elentra Implementation team held Elentra and Tableau training sessions for Program Directors, Administrators and CBME Leads.

The following topics were covered in the Elentra Training Sessions:

- Viewing your Learners and Faculty
- Stage completion management
- Setting up Groups (e.g. for Academic Advisors)
- Adding URLs to CBME Dashboards
- Overview of Elentra Reports (EPA and Stage Progress)

The following topics were covered in the Tableau Training Sessions:

- An orientation to Tableau for CBME assessment data
- How to use filters for cohorts of learners and for individual learners
- Using dashboards to assess completion against targets

Both sessions were recorded and are available here as well as on our Post MD Website:

- Tableau Training Session
- Elentra Training Session

Elentra Bulletin: The Elentra team is sending out 'just in time' information for users via an online bulletin. To be added to the distribution list (if not already), please email mededhelp.postmd@utoronto.ca. For previous issues, please see links provided below.

Issue #1 – **Topics include:** Dictating assessment comments using your mobile device, Save assessments using a pin, Confirm your Assessor with an email address

Issue #2 – **Topics include:** Finding Elentra on your mobile device, Onboarding to Elentra, Finding your UTORid, New assessment selection screens, and Updates to Elentra dashboards

Issue #3 – **Topics include:** Updates to Elentra for 2019-20, Initiating assessments, How to find Elentra on your mobile device, Finding your UTORid and events

Issue #4 – **Topics include:** Non-EPA assessments, New Feature-Trainee name in Elentra email notifications, Program Toggle, Organization Toggle, EPA versioning and FAQs

Elentra Resources: For the Elentra login link, helpful user tip sheets, and instructional videos on Elentra please visit our website. ALSO, watch for a dedicated Elentra website early in the Fall!

MYTH BUSTING

MYTH #1:

The PGME Guideline on the Appropriate Disclosure of Learner Needs (aka 'Learner Handover' Guideline) applies only to CBD/CBME programs and residents (i.e. http://cbme.postmd.utoronto.ca/implementation-resources-pgme-minimum-standards-and-guidelines/

FACT:

The PGME Guideline on the Appropriate Disclosure of Learner Needs Guideline applies to ALL Residency Programs.

The Guideline outlines who, how and when information will be shared about learner needs from one educator and/or educational setting to the next. Each Residency Program Committee (RPC), regardless of using CBME or traditional approaches, are to establish and approve constructive, fair, transparent and documented processes for assessment data/report(s) to be shared to meet the educational needs of a resident and/or to ensure patient safety.

Resident assessment information will be shared as deemed necessary by the Residency Program Director to meet the educational needs of a resident and/or to ensure patient safety in a manner that is consistent with the RPC approved processes.

MYTH #2:
Competence Committees can determine that a Resident has 'provisionally passed' a CBD stage.

FACT:

There is no 'provisional promotion' status available. A Competence Committee's responsibility is to confirm a resident has completed a stage after their review of the documentation supports completion of the stage specific requirements.

Programs have developed assessment plans with detailed and stage-specific expectations including EPAs, ITARs, other required assessments, and required training experiences. Sometimes there are logistical reasons or extenuating situations where a resident's performance or documentation doesn't match or materially meet the expectations at the time of Competence Committee review.

If a Competence Committee determines that, at the time of their meeting, a specific resident is on track for completion but 'has a small gap to complete' (e.g., ATLS course they missed due to illness; more opportunity for modest amount skill development for entrustment in a required skill; a few more chances to attempt an EPA are needed given unforeseen staffing shortages; response rate for Multi Source Feedback not yet sufficient), the **CC should not yet confirm completion of current stage**. There is no 'provisional promotion' to a next stage.

In such cases, the CC should document what needs to be done by when to meet the identified gap, and delegate the person who is able to confirm its satisfactory completion. Generally, residents moving to the next rotation and starting to work on the requirements for the next stage, will be working to complete their requirements. The confirmation of next stage would take effect **when the gap has been completed.**

For more information about Competence Committees, see the [Competence Committee Guideline](#).

MYTH #3:

With CBD, faculty wil no longer complete end of rotation summative assessments, such as ITERs.

FACT:

At the end of a rotation, there will be a summative assessment. For CBD programs, they have been updated and are streamlined.

For both ITERs & ITARs:
- They are in the POWER system, sent to supervisors with reminders for completion
- Content is rotation-specific, resident-specific, block-specific
- Assessments should be based on the resident's level/stage of training
- Residents are assessed on a 5 point performance scale (i.e. not an entrustment scale)
- Overall at "3" or above is required to pass the rotation

ITERs: In-training Evaluation Reports (ITERs) will continue to be completed for residents who are in programs that have not yet launched CBD.

ITARs: In-training Assessment Reports are the new end-of-rotation summary documents for residents in programs that have started their CBD Curriculum.

Providing comments is a critical element for both ITERs & ITARs and residents benefit from meaningful, actionable feedback, especially if concerns were identified.

For more information about ITERs/ITARs, see http://cbme.postmd.utoronto.ca/implementation-resources-pgme-minimum-standards-and-guidelines/

Want to review MORE MYTHS:
- To look at all of the U of Toronto CBME/CBD Myths, see:
  http://cbme.postmd.utoronto.ca/?ddownload=451
- To review the Royal College CBD Myths, see:
  http://www.royalcollege.ca/rcsite/documents/cbd/cbd-myths-infographic-e.pdf

OTHER RESOURCES

CBME/CBD @ U of T: Several departments and programs have developed and collated interesting and helpful resources about Competency Based Medical Education. A reminder that CBME is the 'generic' approach while Triple C (for Family Medicine) and Competence by Design (CBD) (for Royal College cohorts implemented nationally over the 7+ years).

SUPER examples of online CBME resources at U of Toronto:

Psychiatry Residency Program: The Psychiatry residency program is in their 3rd year of a CBME pilot in advance of Competence by Design (CBD) implementation to the national standards. They have a stellar collection of information and resources to guide their faculty and residents based on their pilot. Some of the approaches are not 'official' CBD but are excellent examples of CBME.

- To browse the Psychiatry CBD website, see
  https://www.psychiatry.utoronto.ca/com_petency-design

- To see their newsletter (AND to sign up for their newsletters...), see
  https://www.psychiatry.utoronto.ca/cbd-resources

Department of Medicine: The Department of Medicine (DOM) has centralized resources on their department website. They have many helpful resources to guide their faculty and residents.

- To browse the DOM CBD website, see
  https://www.deptmedicine.utoronto.ca/competency-based-medical-education

- To see the DOM newsletter (AND to sign up for their newsletters...), see
  https://www.deptmedicine.utoronto.ca/node/2056

Emergency Medicine: The Emergency Medicine residency program is in the 2nd year of its CBD implementation and has gathered key program-specific faculty and resident resources as well as links to faculty development videos and external resources.

- To browse the Emergency Medicine residency program CBD website, see
  http://www.deptmedicine.utoronto.ca/emergeCBD

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.

LAST Issue 10, Released April 2019 – Content Includes: Highlights of the 3RD Annual CBME/CBD Implementation Symposium, Best Practices in Evaluation & Assessment (BPEA) Usability Committee and the Learner Experience with CBD, Changes to Elentra for 2019-20. Available at: @UofTPGME CBME NEWS Issue 10 – April 2019

All issues of newsletters are available at: http://cbme.postmd.utoronto.ca

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

Post MD Education
500 University Avenue, Suite 602,
Toronto, Ontario M5G 1V7 (University & Dundas)
Phone: 416-978-6976   Fax: 416-978-7144
http://pg.postmd.utoronto.ca