Update on CBME for PGME
August 2021

Dr. Jennifer Vergel de Dios
Director of CBME Implementation for PGME
jvergeld@uwo.ca

Welcome to new team members

Georgina de Regt - administrative assistant

Georgina graduated from Fanshawe College and is currently working toward her undergraduate degree at King's University in Sociology and Leadership and has taken many courses through Western Continuing Studies. She has been working at Western University since 2013 in various roles, most recently in the Dean's Office and is on the Schulich Strategic Planning Committee.
She is excited to have joined the PGME and CBME teams. You can connect with Georgina at georgina.deregt@schulich.uwo.ca

National CBME Leads

The other university CBME Leads, or National CBME Leads, hold teleconferences every two months. Relevant info:

Recent discussion with the Royal College has focused on the challenges with updating EPAs, or the versioning of EPAs. We are reporting to the Royal College the challenges from the level of the end users, i.e., faculty and residents, and the technical side of updating Elentra. Suggestions have also been given about ways to improve communication about versioning of EPAs and how to operationalize the changes during various stages of residency.

PGME CBME Operations Team

- **Online Modules** - use them for yourself or to send to your faculty. Get Section 2 MOC credits at the very least. These are found on our revamped website.

Topic	Audience	Links	CME

Mini Fac Dev Bytes:
  a. Creating a Coaching Culture
  b. Feedback Sensei
  c. Growth Mindset
	All clinical faculty	Modules
		
		Feedback Survey
			Section 2 MOC

Faculty Orientation to Elentra for PGME	All clinical faculty	Module	Section 2 MOC
New Competence Committee Dashboard	Competence Committees	Module	Section 2 MOC
Resident Orientation to CBD	All residents	Module	N/A
Resident Orientation to Elentra	All residents	Module	N/A
Resiliency for residents	All residents	Module	N/A

- **Online Faculty Introduction to CBD modules.** Also in the works is a similar online module for faculty, whether in London or in our distributed network. We are working towards Section 3 MOC credits for this online module.
- **Opportunities for Section 3 MOC credits! RX-OCR workshops with Susan Ibdah.** Susan provided interactive workshops on the coaching framework, RX-OCR, with 2021 programs that launched this past July. Based on the Royal College's materials on coaching and an opportunity to gain Section 3 MOC credits, we're happy to offer this to any CBD program.
  - Contact Susan, susan.ibdah@schulich.uwo.ca, if you would like her to do a 30-, 45- or 60-minute workshop for your faculty and learn how to bring a coaching mindset to your clinical supervision of residents.

- Our website is currently being updated with the majority of it now completed. ==*Please update all links on your own websites as some old URLs will no longer work.*== We will maintain the LHSC Microsoft Team as with any large community, there are various ways that people comfortably navigate resources. Our public website will be the central source of info, whereas any sensitive documentation or postings can remain in the Team.

Elentra

- **User Guide**
  - o The detailed and very useful Elentra User Guide is applicable to Western's version of Elentra. This is updated regularly. Please circulate this user guide widely and read the relevant portions.
- **Live training sessions**
  - o We're happy to provide live Elentra training sessions for your groups.
  - o Email elentra.support@schulich.uwo.ca if you would like to book a 15- to 60-minute training session for your residents and/or faculty.
  - o During the past academic year, Jenny Krista provided about 30 training sessions to faculty and residents across various PGME programs!
- **Online modules for Elentra**
  - o Check out the relevant modules we've created that are related to Elentra. See the above table for the links.
- **Review feedback from your faculty – for PDs and PAs**
  - o Do you know how to review comments on the EPA forms? Sometimes your faculty are providing feedback that has nothing to do with technical aspects of the EPA form.
  - o Here is a flyer on how to review the feedback which is found on our website with all of the other Elentra flyers.

NEW Competence Committee Dashboard

- The new CC Dashboard is live. Entering of Assessment Plans are still underway, please accept our apologies with the later timeline. We have created an online module to walk you through the basics.
- We are offering training sessions for any upcoming CC meeting you have, so be sure to take advantage so that we can learn about your program's unique CC process and workflow. This also helps us with prioritizing upcoming development of features in the next big update.
  - o You will receive an email from Patricia Morris and Jenny Krista about setting up an orientation session for your CC members.

NEW Resident Dashboard

- Residents will also benefit from a new dashboard that will show their EPA progress.
- This will go live on August 30, 2021 and stay tuned for more educational materials!

