

@UofTPGME CBME NEWS

An occasional newsletter for Program Directors and PGME leaders and administrators

ISSUE 10 - April 2019



NEWS FROM THE PGME ASSOCIATE DEAN

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Much work has been done by programs and PGME in preparation for the third year of CBD implementation that starts July 1st 2019.

In addition to our implementation efforts, we are consulting those who have been involved over the past year or two for the purpose of program evaluation. The feedback from learners, faculty and education leaders is being used to improve and refine our systems and processes to support CBME. Additionally, the feedback helps us to identify priorities for further development.

This newsletter highlights available Faculty Development resources and others planned, along with implementation and systems developments, including early information about how Competence by Design is working in the Elenra platform.

The Best Practices in Evaluation and Assessment (BPEA) committee, chaired by myself, and the BPEA Usability subcommittee, chaired by Dr. Paolo Campisi, have continued to synthesize evidence and advice on policy and practice related to assessment. Both committees will work to balance best possible evidence and systems' needs, while affording programs as much versatility as is possible.

Thanks for all your efforts and suggestions as we concurrently move forward on implementation of CBME models both formally and informally.

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

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NEW Offering: Feedback & Coaching TRAINING Program

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.

First series: 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. Watch for emails with the dates of offerings of this series for the 19-20 academic year.

IF YOU'RE INTERESTED, forward the name of the Faculty & Resident Co-Leaders via email to Jean Morran at cmbe.facdev@utoronto.ca

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 Thursday, May 23, 2019 from 4:30-6:00 pm EDT

- All FD leads and interested education leaders are welcome at this meeting
- Location: Room 216, Li Ka Shing Knowledge Institute, Centre for Faculty Development, St. Michael's Hospital, 209 Victoria Street OR via online: GoToMeeting
- The agenda includes: Update on Faculty Development Resources, Debrief on the 3rd Annual Symposium

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

Thanks to the guest speaker at the February meeting, Dr. Jana Lazor, EdD, the Director of Faculty Development for the University of Toronto MD Program, who spoke on the topic: Who's connected to whom and how: A model of evolving relationships and roles in faculty development and curriculum development during curriculum renewal and innovation

3RD ANNUAL CBME/CBD IMPLEMENTATION SYMPOSIUM - HIGHLIGHTS

The 3rd symposium, on Tuesday, March 26, 2019, about supporting successful implementation in a CBME world, was a sold-out success with learners, faculty and educational leaders meeting with world class researchers and practitioners in the areas of Feedback and Coaching.

The symposium looked at the culture and practices of feedback and coaching in medicine and in other fields and how we can harness the research and insights in *our* educational practices and *our* systems.

It was co-hosted by Post MD Education at the University of Toronto, the Centre for Faculty Development, St. Michael's Hospital, and the Wilson Centre for Medical Education Research and we are pleased to offer a debrief session for the symposium at the next meeting of CFD CBME FD Leads. This will take place Thursday, May 23, 2019 from 4:30-6:00 pm EDT and the presentations will be available soon on the PGME website.

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

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IMPLEMENTATION UPDATES

CBD Implementation Update

Significant progress has been made in the implementation of the Royal College's Competence By Design (CBD) model at the University of Toronto. Anaesthesia and Otolaryngology- Head and Neck Surgery (OHNS) are now in their second year of full CBD implementation and Nephrology (Adult and Pediatric), Emergency Medicine, Urology, Surgical Foundations (9 surgical programs), Medical Oncology, and Forensic Pathology are in their first.

In addition, nine programs will continue to roll out CBD, and four programs plan to partially launch selected components of CBD.

Our dedicated PostMD team is providing curriculum development and assessment systems support to those programs on-ramping and continuing in Competence By Design (CBD) by offering five CBD Planning Mini-Conferences between September 2018 and June 2019. These conferences are great networking opportunities and provide important tools, templates, tips and resources for CBD implementation.

Continued

Over the past academic year, the PGME CBME Education and Systems Team has worked closely with the next cohort of programs to prepare for their CBD Launch this upcoming July 2019. A full list of programs preparing for 2019-20 CBD implementation can be found in the table below.

