



NEWS FROM THE PGME ASSOCIATE DEAN

As progress in implementing Competency-Based Medical Education (CBME) continues, I have noticed a significant change in the tone and questions people are asking me. The questions have moved from 'why' to 'how', as well as a greater eagerness among faculty and residents to become involved. The move to CBME has been discussed in small groups and implemented in a few programs over the last decade – with Orthopedic Surgery and Family Medicine leading the way for many years now. The difference I notice at this time is the increasing acceptance and growing engagement among residents, faculty and education leaders.

That is not to suggest that we are 'done' or that all are keen, but that real progress has been, and is being made. We will continue to spend considerable effort both implementing and gathering feedback on how to improve.

We recognize that faculty development for both our faculty and learners is essential to our progress and so we will be increasing our efforts in that area, including having a new section in the newsletter on **faculty development**, written by Dr. Susan Glover Takahashi. Over the last year, Postgraduate Medical Education (PGME) has partnered with the Centre for Faculty Development (CFD) to create the faculty development resources for CBME, including appointing Dr. Susan Glover Takahashi, the Integrated Senior Scholar – Centre for Faculty Development & PostMD Education.

I am pleased to report that the integration of Entrada at University of Toronto for July 2018 is proceeding well. [Entrada](#) is the web-based teaching and learning platform that Postgraduate Medical Education (PGME) and [Discovery Commons](#) (DC) teams have collaboratively customized for our needs, specifically providing new assessment tools and assessment practices. The work to build the many new tools for 2018-19 academic year is progressing well thanks to the considerable effort of the Program Directors, Administrative and the many PGME and Discover Commons staff working on them.

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As CBME rolls out across PGME, faculty members and residents will need to develop enhanced skills in feedback, coaching, and related processes. To encourage the involvement of both groups in the development of these skills, PGME provided a funding opportunity in the fall of 2017, called ***Residency Education Implementation Award: Enhancing Feedback Culture and Coaching Skills in CBME***. We are pleased to announce five program applicants were successful for one-time funding grants of up to \$3000 and are making great strides implementing their innovative ideas. The five funded projects are co-led by residents and faculty from the following residency programs:

- Diagnostic Imaging
- Geriatric Medicine
- Obstetrics and Gynaecology
- Palliative Medicine
- Radiation Oncology

Please join us in enthusiastically congratulating all the successful applicants who have worked hard to be champions of Competence by Design (CBD) within their programs. We look forward to profiling their projects in future newsletters.

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

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



FACULTY DEVELOPMENT: UPDATE FROM SUE GT

This is my first direct message focused on **faculty development**. Over the past couple of years, we have worked hard to imagine and then develop what would be the important tools and resources to support successful implementation of CBME. Our efforts continue as we move forward with the rollout of CBME in residency programs.

I view faculty development resources quite broadly. This includes traditional approaches such as newsletters, videos, meetings, lectures and workshops, as well as considering how to build and deploy assessment tools that require a minimum of 'just in time' information available in the assessment tools or platform.

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FACULTY DEVELOPMENT EVENTS

We were thrilled to host a series of events on March 26th & 27th showcasing our keynote speaker, Dr. Joan Sargeant, Professor & Head of the Division of Medical Education at Dalhousie University. As we continue to launch CBME at the University of Toronto, we have realized the important role that feedback processes and techniques play in making implementation successful. To better understand feedback and improve resident and faculty feedback practice and culture, we recently held the following several events:

Roundtable With Dr. Joan Sargeant: Works in Progress and Ideas in Feedback & Coaching

This workshop was designed for education leaders who 'work' in the area of feedback and skill building. The roundtable was an engaging event of stimulating open dialogue and collaboration opportunities as we discussed observations and challenges in the competency based implementation process, as well as best practices for building an effective feedback culture to help foster the evolution of medical education. Facilitated by Dr. Susan Glover Takahashi, the roundtable featured Dr. Joan Sargeant, as well, we gathered other experts in feedback culture, including Dr. Dawn Martin, Dr. Denyse Richardson, Dr. Theresa Holler, Dr. Rebecca Dubé, Dr. Andrew Hall, and Dr. Jena Hall. A special thanks to Dr. Andrew Hall and Dr. Jena Hall, from Queen's University, who shared their CBME implementation experiences.