Reminder about the homework for programs:
1. ==Programs need to mark off what EPAs and Stage of Training are "achieved" in Elentra, i.e. add the green checkmark.== ⊘
   - See page 33 in the Elentra User Guide for instructions on how to add these green check marks. Note, Elentra does not automatically add the green check marks as this needs to be determined by the CC itself.
   - This ensures that each learner's current Stage of Training will be calculated properly and clearly displayed to track their progress.
2. ==Programs need to add the date and the status of each resident, i.e. "progressing as expected", from the most recent CC meeting.==
   - Previous CC meeting decisions can also be added so that a history of resident statuses can be displayed.

NEW Narrative Notes

A new Narrative Notes feature allows any faculty member to enter narrative comments on a resident that will be visible to the resident and the CC members from within the dashboard. These comments are not tied to an EPA and are meant to be formative. Unlike the Resident & CC dashboard, any faculty member can complete a narrative comment and view any previous narratives that they have completed.

Instructions are below and click here for a flyer to view a larger size or read the Elentra User Guide:

1) Login to Elentra. Under the Profile icon, select **Narratives** from the drop-down menu.

2) Click **Add Note**.

3) Next, **fill in the mandatory fields**: Select a Resident, Select a Program, and add Comment. Optionally, upload a document to attach to the narrative. Click **Submit**.

4) The Narrative Note added (as well as any others previously added) will then be displayed. You can then edit or delete your submitted notes.

NOTE: Residents will be able to view Narrative Notes in the upcoming Resident Dashboard, which will be available to them in August. Narrative Notes are also visible in the Competence Committee Dashboard.

Why write a Narrative Note?

Encourage any faculty member to complete a narrative note for a resident when

- There is no EPA that captures what the resident did

- An EPA is too specific and you want to provide more global feedback

- You want to inform not only the resident but also their Competence Committee about anything constructive or exemplary that the resident did <u>without needing to give an entrustment score</u>

- You are passing along information from an allied health care worker and it has nothing to do with an EPA

Logbook - Reminder to ==email elentra.support@schulich.uwo.ca== if you are interested in the logbook feature in Elentra

Residents

The first Resident Advisory Committee for CBME (RAC-CBME) meeting of the year will also be a Resident Town Hall on CBD. This is open to all CBD residents, not just RAC-CBME members. It will allow residents to come together and speak privately amongst each other about challenges or suggestions about CBD. RAC-CBME members will filter the discussion and bring forward the feedback to the PGME CBME Operations Team.

- **Resident Town Hall on CBD, Monday, August 30, 2021 at 17:30**
- <u>Agenda</u>:
- 5:30 - 5:45 p.m. Updates from PGME
- 5:45 - 6:30 p.m. Resident Town Hall* **residents only**
- Zoom link: https://westernuniversity.zoom.us/j/93617894746
- Email the Resident RAC-CBME Co-Chairs, Ahmed Zaki, PGY-4 azaki3@uwo.ca and Stephanie Hinton, PGY-3 shinton3@uwo.ca
    - For info about the Town Hall
    - To join the RAC-CBME
- Visit our website for more resident-related info https://www.schulich.uwo.ca/cbme/postgraduate/for_residents/index.html

2022 programs

Our team is excited to start working with the following teams as they prepare to launch CBD in July 2022:

Program	Program Director	Program CBME Lead	Program Administrator
Diagnostic Radiology	Stephany Pritchett	Mousumi Bhaduri	Carol Anderson
Hematology	Cyrus Hsia	Selay Lam	Sheila Schembri
Maternal-Fetal Medicine	Genevieve Eastabrook		Susanne Deakin
Neuropathology	Robert Hammond		Cheryl Campbell
Ophthalmology	Yiannis Iordanous	TBD	Mirella Caranci

Ground Rules

- Update your ground rules and ensure you share it with your faculty and residents
- I will be canvassing all programs again and asking for any updates as feedback has been positive about sharing everyone else's ground rules around EPAs and Competence Committees
- For answers from programs last year, click here:
    - *Note* that this PDF is not viewable to the public on our website, i.e., it is not linked on the website itself

Events

Schulich Events

Event	Date & Time	Details
Resident Town Hall on CBD	**August 30, 2021** **17:30**	5:30 - 5:45 p.m. Updates from PGME 5:45 - 6:30 p.m. Resident Town Hall* **residents only** Zoom link: https://westernuniversity.zoom.us/j/93617894746 Please email Georgina de Regt for further details.
SAVE THE DATE **McMaster Direct Observation & Feedback Workshop**	**October 25, 2021**	More info to come about this interactive workshop that McMaster is hosting in collaboration with Western.