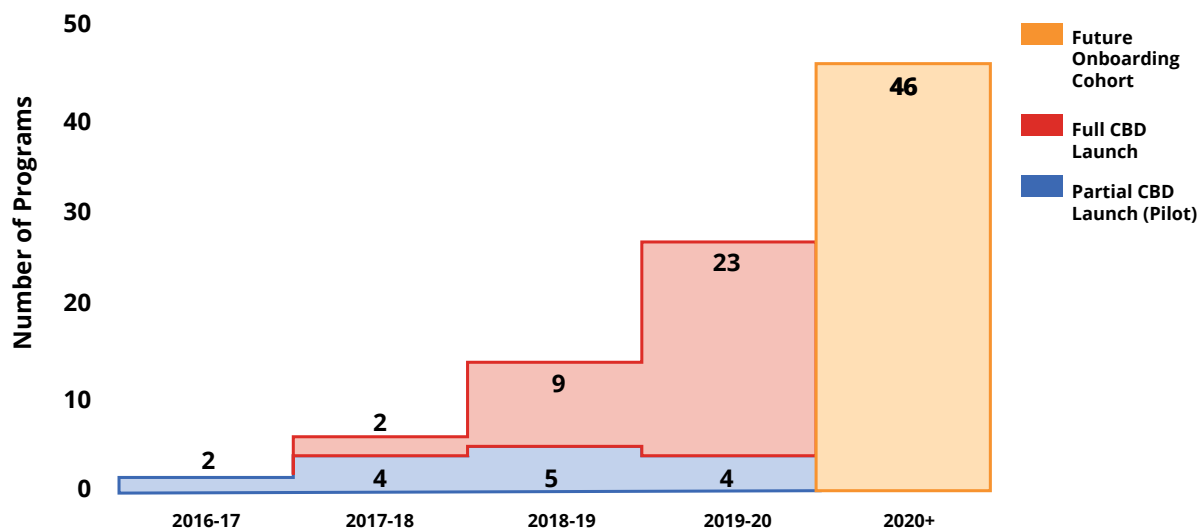
CBD Implementation "Checkpoints"	Programs in Each Phase for 2019-20	
	Total #	List
Partial CBD Launch	4 ^a	Adult Cardiology Nuclear Medicine Pediatrics: Core Vascular Surgery
Full CBD Launch	14	Adult & Pediatric Critical Care Medicine Adult & Pediatric Gastroenterology Adult & Pediatric Rheumatology Anatomical Pathology Cardiac Surgery General Internal Medicine Geriatric Medicine Internal Medicine: Core Neurosurgery Obstetrics & Gynecology Radiation Oncology
Continued CBD Launch	9	Anesthesia Otolaryngology – Head & Neck Surgery (OHNS) Adult & Pediatric Nephrology Adult Emergency Medicine Forensic Pathology Medical Oncology Urology Surgical Foundations ^b

^a Includes programs to date who have expressed interest in partial launching

^b Includes 9 surgical programs

For perspective, below is a stepped area chart displaying the number of programs that have either partially or fully launched CBD since 2016, and those planned for CBD onboarding in the future. As of the 2019-20 academic year, we will have implemented CBD in about a third of all programs at the University of Toronto.

CBD Implementation Progress at the University of Toronto



Phases of Competence

There are four “checkpoints” to the Competence By Design (CBD) implementation process: (1) Program alignment with CBD (e.g. changes to rotation structure and sequence); (2) Partial CBD Launch (Pilot) (e.g. implementation of a few EPAs); (3) Full CBD Launch (launch date set nationally by the Royal College); and (4) Continued CBD Launch (where programs continue to implement CBD for the remaining years of their program). This process is depicted in the graphic below.



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).

Programs 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 the Full CBD Launch date. For example, programs can begin to partially launch select EPAs 12-24 months in advance of their Full Launch Date – depending on the availability of draft versions of their Royal College EPA documents. Those programs who have not yet developed their CBD documents within their Specialty Committees can focus on “meantime activities” such as change of rotation sequence, faculty and resident development on feedback and coaching, implementing workplace-based assessments, and other activities.