CBME/CBD Implementation Symposium: What Have We Learned? Lessons & Best Practice in Building a Feedback Culture

Co-hosted by PGME at the University of Toronto and the Centre for Faculty Development, St. Michael's Hospital, the **CBME/CBD Implementation Symposium with Dr. Joan Sargeant: What Have We Learned? Research & Best Practices in Building a Feedback and Coaching Culture** was a sold-out event as 100+ faculty gathered.

Pictures from the event are here: [PGME CBD Symposium Pictures](#)

The event offered information and inspiration to faculty, students, researchers, educators and health care professionals as they engaged in meaningful discussions on the various aspects of improving feedback processes and multiple techniques for employing new and effective feedback practices and systems in the CBME landscape.

If you want to catch up (or refresh your memory) on the discussions at the Symposium, listen here: [PGME CBD Symposium Discussion](#)

Pgme Coffee Break With Dr. Joan Sargeant

A big thanks to Dr. Joan Sargeant for continuing the conversation the next morning, as she met with PGME staff leaders to further explore and share discussed observations and challenges in the feedback processes in our day to day work.

We would like to thank everyone who participated and attended the events making each a huge success!

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TWO NEW FACULTY DEVELOPMENT NETWORKS

Over the past couple of months, we have convened two faculty development networks to support success in CBME. If you want to join one or both networks or to be included in the communications, contact us at cbme.facdev@utoronto.ca

1) **The Faculty Development Leads' Network**

The Faculty Development (FD) Leads' Network will focus on building systems and supports that enable learner and faculty readiness, confidence and skills in the learning, teaching and assessment for CBME/CBD curriculums. The FD Leads' Network held their first meeting in February 2018 to gather advice and direction on priorities and next steps for this network. The network recently gave advice in a survey providing their input on priorities and next steps.

2) **Competence Committee Faculty Development Special Interest Group**

The Competence Committee Faculty Development Special Interest Group (SIG) will work together to ensure effectiveness of competence committees by ensuring resources and procedures are available in a wide range of topics. Those topics include: effective recruitment and orientation of committee members, best practices in group decision-making processes, establishing approaches that support learner success, processes to support accurate and transparent data, and effective use of data analytics.

The Competence Committee Faculty Development SIG held their first meeting in March 2018 to gather advice and direction on priorities and next steps for this group.

The benefits of connecting people to share ideas and resources were evident with the hosting of the first FD Leads' Network and Competence Committee Faculty Development SIG meetings.

CBME WEBSITE

If you haven't had a look at our website and the many resources we have there, have a look. We have more resources under development, so check back from time to time to see what's been added.

Be in touch if you have any questions about **faculty development** at:
cbme.facdev@utoronto.ca or via sglover.takahashi@utoronto.ca

Susan Glover Takahashi, MA, PhD

Director, Education, Innovation & Research, PostMD Education

Lead, Faculty Development, CBME

Integrated Senior Scholar – Centre for Faculty Development & PostMD Education

Associate Professor, Department of Family and Community Medicine

sglover.takahashi@utoronto.ca



PLANS FOR JULY 2018

The staged implementation of CBME continues. Efforts are focused to be ready for the July 1 and the 2018-19 academic year launch of CBD for **cohort 2 programs**:

- Emergency Medicine
- Forensic Pathology
- Medical Oncology
- Nephrology (Adult and Pediatric)
- Surgical Foundations (Cardiac Surgery, General Surgery, Neurosurgery, Obstetrics & Gynecology, Orthopedic Surgery, Otolaryngology- Head and Neck Surgery, Plastic Surgery, Urology, Vascular Surgery)
- Urology

Surgical Foundations includes the PGY1 for 9 surgical residency programs (i.e. Cardiac Surgery, General Surgery, Neurosurgery, Obstetrics & Gynecology, Orthopedic Surgery, Otolaryngology – Head & Neck Surgery, Plastic Surgery, Urology, and Vascular Surgery).

The Anesthesiology and Otolaryngology – Head & Neck Surgery programs are working to implement their next year building on their learning since July 2017 as Cohort 1.