Royal College Events

Event	Date & Time	Details
Webinar: **Competence Committees for Program Administrators**	September 15, 2021 11:00 am to 12:00 pm EST	Program administrators have an important role to play in the administration of the competence committees. By the end of this session, participants will be able to outline the essential components to set up a competence committee, discuss approaches to improve the functioning of a competence committee, and share tips and resources amongst Program Administrators to modify your approach. REGISTER Please register first. The event link will be emailed to you 1-2 days before the webinar. **Presenter:** **Julie Ghatalia**, BA, Med Residency Program Administrator PGME, CBD & Academic Activities and Social Media Dept. of Anesthesiology and Pain Medicine The Ottawa Hospital **Moderator:** **Dan Dubois**, MD, FRCPC CC Chair, Associate Program Director, Dept. Of Anesthesiology & Pain Medicine, University of Ottawa Clinician Educator, Royal College
SAVE THE DATE **CBME Program Evaluation Summit** Virtual	**Monday, October 18th, 2021** **10:00 – 1330 EST**	This Summit will be held **virtually**, in conjunction with ICRE. More information will follow in the near future.

Hot Topics in Education

PGME - CBME

A Word from the Curriculum & Assessment Specialist

Dr. Susan Ibdah, PhD
susan.ibdah@schulich.uwo.ca

It ain't easy being cheesy and the same goes for redesigning curricula in the new Competency-Based Medical Education (CBME) framework.

PGME offices across North America have been redesigning residency education in an accelerated way for the past 10 years to implement CBME as a way to overcome the barriers of the traditional outcomes-based curriculum.

With innovation comes paradigm shift, change management, and constant quality improvement to ensure best practices, and faculty and resident wellbeing.

With these constant changes, I hope to review the latest in the medical education literature and provide you with summaries and tips for knowledge translation.

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INNOVATION VS STANDARDIZATION

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ASSESSMENT SCORES

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TIP & TRIVIA
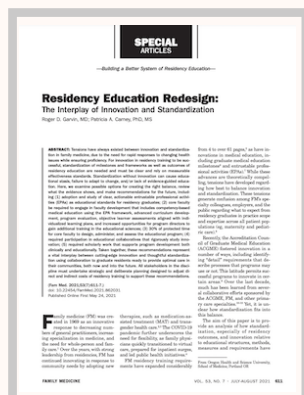
Standardization vs Innovation: A False Dichotomy or an Epic Battle?

Ah, yes, the old debate on *standardization* versus *innovation*—a topic much kindled in the lecture halls of Faculties of Education near and far.

"To Hades with innovation!", some passionate educator cries out from the pulpit as another one vehemently rises up to counter: "standardization is murder!"

The polarization is palpable. Educators caught in the middle are wise to conclude that we should create a strategy that integrates the benefits that each offers.

According to the article "Residency Education Redesign: The Interplay of Innovation and Standardization" by Garvin RD and Carney PA (2021). both standardization and innovation are needed for innovation in residency training to be successful.

Benefits of standardization:
1. clear outcomes of residency
2. measurable effectiveness standards,
3. program stability because requirements for program completion are transparent

Benefits of innovative programs:

Residents can develop individualized curriculum & collaboration among programs.

It is true that both are needed in a Yin-Yang balance in order to meet the needs of residents-- innovative-- while maintaining high standards for certification-- standardized.

Without this seemingly contradictory approach of combining standards to innovation, there would be stasis in medical education— standardization alone would obfuscate progress while innovation alone would prevent systematic quality improvement.

Both standardization and innovation are needed...to be successful

What possible options would advance the balance between innovation and standardization?

(1) expanding the scope of requirements,

(2) adding skill-based rather than time-based faculty requirements,

(3) further altering scholarly activities requirements, and

(4) requiring participation in multisite collaboratives that include rigorous assessment designs.

What's up with the O-SCORE?
(and other entrustment rating scales)

With the implementation of CBME, programs have been rethinking workplace-based assessment (WBA) tools and processes. According to *Exploring the use of rating scales with entrustment anchors in workplace-based assessment* (Robinson TJG, Wagner N, Szulewski A, Dudek N, Cheung WJ, Hall AK., 2021), "there has been a clear focus on improving the anchors utilised on tools, replacing traditional anchors such as 'below' to 'exceeding expectations', with new behavioural, entrustment-based anchors",

The new language, oddly, is based on the *assessor's* behaviour, not the resident's. For instance, the O-SCORE prompts the assessor to reflect on how much of the task they had to do on behalf of the of the resident. If the assessor completes most the task, the assessor would circle 'I had to do'. In contrast, if the resident was fully autonomous, the assessor would circle 'I didn't need to be there'.