Best Practices in Evaluation and Assessment (BPEA) Usability Committee and the Learner Experience with CBD

Overview

The BPEA Usability Working Group, chaired by Dr. Paolo Campisi, has provided important advice and guidance on the ongoing development of Elentra as a CBME platform and on the creation of reporting that includes data visualization and education analytics. Comprised of learners, program directors, administrators and technical experts, the group has met 5 times since its inception in 2018, and has been instrumental in enhancing interface design and reporting validity.

Part of the BPEA Usability Committee's mandate is to understand the users' experience and solicit feedback to make needed improvements. These users include the faculty, learners, Program Directors, Program Administrators and Competence Committees of programs currently launching CBD. Focus groups with learners and faculty are being organized and led by the CBME Education & Systems Team for this purpose. Findings from these focus groups will become part of the larger program evaluation for CBD/CBME and will contribute to improvements made both in CBD/CBME educational design, and implementation, as well as systems development.

Understanding the users' experience - Highlights from a CBME Learner Focus Group

The PGME Office hosted Learner Focus Groups in February and April with learners from CBD- launched programs. The interviews were split into two parts, focusing on the educational components of, and system development for, CBME/CBD. Below are selected highlights from the Focus Group interviews.

CBME/CBD Education and Implementation Feedback:

- The expectations for EPA assessments were not always clear within their program. Clearer communication by Program Directors/Administrators and accessible resources outlining these expectations were deemed to be very important – especially whenever changes are made to the CBD curriculum.
- Learners noted faculty discomfort in using the “Autonomous” overall entrustment rating. They feel they need to explain the scale–how it is relative to their training level and specific to the EPA task at hand. This makes them feel like they are manipulating the faculty into giving them a better score.
- Learners are said to have minimal time with faculty due to opposing work schedules. Learners said that only about 20% of their assessments were completed through direct observation, the majority being done retrospectively.
- The vast majority of assessments were said to be initiated by learners. Learners voiced their concerns over having to “bug” faculty however, especially since these are the individuals they will be seeking out for future work opportunities.
- Learners would appreciate the opportunity to send (limited) reminders to faculty to complete pending assessments in Elentra.

Systems Development for CBME/CBD Feedback:

- Learners want to be able to see their progress visualized in an easy to understand format.
- It takes too long to log in, find the right assessment tools, locate the assessor in the dropdown list and begin the assessment.
- Learners want all of their assessments in one place.
- More information should be available for in-progress and pending assessments, including: email of assessor, information about the procedure/case. Based on this information, Learners would like to send email reminders for specific assessments tools.

Changes to Elentra for 2019-20

As part of our transition to Core Elentra, the Assessment Initiation screens needed to be redeveloped. We took this as an opportunity to make improvements to the user experience. We consulted with the BPEA Usability Working Group and Learner Focus Group and came up with a few key changes we believe will improve the use of Elentra.

Below is a short summary of the changes. For a detailed explanation, please view the video at the following https://www.youtube.com/watch?v=4eY_W1bXHk

EPA Search

During the assessment initiation process, users will now select the EPA they would like to assess. The list of tools will be restricted to those associated with the selected EPA. There will be an option to view only the EPAs in the Learner's current stage.

Form Preview

Users will now be able to preview a form, before initiating an assessment.

EPA

D1: Performing the preoperative preparation of patients for basic surgical procedures



Assessment Tools

EPA Assessment Tool

N/A

0 assessments completed on this assessee

Preview This Form

Begin Assessment ▶

Start Assessment from the CBME Dashboard

Learners will easily be able to initiate an assessment on a particular EPA, directly from the CBME dashboard.

Stages	Assessments	Pins
Transition to Discipline		
D1	Performing the preoperative preparation of patients for basic surgical procedures	+START
0 Assessments		
D2	Recognizing and initiating early management for critically ill surgical patients	+START

Assessors email address

The Assessors email will now appear in the assessor drop-down list.

Elentra development is an iterative process. We will continue to solicit feedback from users. If you would like to contribute to the improvement process, please email the Elentra Help Desk at:

mededhelp.postmd@utoronto.ca

Learning Analytics & Reporting

CBME reporting is available both within Elentra and in Tableau. Reports are continuing to develop and evolve as we understand the needs of programs, competency committees and learners. Key reports available in Elentra to Program Directors, Administrators and Competency Committee members, are the EPA Progress Summary Report, and the Progress Summary. In addition, programs have access to a raw data extract, intended for analysis and creation of dashboards, but not as a decision support tool in the current format. Tableau is the data visualization platform currently being used by PGME to provide analytics on the performance of both learners and faculty for EPA assessments.

