

# @UofT PGME CBME NEWS

An occasional newsletter for Program Directors and PGME leaders and administrators

ISSUE 15 – December 2020

## NEWS FROM THE PGME ASSOCIATE DEAN

The work of our programs in implementing Competency-Based Medical Education was front and centre at our recent accreditation review. We focused our preparation on the identification of examples of how we embrace a Continuous Quality Improvement (CQI) mindset at U of T PGME and how we take a deliberate evidence-informed approach to systems change. In the context of the institutional review we highlighted the work of our Best Practice in Evaluation and Assessment (BPEA) committee and BPEA Usability subcommittee in developing literature reviews and translating them into guidelines. We specifically spoke of the work we did in revising the entrustment scale based on some of the early program evaluation efforts focusing on user experience.

All of this work was recognized in the form of two of the four Leading Practices and Innovations (LPIs) identified by the survey teams. Although all schools in Canada are on the same pathway to implementation, the survey teams felt that the way it is done here is worthy of national dissemination and uptake (that is the defining principle behind the LPI designation). They highlighted our "Data Driven" approach to change as well as our "Scholarly approach" to guideline development and implementation. It was wonderful to see these key aspects recognized as they are indeed embedded in what we do and are critical to our approach to CQI.

I am proud of the work we do and the fact that it is seen as leading practice in Canada. While it often doesn't come quickly, I do feel that the end result of this approach is a better product and/or direction. We have used our connections with the Wilson Centre and CFD to complement our internal expertise in the areas of knowledge discovery/synthesis and faculty development/implementation respectively. I am immensely grateful for the work of Susan Glover Takahashi and Caroline Abrahams who are the stewards of our scholarship and data analytics efforts as well as Lisa St. Amant and Carolina Rios who are highly capable (and tolerant) implementation wizards! It also would not have been possible without the able (and equally tolerant) Rebecca Saunders, Nima Krishnan, Natasha Shaikhislamova, Alishah Shabbir and Nadiyah Ahmed who worked hard to address our users' and committees' needs.

*Need more info?* If you have any questions, please contact me at [adpgme@utoronto.ca](mailto:adpgme@utoronto.ca) or [cbme.pgme@utoronto.ca](mailto:cbme.pgme@utoronto.ca).

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

Professor & Associate Dean, PGME

# CBME/CBD FACULTY DEVELOPMENT (FD)

## UPDATE ON TEACHER ASSESSMENT PRACTICES

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 for us as an "on-demand" form as well as an end of clinical experience/rotation form.

### *Why was the Learner Assessment of Clinical Teachers (LACT) form developed?*

The LACT form and process was developed to address long standing concerns, including:

- Different forms in MD and PGME for the same Clinical Teacher;
- Low number of assessment forms per individual teacher;
- Need for 'on demand' as well as end of experience assessments of Clinical Teachers;
- Need to provide a higher frequency and more responsive system of teacher assessment as part of a comprehensive learner environment monitoring system;
- To increase the amount of and specificity of feedback that a given Clinical Teacher receives in an academic year; and
- To support the improvement of teacher assessment practices with respect to Equity, Diversity and Inclusivity (EDI) by broadening the approaches to monitoring, supporting and awarding Clinical Teachers.

### *What's next?*

Over the next couple of months (now that accreditation visits for the MD program and PGME programs are completed), the work begins to develop and consult on the principles and practices for reporting on the LACT, including how to support effective Clinical Teacher performance.

For more information about the LACT, contact [sglover.takahashi@utoronto.ca](mailto:sglover.takahashi@utoronto.ca)

