We are in a new year and decade, accreditation has come and gone, and what is settled in the dust is CBME. More specifically, to take into account our Family Medicine peers who started CBME many years ago under their ‘Triple C’ framework, ‘Competence by Design (CBD)’ via the Royal College, is keeping us busy.

Congratulations to all who completed accreditation and what a monumental amount of work that entailed. Your dedication is appreciated. When the final reports are released in the spring, PGME will be looking for any trends related to CBME. What will not be surprising is the amount of resources necessary for implementing CBME, both time, financial, and human resources, and the need for a robust electronic platform that will marry both CBME and non-CBME needs.

Thank you & Welcome

Since my last newsletter, the PGME CBME Operations Team welcomed Patricia Morris as the new IT Specialist, i.e. your Elentra and one45 support, and Nicole Filson as our much needed administrative assistant. Our valiant leader, Chris Watling as Associate Dean for PGME, has moved on as Director of CERI (Centre for Education Research & Innovation) and we warmly welcome Lois Champion as his successor.

Thank you to all of the program directors who have handed over their role or will shortly: Alp Sener, Fawaz Siddiqi, Mary Jenkins, Arjang Yazdani, and Geoff Bellingham.

And let’s all welcome the new PDs, Associate PDs, and CBME Leads: Melissa Chin, Sumit Dave, Peter Wang, Lee Myers, Anita Florendo-Cumbermack, Parham Rasoulinejad, Aaron Grant, Andrea Ens, and Marta Wilejto.

I started my role as Education Technology Specialist for Postgraduate Medical Education in August 2019. Previously I held a variety of roles with the Schulich School of Medicine and Dentistry, most recently with Information Services as an Application Systems Support Specialist. I genuinely enjoy the challenges that this new role brings, and I look forward to supporting Program Directors, Program Administrators, faculty members, and residents with everything Elentra.

Patricia Morris, aka your Elentra go-to Education Technology Specialist, PGME

I started my role as the Administrative Assistant for CBME for Postgraduate Medical Education in November 2019. Previously I have worked as a clinical assistant in a medical facility as well as an administrative assistant within the school board. I am looking forward to supporting the PGME CBME team as well as the programs who are transferring over or have already moved over to CBME.

Nicole Filson
CBME Operations Team Administrative Assistant, PGME
Strategic Planning

For early adopters like my home program of Anesthesiology, it’s wonderful and a bit of a relief to see the CBME community growing. I conceptualize three phases of implementation:

**CBME Implementation**

**Phase 1: 2017**

- 2017-2019: All / most programs pre-implementation
- Start of 2019-2020 year: 20/48 launched, or 42% of programs
- → Focus on pre-implementation materials, Elentra basic features (CC members), migrating from other electronic platforms; building CBME community
- → PGME CBME Team of 4 members
- → Individual or 1:1 program outreach is possible for all launched programs

**Phase 2: 2020**

- Start of 2020-2021 year: 31/47 launched, or 66% of programs
  - → Focus on revising pre-implementation materials, program evaluation for launched programs, Elentra complex features (residents, program views), scholarly work; liaising with distributed sites, UME
  - → PGME CBME Steering Committee of ~20 members with increased “on the ground” membership
  - → Rely on broader CBME community for sharing resources, collaboration; more concierge efforts in 1:1 communications

**Phase 3: 2023**

- All programs implemented, 47/47
  - → Focus on program evaluation, QI, scholarly work; ensure all necessary roles are established in long-term roles
  - → Dissolve PGME CBME Steering Committee unless need for prolonged existence

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In July 2020, we will be starting Phase 2.

At the start of the next academic year, % of Royal College residency programs will officially be CBME.

This changes our expectations, needs, and number of affected people.
### Implementation of Royal College CBD programs at Western

<table>
<thead>
<tr>
<th>Year</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>Anesthesiology, Otolaryngology</td>
</tr>
<tr>
<td>2018</td>
<td>Emergency Medicine - Adult, Medical Oncology, Nephrology, Surgical Foundations, Urology</td>
</tr>
<tr>
<td>2019</td>
<td>Anatomical Pathology, Cardiac Surgery, Critical Care - Adult, Critical Care - Pediatrics, Gastroenterology, General Internal Medicine, Geriatric Medicine, Internal Medicine, Neurosurgery, Obstetrics and Gynecology, Radiation Oncology, Rheumatology</td>
</tr>
<tr>
<td>2020</td>
<td>Cardiology, Clinical Immunology &amp; Allergy, General Surgery, Neonatal-Perinatal Medicine, Neurology, Nuclear Medicine, Orthopedic Surgery, Physical Medicine &amp; Rehabilitation, Plastic Surgery, Psychiatry, Respirology, Vascular Surgery</td>
</tr>
<tr>
<td>2021</td>
<td>Child &amp; Adolescent Psychiatry, Clin Pharmacology &amp; Toxicology, Geriatric Psychiatry, Hematology, Neuropathology, Pediatrics</td>
</tr>
<tr>
<td>2022</td>
<td>Diagnostic Radiology, Ophthalmology</td>
</tr>
<tr>
<td>2023</td>
<td>Emergency Medicine - Pediatric, Endocrinology and Metabolism, Gynecologic Reproductive Endocrinology &amp; Infertility, Infectious Diseases, Maternal-Fetal Medicine</td>
</tr>
<tr>
<td>2024</td>
<td>Neuroradiology, Pain Medicine, Thoracic Surgery</td>
</tr>
</tbody>
</table>

