

Guide to CBME for Program Administrators

I. INTRODUCTION

Competency-based medical education (CBME) is an educational framework used around the world that focuses on residents achieving specific competencies. Instead of *assuming* that a trainee is ready to practice independently, CBME includes more frequent assessment and feedback during training to *prove* that a resident is ready for independent practice. The goal is to expose the resident to the following:

- Increased supervision, assessment, and mentorship from faculty
- Increased flexibility to pursue enrichment opportunities
- Increased focus on coaching and feedback
- Increased direct observation

You'll also hear about Competence by Design (CBD). While CBME refers to the educational framework in general, CBD is the brand name given to this framework by the Royal College of Physicians and Surgeons of Canada. At Western, we generally prefer to use the term CBME as it is more inclusive of all residency training programs, including Family Medicine, as well as for Undergraduate Medical Education.

II. CBD CURRICULUM

What You Should Know

The CBD curriculum is composed of a series of documents developed by your program's Specialty Committee (including your Program Director) in conjunction with the Royal College. Your PD will have access to these documents during the development stage (drafts) and afterward (final versions). Final documents are composed of the following files:

- Document Suite
 - Competencies document (CanMEDS)
 - Training Experiences
 - Specialty Specific Standards of Accreditation
- Entrustable Professional Activities (EPAs)
- Pathways to Competency

Training for Royal College residency programs is now divided into four stages:

- Transition to Discipline
- Foundations of Discipline
- Core of Discipline
- Transition to Practice

The length of each stage of training for your program is defined on the last page of the Training Experiences document. Residents will progress through their training at their own pace based on completion of EPAs; however, residents will generally still complete their training within existing time frames.

Changing to the new CBD framework and curriculum will take time and effort but the Program Administrator plays a critical role in ensuring a successful implementation. Residents and faculty may contact you as the frontline person, so you can influence a positive culture change!

How You Can Help

- ✓ Review the CBD curriculum documents, *becoming most familiar with the EPAs and the Training Experiences*

Resources

- [PGME CBME team](#)
- Program Admins from your same program at other schools across Canada
- CBD curriculum, once finalized is available at the [Royal College Information by Discipline directory](#)

III. ELENTRA

What You Should Know

Elentra, a new digital platform, has been implemented at Western. Currently, it is used for all EPA-based assessments. The [PGME CBME team](#) will be responsible for building all of your program's EPA assessment forms in Elentra.

Other digital platforms (one45, New Innovations, VENTIS) will continue to be used for scheduling and all other assessments and evaluations while Elentra undergoes further development. Eventually, all assessments and evaluations will be completed using Elentra.

How You Can Help

- ✓ Participate in Elentra training sessions to learn:
 - How to log in
 - How Elentra can help you
 - What functionality you have access to
 - What features are available
 - How to review resident EPA progress
 - How to access resident EPA reports

Resources

- Elentra Help email: Elentra.support@schulich.uwo.ca
- PGME CBME Elentra Support Team

IV. ASSESSMENT

What You Should Know

New to the CBD curriculum are EPA assessments. EPAs are the key tasks that physicians need to be able to perform in their specialty. E.g. Assess and provide initial management for acute presentations. Residents will be required to ask faculty to complete an EPA assessment for them in Elentra. Depending on the specifics of each EPA, multiple assessments will be needed to meet the requirements.

However, EPAs will not be the *only* form of assessment. Residents will continue to be assessed with tools you may already be using. E.g. ITERs, multi-source feedback, STACERs, etc.

How You Can Help

- ✓ Send digital copies of all current assessment forms to the [PGME CBME team](#).
- ✓ Track EPA completion in Elentra by checking regularly to ensure residents are triggering assessments.
- ✓ Review pending EPAs in Elentra and remind faculty to complete outstanding EPA assessments.
- ✓ Maintain current assessment processes in non-Elentra platforms.
- ✓ Act as the first point of contact for Elentra support.