## UPCOMING EVENTS/COMMITTEES

### 1) **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 Online Learning via Zoom.

**Date:** Wednesday, January 27, 2021

**Time:** 4:00 – 5:30 pm

**To register:** Enroll *by January 23, 2021* via email [cbme.facdev@utoronto.ca](mailto:cbme.facdev@utoronto.ca).

### 2) **CALL for Residents/Fellows! NEW Supporting teaching and assessment in resident teachers (START) Committee**

START is new committee co-lead by Drs. Susan Glover Takahashi and Evan Tannenbaum. Members will: 1) assist in the refinement and development of materials to support clerks, residents, and fellows in their role as teachers and assessors; 2) help programs support residents as teachers and assessors; 3) identify and address issues and opportunities arising from the clerk, resident, and fellow communities; 4) identify opportunities for improvement related to learning, teaching, and assessment, and 5) advise on program evaluation priorities and identified gap analysis annually. **If interested, contact:** Rebecca Saunders at [cbme.facdev@utoronto.ca](mailto:cbme.facdev@utoronto.ca) **by Friday, January 15, 2021.**

### 3) **Coaching Tips for Engaging Learners in Synchronous Online Learning Environments (SOLE) Sessions**

As higher education has shifted more to virtual offerings it's important we work together to ensure technology is helping, not hindering, how medical education is being delivered and received from teachers to 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.

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

**Date:** Wednesday, January 27, 2021

**Time:** 8:00 – 9:00 am

**Session #2: Planning and Preparation for Engaging Learning** (e.g. educational goals & design, effective Q's)

**Date:** Thursday, February 25, 2021

**Time:** 4:00 – 5:00 pm

**Session #3: Factors for Success & Engaging** (e.g. sharing responsibilities, annotate, white board)

**Date:** Tuesday, March 23, 2021

**Time:** 12:00 – 1:00 pm

***To register please email Rebecca Saunders at [cbme.facdev@utoronto.ca](mailto:cbme.facdev@utoronto.ca).***

### 4) **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.

***Watch for emails in the new year about the next offering.***

## **NEW RESOURCES FOR LEARNERS & FACULTY**

### 1) **MCCQE Part II Exam Prep – Tips & Video for Learners**

To support residents as they prepare for the MCCQE Part II Exam, PGME has created two new resources: a Tips page and a 9-minute video. The [TIPS: Guidance for MCC QE2 Test Takers](#) page is comprised of key advice collected from a survey of successful past takers of the MCC QEII Exam. The [9 minute video: Preparing for the MCC QEII Exam – TIPS to be ready for Key Features of OSCE Questions](#) was created by Drs. Fok-Han Leung, Susan Glover Takahashi, Marla Nayer and Melissa Kennedy Hynes to help prepare residents for the upcoming exam with a specific focus on the *Key Features* approach.

All MCC resources can be found [here](#).

## 2) HINTS for completing: In-Training Assessment Reports (ITAR) for Faculty

A quick one-page tips document to support Faculty completing ITARs can be found [here](#). It outlines 3 stages to consider while completing an ITAR: 1) Inventory of progress, 2) Rating scales and ratings, and 3) Progress in Training – Learner Handover. Also included are key items to remember regarding Feedback and Comments, as well as reviewing the resident's Rotation Plan prior to completing the ITAR.

### Need help with CBME/CBD?

- If you need **tools or resources** for your Faculty or Learners, contact us at [cbme.facdev@utoronto.ca](mailto:cbme.facdev@utoronto.ca) and we'll work to find you resources.
- If you have ANY questions about CBME/CBD faculty development, contact **Dr. Susan Glover Takahashi** at [sglover.takahashi@utoronto.ca](mailto:sglover.takahashi@utoronto.ca).

# CBD IMPLEMENTATION UPDATE

## CBD IMPLEMENTATION

With accreditation in the rearview mirror, CBD planning will get a jump-start in the coming New Year with three more Workshops slated for the fifteen 2021-22 onboarding programs and two Town Halls for those already launched (see details below).

### CBD Workshops for 2021-22 Launching Programs

As a reminder, PGME will be building all 2021 launching programs' EPA assessment tools, following local guidelines, the criteria set by the Royal College, and programs' Specialty Committees. Programs will receive these draft documents for review starting in January. **CBD Workshop #3**, which occurs swiftly after the holiday break, will focus explicitly on how these tools are being developed and what the review process will look like.

The full list of 2021 CBD Workshops and their foci can be found below. Please be sure to hold these events in your calendar. Formal invitations will be distributed closer to the date.