COHORT 3 – 2019-20

The Postgraduate Deans, Specialty Chairs, CBME Leads and Royal College met and recently established the 'next' group for implementation as listed below:

- Anatomical Pathology
- Cardiac Surgery
- Critical Care (Pediatrics & Adult)
- Gastroenterology (Pediatrics & Adult)
- General Internal Medicine
- Internal Medicine
- Neurosurgery
- Obstetrics and Gynaecology
- Pediatrics
- Radiation Oncology
- Rheumatology (Pediatrics & Adult)



APPROPRIATE DISCLOSURE OF LEARNER NEEDS¹

is sharing information about learner needs from one educator and/or educational setting to the next. This sharing will occur as needed during educational experiences. (See Learner Handover). See approved PGME guideline on Appropriate Disclosure of Learner Needs (Learner Handover), [Appropriate Disclosure of Learner Needs](#)

ASSESSMENT PLAN

An Assessment Plan is an educational tool that provides an overall plan for the assessments in residency education. The plan provides an accurate picture of a resident's progress on the competence continuum, including:

- who are learners (i.e. competence continuum stage, PGY level)
- who are assessors (i.e. faculty, other team members, co-residents, self-assess)
- what is being assessed (e.g. EPAs, competencies, milestones, priority CanMEDS roles)
- when it will be assessed (e.g. blocks or months, competence continuum stage)
- where it will be assessed (e.g. clinical location(s))
- why it is being assessed (e.g. formative assessment, summative assessment)
- how it is being assessed (e.g. encounter forms, multisource feedback, ITERS, written exams, "homework assignments")

COMPETENCE COMMITTEE

is a sub-committee of the Residency Program Committee (RPC), is responsible for reviewing residents' readiness for increasing professional responsibility, promotion, and transition to practice.

The Competence Committee makes summative decisions regarding residents' progress across stages, years of training, readiness for certification examination and independent practice, as appropriate. To make these decisions the Competence Committee reviews the assessment data available on a resident (e.g. Entrustable Professional Activity (EPA) assessments, encounter forms, multi-source feedback (MSF) forms, OSCEs, oral exams, scholarly project, QI project, professional behaviour, journal club involvement, procedural skills assessments, etc.). To see the approved PGME guideline on Competence Committees, see [Competence Committee](#)

CONTEXTUAL VARIABLES

are specific global items with program specific values, which are used on form templates to provide a consistent selectable list across multiple forms. For example, creating a Clinical Context contextual variable once, and then using that list on multiple forms.

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IN-TRAINING ASSESSMENT REPORTS (ITAR)

are a required summative assessment tool used by residency programs. ITARs are part of a residency program's assessment plan and are completed at defined intervals, such as at the end of a rotation or as per progress review timelines. New guideline can be reviewed at: [Resident ITARs and ITERs](#)

LEARNER HANDOVER¹

is the process by which information about a learner's progress in a program is transferred between faculty members responsible for supervising, evaluating, and assessing the learner. (See Disclosure of Learner Needs). To see the approved PGME guideline on Appropriate Disclosure of Learner Needs (Learner Handover), see [Appropriate Disclosure of Learner Needs](#)

¹ Probyn L, Takahashi SG, Ruétalo M, Abrahams C, Whittaker MK. Best Practices in Evaluation and Assessment (BPEA) for Competency-Based Medical Education (CBME) in Residency Education 2017; Report. Available at: <http://cbme.postmd.utoronto.ca/wp-content/uploads/2018/05/BPEA-Summary-Report.pdf>. Accessed May 11 2018.