What influences assessor's rating choices?

They found the following 6 factors that influenced the faculty's rating choices in WBAs:

1. amount of guidance the trainee required
2. the clinical context
3. trainee's experience
4. assessor's past experience with the trainee
5. perceived competence of the trainee
6. resident's confidence

The new language, oddly, is based on the assessor's behaviour, not the resident's.

Challenge: Should Assessment Be Prospective or Retrospective?

While the authors found that most of the participants faced no difficulty in interpreting the language of the anchors on the entrustment scales, those who did find it challenging pointed to confusion over whether assessment should be prospective or retrospective in nature.

Prospective Approach
Some faculty and staff approach assessment from a "prospective" stance, scoring the learning based on what the assessor believes their future performance level will be.

Retrospective Approach
Other faculty and staff take on a retrospective strategy, wherein they assess the trainee based on what was observed in the moment and not beyond.

Which one to use?
The Royal College uses the O-SCORE for EPAs by default. The O-SCORE is a retrospective scale, thus we recommend using it in the fashion it was intended.
For any non-EPA assessment in which your program wants to utilize an entrustment rating, please contact us at PGME for assistance.

A Tip at a Time

Tip 1 See Change as Growth
Learning happens when we are challenged and when we move. Progress is stifled when change is resisted. True, not all change is progress but keeping an eye out for change that matters is the key to innovation and improvement.

The good news is that CBME implementation provides the fertile ground for such venturings forward.
With CBME, residents and faculty have a "unique opportunity to be engaged in the change process, from design to implementation to ongoing quality improvement" (Hall, J. et al., 2021).

CBME Trivia
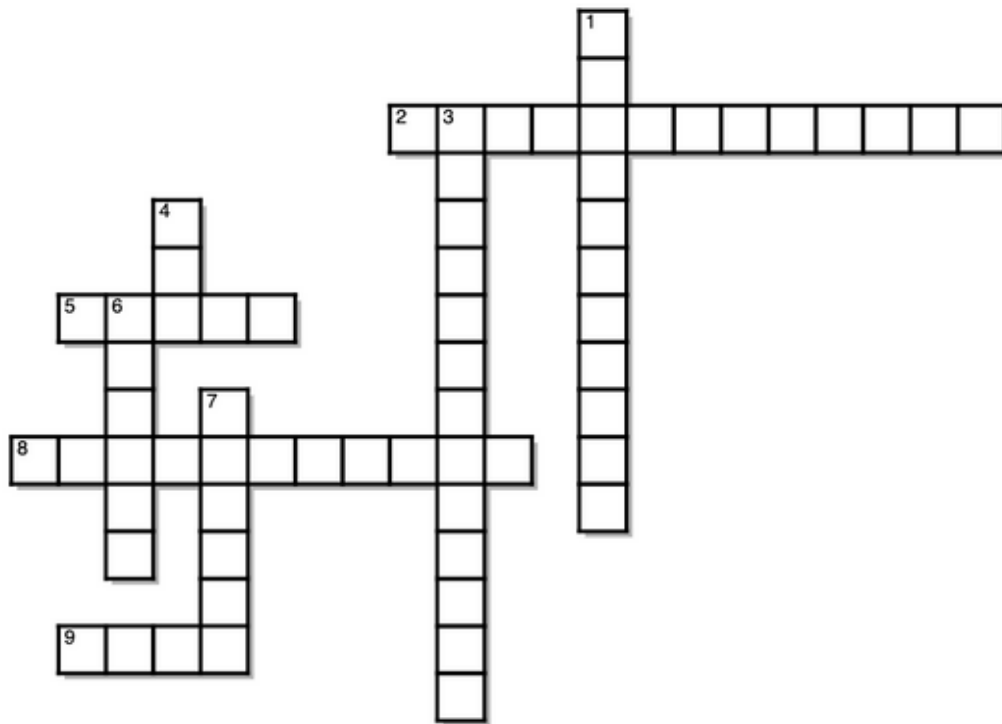
ACROSS

2 The perspective that embraces challenge and change as an opportunity to progress
5 A mentor that guides residents throughout their program
8 The list of expectations clearly laid out for each program
9 In-training assessment report

DOWN

1 A word for describing resident autonomy
3 When an assessor makes a conclusion based on the performance as completed at that moment
4 A workplace-based assessment tool based on CanMeds competencies
6 An example of an entrustment scale
7 A description for each number on an entrustment scale

Answers will be published in the next edition!