#### 2020 Programs

We strive to improve implementation each year and are happy to offer a pilot launch of 1-6 EPAs in Elentra between February-May for the twelve programs launching this year. The Operations Team has met with all programs already in order to assist in preparation not only for a pilot launch but also with curriculum mapping, reviewing and revising programmatic assessment, planning faculty and resident development needs, and any other concerns raised by each program.

#### Steering Committee

Given the increasing number of affected programs and to ensure there is adequate representation in meeting everyone’s shared goal of the smoothest possible transition to CBME, we have created a PGME CBME Steering Committee.

The committee’s purpose is to
- oversee the strategic planning of CBME implementation for PGME
- provide invaluable end-user input to the evolving needs of our electronic platform, Elentra
- to assist in communications with all relevant stakeholders including the Royal College, Schulich School of Medicine & Dentistry, Information Services, and all residency programs

➤ *In other words, making sure there are more ‘on the ground’ implementers whose voices are being heard for the bigger picture issues and challenges*

We aimed for broad representation in role categories, hospital sites, and type of residency programs. We will evaluate membership as our CBME community grows, we have more adopters, and as the committee finds a dynamic in this ever-changing environment that is CBME.
Are you aware of PGME’s [policy on resident evaluation & appeals](#) that was updated in 2018 to reflect CBME residents?

Note that a Competence Committee’s recommended status of “Progressing as Expected”, “Not Progressing as Expected”, or “Failing to Progress” must be provided to your RPC and shared with the resident within four weeks after a review is completed.

And if “Not Progressing as Expected”, or “Failing to Progress” is recommended for a resident, there must be an in-person meeting that is documented.
Allies in Assessment

This was our first retreat with resident participation and attendance. The key event, a debate between Drs. Anita Cave & JP Larkin (Anesthesiology) and Drs. Josee Paradis & Ryan Instrum (Otolaryngology) asked the question about whose responsibility it was to complete EPAs – faculty or residents? In sum, the answer is ‘both’!

Small group sessions covered topics like feedback, wellness, and entrustment scales.

Missed our retreat in October? You can read a recap [here](#).

Program Evaluation

Program Evaluation – are we doing what we intended to do with CBD?

I have been checking in with launched programs and slowly planting the seeds of ‘program evaluation’ in our implementation efforts. You will see an increased effort from the Royal College to answer the question “are we doing what we intended to do with CBD?”.

We are familiar with quality improvement in our clinical settings, but changes to medical education are similarly a change in protocols, processes, and norms. **Quality improvement** is about the best practice, while **program evaluation** is about the next practice. We cannot say that aspects of CBD in our local contexts are best practice (yet? at all?). So, enter program evaluation. You are already probably doing some program evaluation informally (e.g. that academic half day when you met with your residents and made some changes based on their feedback) and there are plenty of opportunities to formally evaluate the changes you’re making to your residency program due to CBME.
<table>
<thead>
<tr>
<th>Research</th>
<th>Quality Improvement</th>
<th>Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To develop new knowledge</td>
<td>To improve internal processes for a specific intervention</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Theory-based hypothesis or research question</td>
<td>The assessment of an existing practice</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>Based on researcher’s timeline and available funding</td>
<td>Short timeline that supports immediate change</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>Contribution to general body of knowledge</td>
<td>Change to practice</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Other researchers</td>
<td>Internal stakeholders</td>
</tr>
</tbody>
</table>

A crucial component for any wide system change is to critically pause and answer the fundamental question as to whether we are better off than where we were before. Why? And how?

Are we getting any of the proposed benefits of CBME? Is it too early to tell? What are some unanticipated outcomes, whether positive or negative?

Program evaluation is where we can start the process of answering some of these questions.

**Events**

- **CBME Program Evaluation Forum - webinar January 23rd, 2020, from 11:30am-1:00pm EST.**
  - To register for this webinar, please click [here](#).
  - The topic of this webinar is “Competence Committees – What we know and what we need to know”. This webinar will feature three short presentations and a large group discussion. Attendees will be invited to share their thoughts, ask questions, relate to their own program evaluation projects, and engage in potential collaboration.

- **Annual Resident as Teacher Bootcamp (RTBC) February 6th-7th, 2020.**
  - The RTBC is an intensive two-day program aimed at building resident teaching capacity at Schulich through a train-the-trainer model. Programs nominate a resident mid-way through his or her training to participate in the RTBC with the understanding that these nominees disseminate teaching skills to other learners in their program.
  - **CBME will be introduced and included in the 2020 Bootcamp:**
    - Resident EPA Assessment & Feedback, Anatomy of an EPA, Resident Completion of EPA, Assessment Forms, and Feedback with good judgement.