Resources

- [Workplace-based Assessment Guide](#)

V. CURRICULUM MAPPING

What You Should Know

A new accreditation standard is the requirement for all programs to create and maintain an up-to-date curriculum map. This is a document that outlines all of a resident's learning experiences and the associated method of assessment. For example, it will show in what rotation a particular EPA is achievable.

How You Can Help

- ✓ To prepare for curriculum mapping, you might assist your PD with determining where each EPA is achievable. In order to provide a resident with all the necessary learning experiences, some rotations may need to be added or removed. If your program will be removing a rotation, remember to contact the affected program in advance.
 - If the affected rotation is Internal Medicine CTU or General Surgery, please notify the PGME office of this proposed change.
- ✓ Your PD will be provided with a curriculum mapping template by the Curriculum and Assessment Specialist on the [PGME CBME team](#). You may be asked to enter Training

Experiences and EPA information into the template before the PD begins the mapping exercise.

Resources

- Royal College [Mapping EPAs in the CBD Curriculum](#)
- Templates and examples: Microsoft LHSC Teams for Western CBME Programs*

VI. COMPETENCE COMMITTEES

What You Should Know

The Competence Committee (CC) is composed of faculty, and in some cases non-faculty members, who discuss the progression of each resident at regular intervals. They will make progression decisions based on all available assessment evidence.

How You Can Help

- ✓ Schedule meeting dates for the Competence Committee. These meetings should occur *at least* twice per year and be held shortly before RPC/RTC meetings to ensure residents are informed of the final RPC decisions within 4 weeks of a Competence Committee meeting, as per PGME policy.
- ✓ Schedule regular in-person meetings between CC reviewers and the residents they are responsible to review, if applicable.
- ✓ Prep for CC meetings by ensuring all resident files are up-to-date a couple of weeks in advance of the meeting. This may include ensuring ITERs are complete, summarizing peer-to-peer assessments, downloading procedure logs, etc.
- ✓ Ensure CC reviewers have access to the EPA assessment reports available in Elentra.
- ✓ Prepare a CC meeting agenda.
- ✓ Attend all CC meetings and take minutes.

Resources

- Templates available on the PGME CBME website section on [Competence Committees](#) or Microsoft LHSC Teams for Western CBME Programs*: terms of reference, meeting agenda, confidentiality agreement, CC memo to RPC, RPC ratification of CC recommendations, CC primary reviewer form, SOP for CC members, etc.
- [PGME Assessment and Appeals Policy](#) (2021 update)
- Royal College [Competence Committees website](#)
- Royal College [Technical Guide 3](#) [link downloads the PDF] on Competence Committees

VII. ACADEMIC ADVISORS

What You Should Know

Academic Advisors are not required in CBD, but some programs may assign one to each of their residents to establish a longitudinal relationship. These AAs are in place to prompt residents to set academic goals, identify strengths and challenges, and guide their progression through the stages of training.

How You Can Help

- ✓ Schedule regular meetings between AAs and their residents.

Resources

- Contact the [PGME CBME team](#) for AA materials

VIII. FACULTY & RESIDENT DEVELOPMENT

What You Should Know

Faculty and resident development will be needed to ensure everyone understands changes associated with the implementation of CBME. Common topics to consider for departmental meetings, workshops, retreats, or one-on-one training include:

- CBME: rationale/ key terms
- Assessment: EPA assessment format / entrustment scale
- Feedback and coaching
- Elentra
- Program ground rules

How You Can Help

- ✓ Schedule faculty development events in conjunction with your PD and CBME Lead.
- ✓ Create resources to help familiarize faculty and residents with EPAs and requirements.

Resources

- Faculty and resident development/orientation resources and presentations available through the [PGME CBME team](#) and Microsoft LHSC Team for Western CBME Programs
- Templates available through the [PGME CBME team](#)
- Royal College [CBD website](#)
- Royal College [CBD Resource Directory](#)
- [PGME CBME Education Resources](#)

* Ask Dr. Vergel de Dios for assistance if you are not able to access the LHSC Teams account.