



NEWS FROM THE PGME ASSOCIATE DEAN

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NEWS FROM THE ASSOCIATE DEAN

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RESOURCES

Newsletters provide important updates on the implementation of Competence by Design (CBD) at the University of Toronto.

LOOKING FORWARD

Plans for 2018 Implementation

We are pleased to report that on October 19th, an agreement was reached between the Royal College of Physicians and Surgeons of Canada (Royal College) leadership, Specialty Committee Chairs, CBME Leads, and Postgraduate Deans on CBD implementation for the 2018-19 academic year. The final decision of each program's readiness was informed by the specialty committees and the local programs.

The following six disciplines will be launching a competency-based residency training model across all 17 medical schools in Canada beginning July 2018:

- Emergency Medicine
- Forensic Pathology
- Medical Oncology
- Nephrology
- Surgical Foundations (SF)
- Urology

This decision builds upon the 2017 launch of CBD in Otolaryngology – Head & Neck Surgery (OHNS) and Anesthesiology (ANES), contributing to a total of 16 programs implementing CBD in July 2018. The next eight months will be dedicated to work on planning and implementation. Regular program meetings will continue throughout 2018 to discuss progress and identify any additional support that may be required prior to the launch date.

Entrada at University of Toronto

[Entrada](#) is a web-based teaching and learning platform that supports a full range of medical education activities for learners, teachers and administrators in a user-friendly environment. Postgraduate Medical Education (PGME) and [Discovery Commons](#) (DC) have worked together to customize Entrada for the needs of University of Toronto, specifically providing a CBD solution for new assessment tools and assessment practices. We are looking forward to the November/December release of Entrada Version 1.11.

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CBME Residency Education Implementation Award

As Competency-Based Medical Education (CBME) rolls out across PGME, faculty and residents need to develop enhanced skills in feedback, coaching, and related processes. In order to encourage the involvement of both faculty and residents in developing these skills, we are pleased to offer a funding opportunity as previously noted in the September PGME CBME Newsletter (Issue #5): **CBME Residency Education Implementation Award: Enhancing Feedback Culture and Coaching Skills in CBME**.

We will be providing up to 10 one-time funding grants of up to \$3000 to successful residency program applicants. Strong preference will be given to proposals that are co-led by residents and faculty. If interested, contact Rebecca Saunders for an application: cbme.pgme@utoronto.ca

Best Practices in Evaluation and Assessment (BPEA) Advisory Committee

The BPEA Advisory Committee was established as a subcommittee of the PGME Advisory Committee (PGMEAC) to provide guidance on CBD evaluations and assessments as they relate to the teacher, learner, and convergence of IT systems. The BPEA Advisory Committee held their first meeting in November and will draft guidelines for the implementation of CBD in the new IT platform. Their priority activities for review by PGMEAC include: (1) Review and/or refresh the PGMEAC ITER guidelines; and (2) Establish approach and/or guidelines for common entrustment scales across University of Toronto programs. The BPEA Advisory Committee will meet again on Monday, December 18th.

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

or Dr. Susan Glover Takahashi via sglover.takahashi@utoronto.ca

or our EIG team cbme.pgme@utoronto.ca

Glen Bandiera, MD, FRCPC, MEd

Associate Dean, Postgraduate Medical Education

adpgme@utoronto.ca



NEWS AND UPDATES

CBME WEBSITE UPDATE

PGME has a CBME website with multiple implementation resources that can be accessed here:

<http://cbme.postmd.utoronto.ca>

Over the next three to four months, the Education Integration Group (EIG) will be updating the CBME website to highlight newly updated resources and innovative tools for implementation.

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The following resources were recently added to the website:

Enhancing Feedback Culture and Coaching Skills in CBME

This appendix provides resources, tips and ideas for getting started on projects relating to feedback, coaching, help-seeking, educational goal-setting, learner handover and mentorship.

CBD Implementation Process

This resource lists the essential activities that Royal College programs must work through in preparation for CBD launch and outlines each activity's sequence within the process and projected timeline for completion. These activities include developing curriculum and assessment maps, assessment tools, rotation schedules, competence committee guidelines, rotation plans, learner schedules, program evaluation and planning for faculty and learner development.

medsquares FAQs

This handout includes answers to frequently asked questions about the medsquares assessment system.

medsquares User Guides

User Guides for the medsquares assessment system are available for the following topics: 1) how to change/reset your password; 2) how to access your online tools; and 3) how to add the CBME portal to your home screen/save your password on a mobile device.

U OF T CBME FACULTY & RESIDENT RESOURCES

The PGME EIG team has been leading and supporting dozens of faculty development activities. Much of the faculty development is led by the Residency Program Directors – often in partnership with their department or faculty development systems. Faculty and Residents are kept informed on CBME and CBD through updates at regular clinical team meetings (e.g. rounds, retreats).