REPORTS IN ELENTRA

The key reports available to Competency Committees are EPA Progress Reports, which summarize completed assessments and entrustments for each learner by EPA, and a Stage Progress Report, which summarizes assessments and entrustments by the Stage of the EPA and confirms stage progress of the learner.

1. [EPA Progress Summary Report](#)
2. [Progress Summary](#)

REPORTING IN TABLEAU

To date, we have developed dashboards for each program using Elentra, highlighting assessments triggered, completed and entrusted. The dashboards enable competency committees to quickly visualize the performance of a cohort of trainees, or to focus on a single trainee, according to a specific EPA, as well as showing the context and complexity of the EPA, the training site, and the specific assessor. The dashboards allow not only for quantitative analysis and comparisons to means and targets, but also incorporate the narratives included on the assessments.

The on-line nature of these dynamic Tableau reports, also allow competency committees to drilldown and hyperlink directly to individual assessments in Elentra. Samples of a Competency Committee Dashboard as well as EPA Assessment Completion data are featured below.

- [Example of CC Dashboard with EPA Targets](#)
- [Example of EPA Assessment Completions](#)

The strategic direction of data visualization is to create a set of useful topline reports that individual programs and competency committees may wish to augment through their own program or departmental level analysis.



MYTH BUSTING

Three key myths to be busted relate to (1) PDs as Chairs of Competency Committees, (2) Membership of Competency Committees versus RPC's and (3) EPA Targets set by the Royal College.

MYTH #1: PROGRAM DIRECTORS CANNOT BE CHAIR OF THEIR COMPETENCE COMMITTEE

FACT: Program Directors can be Chair of their Competence Committee (CC). The RPC needs to approve a Terms of Reference that is consistent with the PGMEAC approved [guideline](#) (that also says it is OK for the PD to be the Chair).

Important is that all competence committee members are contributing to decisions around resident progress and promotion.

Those PDs who are also the Chair, reported it has been very beneficial to serve as Chair for the first year of CBD implementation and then 'pass the torch' once the kinks in CC functioning and practice have been sorted out.

MYTH #2: COMPETENCE COMMITTEE MEMBERS CANNOT OVERLAP WITH THE RESIDENCY PROGRAM COMMITTEE (RPC)

FACT: All faculty appointed by the RPC can be Competence Committee members.

The PGMEAC guideline on Competency Committee members is silent on who can be a member...so it is up to the RPC to determine if it makes sense for their program whether overlap with RPC is appropriate.

MYTH #3: A SPECIFIC NUMBER OF EPA OBSERVATIONS ARE REQUIRED BY THE SPECIALTY COMMITTEE AND/OR ROYAL COLLEGE

FACT: The numbers provided by the Specialty Committee are meant to act as guidance only. [See page 6.](#)

Guidance does *not* mean requirement or standard.

Locally, when a Program Director is working with the PGME office on their CBD implementation, they consider many factors as they establish their Assessment Plans, including the guidance for establishing local targets for successful entrustments for each of the EPA tools.

The Competence Committee looks at many factors related to a resident's performance in total including: local targets, assessments completed, patterns of assessment, qualitative comments etc.



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.

A QUICK LOOK AT 18-19 PAST ISSUES

All issues available at: <http://cbme.postmd.utoronto.ca>

Issue 8, Released Aug 2018, available at: [@UofTPGME CBME NEWS Issue 8 - Aug 2018](#)

- Outlines recent policy and guidelines by the BPEA Working Group.
- Profiles 5 successful implementation grant projects developing resident and faculty skills in feedback and coaching.

Issue 9, Released Dec 2018, available at: [@UofTPGME CBME NEWS Issue 9 - Dec 2018](#)

- Updates on the launch of Elentra
- Updates from the Implementation Team

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 [here](#).
- **PD handbook** is the RC resource on residency education. You can find more info, [here](#).

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