CBME INNOVATORS AT THE UNIVERSITY OF TORONTO

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 2017 and have met 6 times over the past few months. They have been highly productive developing minimum standards or guidelines that have been approved by PGMEAC about a wide range of topics. The topics and links to the documents are found below:

- [Resident ITARs and ITERs](#)
- [EPA Assessment Tools](#)
- [Competence Committee](#)
- [Appropriate Disclosure of Learner Needs](#)
- [Timing and Processes for CBME Workplace Based Assessments](#)
- [Use of Resident Self-Assessment in CBME Assessment Programs](#)
- [Selection of Assessors for CBME Workplace Based Assessments of Residents](#)

Dr. Glen Bandiera is the Chair of BPEA. If you have questions about BPEA Advisory Committee or these new documents, be in touch via adpgme@utoronto.ca



MYTH BUSTING

In this section, we will briefly explore some of the CBD or CBME myths. For more on CBD Myth Busting information, see document: [Clarifying Myths, Misconceptions and Misunderstandings: Common questions regarding the implementation of Competence by Design](#)

MYTH #1: HOW WILL MEMBERS BE SELECTED FOR COMPETENCE COMMITTEES?

PGME has developed a guideline for Competence Committees. One of the guidelines indicates that the Residency Program Committee is responsible for the recruitment and selection of Competence Committee members and the approval of Terms of Reference and the approach to decision making. For more info, see the guideline at [Competence Committee](#)

MYTH #2: PGY1 VS TTD, FOUNDATIONS, ETC – HOW DO WE LEARN/SHARE THAT NEW LANGUAGE WITH OTHER STAFF AS WELL AS OTHER RESIDENTS?

An overview of new terminology and language can be seen on the [CBME Terminology Reference Sheet Faculty version](#). With thousands of residents and faculty, we anticipate that it will take several years for the majority to be aware of and comfortable with the new language. Each program and their respective residents and faculty will learn as the competency based approaches are pilot testing and implemented. It is anticipated that the full implementation will take more than 10 years as the almost 80 residency programs implement over an 8-10 year process.

MYTH #3: HOW WILL THE NEW STAGES AFFECT SALARY?

The new stages are not linked to salary. Residents' salaries are set out in a contract that is linked to progress across years and not related to salaries.



RESOURCES

PREVIOUS 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 CBME NEWS Issue 1 - November 2015](#)

- Introduces 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 CBME NEWS Issue 2 - March 2016](#)

- Discusses plans for implementing Cohort 1 (i.e. Otolaryngology – Head and Neck Surgery, Anesthesia).
- 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.

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

- Introduces ‘lessons learned’ from CBME/CBD pilot testing by Medical Oncology and Otolaryngology – Head & Neck Surgery programs.
- Highlights CBME innovators in the Obstetrics & Gynecology and Plastic Surgery programs.

Issue 4, Released Feb 2017, available at: [@UofTPGME CBME 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.

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
- Outlines eleven evidence-informed papers developed by the BPEA Working Group.

Issue 6, Released Dec 2017, available at: [@UofTPGME CBME NEWS Issue 6 - December 2017](#)

- Highlights the July 2018 launch of CBD in Emergency Medicine, Forensic Pathology, Medical Oncology, Nephrology, Surgical Foundations (SF), and Ur ology.
- Introduces the BPEA Advisory Committee as a committee established to provide guidance on CBD evaluations and assessments as they relate to teacher, learner, and convergence of IT systems.

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OTHER RESOURCES FOR PDS, SITE DIRECTORS & PGME LEADERS

- The **UTPGMExchange** is the University of Toronto's collection of residency education tools including videos, workshop materials, and assessment tools for a variety of CanMEDS Roles. <http://www.pgmxchange.utoronto.ca/login.php>

To access PGMEExchange via your UTORID, contact: pgme.exchange@utoronto.ca

- **CanMEDS Tools Guide** is a 'how to' with ready to use learning, teaching and assessment tools for CanMEDS 2015. PDs should contact cbme.pgme@utoronto.ca to get their complementary copy. Others can purchase through the Royal College or the PGME office at: cbme.pgme@utoronto.ca
- **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/portal/page/portal/rc/resources/publications/oe_news/vol5_2/pd_handbook



NEXT ISSUE

- Update on new faculty development resources
- Highlight of Implementation Projects to Enhance Feedback Culture and Skills

QUESTIONS?

Contact: cbme.pgme@utoronto.ca

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Postgraduate Medical Education
500 University Avenue, Suite 602,
Toronto, Ontario M5G 1V7 (University & Dundas)
Phone: 416-978-6976 Fax 416-978-7144

www.pgme.utoronto.ca



@UofTPGME