Event	Focus	Date & Time
CBD Workshop #3	EPA Assessment Tool Development	Thursday, January 7 <sup>th</sup> 9-10:30 AM
CBD Workshop #4	Competence Committees; Learner Schedule	Wednesday, March 3 <sup>rd</sup> 12-1:30 PM
CBD Workshop #5	Elentra Navigation; EPA Reporting; Competence Committees (continued)	Tuesday, April 13 <sup>th</sup> 1-2:30 PM

## Town Halls for All CBD Launched Programs

The CBD Town Halls will be 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 will also have ample opportunity for Programs to ask questions and raise any concerns or feedback they may have.

Please be sure to hold the following dates and times in your calendar. A formal invitation will be distributed closer to the date.

Event	Date & Time
CBD Town Hall #1	Thursday, February 4 <sup>th</sup> 9-10:30 AM
CBD Town Hall #2	Wednesday, May 5 <sup>th</sup> 12-1:30 PM

## CBD Implementation Activities – *for Launching and Launched CBD Programs*

As a reminder, the following CBD implementation activities need to be submitted to PGME (Lisa St. Amant, [lisa.st.amant@utoronto.ca](mailto:lisa.st.amant@utoronto.ca)) by the following dates:

- [Curriculum & Assessment Map](#) – January 31<sup>st</sup>
- [Training Experience Plan](#) – January 31<sup>st</sup>
- [Variance Report](#) – December 31<sup>st</sup>

Please let us know in advance if you require assistance or have any clarifying questions. We are also happy to meet with you one-on-one as needed.

# ELENTRA AND TABLEAU UPDATE

## BY THE NUMBERS

To date (up to and including December 6<sup>th</sup>, 2020) 52,084 EPA assessments have been completed for new and continued launch RCPSC CBD programs and 16,899 Field Notes have been completed in Family Medicine.

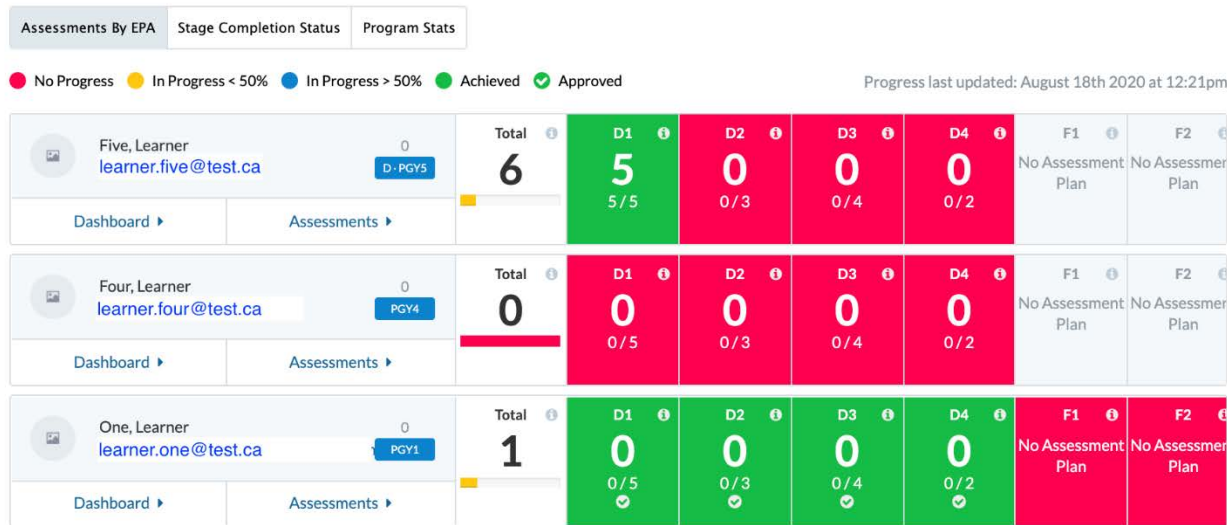
Since July 1<sup>st</sup> 2019 (up to and including December 8<sup>th</sup> 2020) we have released 132 Tableau dashboards for CBD Programs' Competency Committee meetings.