CBME/CBD Implementation Symposium

We are enthused to announce an exciting upcoming symposium that aims to further delve into the strides that have been made in CBME/CBD implementation in the medical education community to date.

Co-hosted by Post MD Education at the University of Toronto and the Centre for Faculty Development, St. Michael's Hospital, the **CBME/CBD Implementation Symposium: *What Have We Learned? Lessons & Best Practices in Building a Feedback Culture*** will take place on **Monday March 26, 2018**.

This symposium will host various presenters and panelists, with special keynote speaker, Dr. Joan Sargeant, presenting on, ***"Feedback: How theory and practice impact the CBME/CBD process."***

We are delighted to feature Dr. Joan Sargeant, an accomplished Professor from Dalhousie University who has led innovative research in multiple areas of medical education including: curriculum design, implementation, assessment/evaluation, teaching, research and administration.

If you have any questions about the CBME/CBD Implementation Symposium, please contact: pgme.events@utoronto.ca. Invitations to register will be sent out in January 2018. We look forward to having you join us!



MYTH BUSTING

CLARIFYING MYTHS, MISCONCEPTIONS AND MISUNDERSTANDINGS

A standing item over the past five CBME Newsletters has been identifying key myths surrounding CBD. In this issue we will highlight a newly created myth busting document. Over the past few months the Royal College have collaboratively worked with CBME Leads including Dr. Susan Glover Takahashi to update, ***Clarifying Myths, Misconceptions and Misunderstandings: Common questions regarding the implementation of Competence by Design.***

<http://www.royalcollege.ca/rcsite/documents/cbd/cbd-myths-infographic-e.pdf>

This document aims to answer common questions and clarify myths relating to CBD including such topics as:

- Entrustable Professional Activities (EPAs)
- Milestones
- Assessment plans and tools
- Specialty Document Suite
- Royal College staff roles in the development of Specialty Standards
- Readiness for launch
- Implementation
- Competence Committees
- Electronic Platforms
- Data transfer and agreements
- Exams
- Accreditation



RESOURCES

NEWSLETTERS

The @UofT PGME CBME Newsletters provide important updates on the implementation of the Royal College's CBD 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.

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QUICK LOOK AT PAST ISSUES

Available at: <http://cbme.postmd.utoronto.ca>

Issue 1, Released Nov 2015, available at: [@UofTPGME CBD NEWS Issue 1 - November 2015](#)

- Focuses on the introduction of CBME/CBD and its various features, such as milestones and the CanMEDS 2015 Framework.
- Highlights include the innovative CBME-related work of the Orthopedic Surgery, Family Medicine and Surgical Prep Camp programs.

Issue 2, Released Mar 2016, available at: [@UofTPGME CBD NEWS Issue 2 - March 2016](#)

- Follows in the footsteps of the Royal College's decision to "slow down" the implementation of CBD for Medical Oncology and Otolaryngology – Head and Neck Surgery.
- Introduces terminology related to CBME/CBD, including the Competence Continuum, Entrustable Professional Activities (EPAs) and Required Training Experiences (RTEs).
- Profiles CBME program innovators in Diagnostic Radiology, Palliative Medicine and the Department of Surgery.

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Issue 3, Released Dec 2016, available at: [@UofTPGME CBD NEWS Issue 3 - December 2016](#)

- Introduces 'lessons learned' from CBME/CBD implementation at the University of Toronto in July 2016 from the PGME office as well as from the Medical Oncology and Otolaryngology – Head & Neck Surgery programs.
- Differentiates which University of Toronto programs are in each of the following stages of implementation: Full-Launch, Field-Testing, Ongoing Implementation Prep & Meantime Options.
- Highlights CBME innovators in the Obstetrics & Gynecology and Plastic Surgery programs.

Issue 4, Released Feb 2017, available at: [@UofTPGME CBD NEWS Issue 4 - February 2017](#)

- Introduces [Entrada](#) as a new teaching and learning platform, and how PGME is working with the Faculty of Medicine information systems leaders at [Discovery Commons](#) with regards to the development and implementation process.
- Follows the recent work of the BPEA committee's summary report on CBME.
- Outlines the user guide for navigating the newly launched University of Toronto's CBME website.

Issue 5, Released Sep 2017, available at: [@UofTPGME CBME NEWS Issue 5 - September 2017](#)

- Highlights full launch of CBD in Otolaryngology – Head and Neck Surgery and Anesthesiology, at the start of the 2017-18 postgraduate academic year.
- Introduces medsquares as the point of care assessment system for the 2017-18 academic year.
- Outlines eleven evidence-informed papers developed by the BPEA Working Group.



QUESTIONS?

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Contact: cbme.pgme@utoronto.ca



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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>