## VISUALIZATION AND REPORTING OF EPA ASSESSMENTS

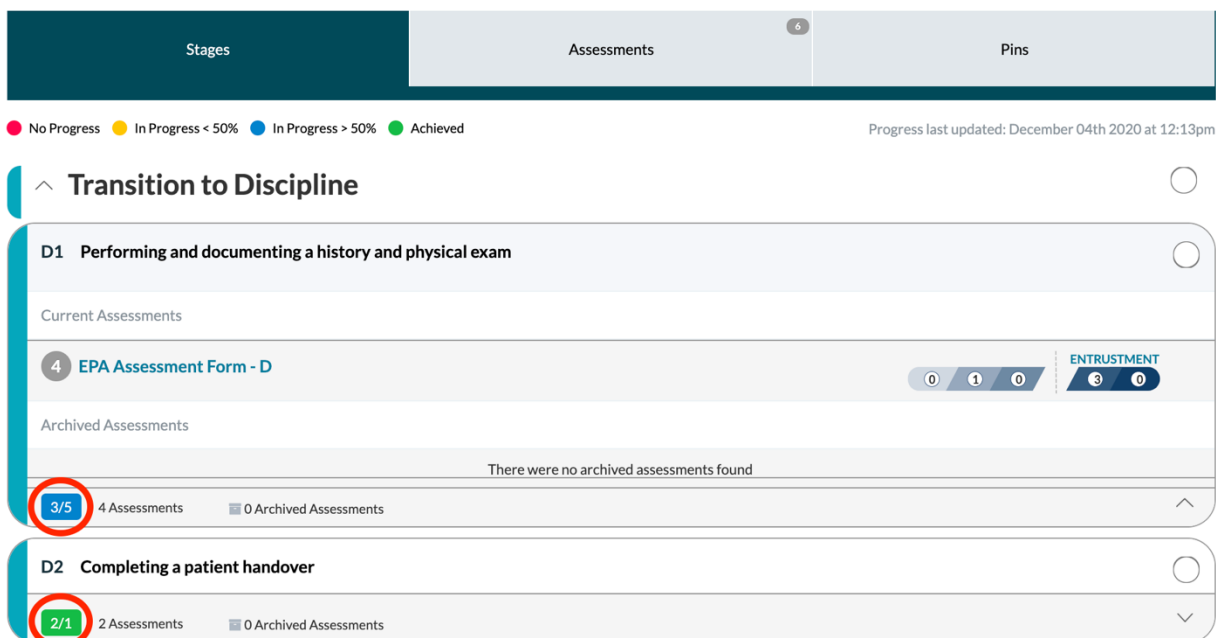
Starting with a few pilot programs in January, we will begin gradually rolling out the Elentra Assessment Plan Builder, monitoring closely for any potential issues as more programs are onboarded. The Assessment Plan Builder will allow us to specify minimum requirements for EPAs (eg. target number of overall entrustments, contextual variable targets, etc.), and allow users to visualize this data through the CBME Program and CBME Learner Dashboards in Elentra. This will streamline the process for Competency Committee members' review of data; Committee members currently have to access EPA progress dashboards by logging into a separate platform, Tableau. It will also provide learners with the opportunity to visually identify for which EPAs they have and have not met their program's targets. Moreover, these dashboards will update progress in real-time.

Below is a preview of the CBME Program Dashboard available to Program Directors, Program

Administrators and Competency Committee Members, showing a real-time overview of learner progress.



Below is a preview of the dashboard available to Learners. It indicates whether the resident has made progress or achieved the targets set (overall and contextual variables combined) for each of their EPAs.



More extensive Program training on how to navigate the CBME Program and Learner Dashboards will take place in the New Year as these features are rolled-out.

Since the Assessment Plan Builder will offer many of the same features currently captured in Tableau, we will begin to scale back our offerings of the Tableau dashboards. To better understand how the current Tableau Dashboards are being utilized and what features work or need improvement, we will be sending a survey to Program Directors and Program Competence Committee Members in January 2021.

## 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](#).