Update on CBME for PGME
October 2020

It’s been a while since my last newsletter, so without further ado, read on!

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

- For programs who have yet to launch Competence by Design (CBD):
  - Pre-implementation workshops at the Royal College are now virtual and this can shift the overall implementation schedule since it will be more challenging to do all of the necessary work virtually. Instead of 2024, the final cohort of programs to launch CBD could be 2025.

- A responsive and full dashboard is a missing feature for almost all schools!

*Technical Guides from the Royal College*

One year ago, the National CBME Leads requested more explicit guidance for implementing CBD. The first three technical guides were recently released and it is important that all PDs, CBME Leads, and PAs read them. They get right to the matter: what you must do and where you have flexibility.

Technical Guide 1: EPA Observation Forms

- 3 pages
- *Ensure you have a copy of any contextual variable translations you did with Joan Binnendyk.
- Ensure you have documentation of where and why you modified anything from your Specialty Committee documents re. EPAs.

Technical Guide 2: Applying Dual Streams

- 2 pages
- Relevant if you have time-based and CBD resident cohorts together

Technical Guide 3: Competence Committees

- 4 pages
- Dissect this one; lots of important information
- Stay tuned for a comprehensive checklist ‘CBD Launch Plan - 2nd Stage’ that I have put together for programs with >1 year of CBD. It will incorporate info from this technical guide.

Over the next year, the Royal College will release technical guides on the following topics:

- Accreditation requirement for curriculum plan/map in CBD
- Returning to a CBD program from a leave
- Transfers into CBD programs
- Determining exam readiness
- Versioning of standards in CBD
- Electronic platforms
- System of assessment
ACCREDITATION CHECK:
Do your residents know the following?

- what information is used by their Competence Committee to gauge resident performance
- who is on their Competence Committee
- when their files have been reviewed
- what the decisions were
- the process and timeline for sharing this information

ACCREDITATION CHECK:
Do you have a CC Process & Procedures document?
See attached document for a template.

Steering Committee

A new academic year and a new group of committed and engaged CBME leaders. Any PD, CBME Lead, or CC member of a residency program is welcome to join. Since forming last year, the committee has steered us to do the following:

- Bring stakeholders together – PDs, CBME departmental and divisional leads, and representatives from the Program Administrator Executive, the Resident Advisory Committee for CBME, the Centre for Education Research and Innovation (CERI), and Schulich Information Services (IS);
- Clarification from the Royal College about hybrid programs and off-cycle residents;
- The creation of the Reports portal in Elentra, a Schulich initiative from IS, with resident EPA summary reports and faculty assessor statistics, the latter of which was presented to the Clinical Chairs in March 2020;
- Expanded features of Elentra (see below);
- Google Chrome on hospital computers to facilitate Elentra use;
- The creation of a central repository of shared data in a Microsoft Team for Western CBME programs.

RAC-CBME

I thank Dr. Ernest Chan, PGY-4 Urology, for his leadership as the Resident Co-Chair of the Resident Advisory Committee for CBME (RAC-CBME) last academic year and welcome Dr. Ahmed Zaki, PGY-3 Internal Medicine, as this year’s Resident Co-Chair. This dynamic group has a resident representing each of the launched CBD programs, whether they are a resident in that program or not. Resident voices are critical and we appreciate our RAC-CBME members who provide us with their feedback on topics like Elentra usability, hidden curriculum challenges, and resident development needs. We recently added a resident-only portion to the meeting to ensure privacy and safety for residents to fully express their thoughts.

Elentra new features

Elentra is growing in features as Schulich IS creates customizations based on your requests:

<table>
<thead>
<tr>
<th>Secondary email possible</th>
<th>EPAs auto-expire after 30 days</th>
<th>Anyone, even without an Elentra account, can complete an EPA</th>
<th>Residents can trigger an EPA as the assessor for other residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Users can use another email address to receive notifications in addition to their default Western email account.</td>
<td>We’re investigating if 14 days is better.</td>
<td>These ‘external assessors’ make it easy for residents to request EPAs when they’re on elective outside of London or for any allied health care worker.</td>
<td>Now programs that have senior residents assess junior learners can easily do that with EPAs in Elentra.</td>
</tr>
</tbody>
</table>

Reports Portal

Residents can see a breakdown of each EPA.
Faculty can see metrics about their own EPA performance: # requested, # completed, # expired; distribution of entrustment rating scores; all narrative feedback written.
PDs and PAs can see the same faculty metrics but for all of their faculty.

Previews an EPA form

Great option for those building forms and easily sharing what an EPA looks like in Elentra.

The biggest development in progress is a functional dashboard in Elentra, something I am very eager to see and excited to be a part of its development! This dashboard will take into account all of those contextual variables required for an EPA (e.g. x number of emergency cases, x number by a faculty assessor) and cohort comparisons for Competence Committee members that should make life so much easier. For more information on the use of any of these features, or for any Elentra questions or support, please contact elentra.support@schulich.uwo.ca.
Microsoft Teams

All PDs, CBME Leads, and PAs for launched CBD programs have access to an LHSC Team called ‘Western CBME Programs’. LHSC encourages the use of cloud-based storage for clinical use with Office 365 and since the majority of clinical faculty use their LHSC/SJHC email accounts instead of their Western accounts, this easily serves as our central repository of important documents. Anything that is emailed or in newsletters will be uploaded to that Team. Feel free to use the chat and discussion features too.

Popular materials include a jam-packed orientation package for Competence Committees with helpful guides, templates, and samples from other programs; assessment materials adapted during COVID-19; feedback survey results; and relevant Royal College reports, communiques, and policies.

CBME Operations Team Members: Farewell and Welcome!

With bittersweet news, our PGME CBME Operations Team administrative assistant, Nicole Filson, will be leaving the team and joining the Department of Obstetrics & Gynecology. Nicole joined us on a contract basis just over one year ago and it is fantastic news that she will now have a full-time job but we will miss her cheerful spirit on our team!

We are very happy to welcome two new members who will be affiliated with our PGME CBME Operations Team: Andrea Good and Jenny Krista.

Program evaluation and quality improvement not only reflect good practice but are also requirements under the General Standards of Accreditation for Residency Programs (Standard 9). Programs are required to have processes in place to evaluate their program, and review and act on areas for improvement. Most programs are already completing program evaluation and QI work, but it is not necessarily being recognized or documented. Over the coming months, the PGME Office will be developing program evaluation and QI resources to support program leaders by providing information on what counts as PE and QI, and how to document it.

Andrea Good is the Program Evaluation and Project Coordinator in the PGME Office, focusing on CQI and Accreditation. Andrea moved into this role from Schulich’s Continuing Professional Development (CPD) Office in May 2020. Prior to her roles at Schulich, she worked at LHSC as an Occupational Health & Safety Advisor. She will be developing the resources mentioned above and is available to support CBME Leaders and Program Directors with QI and PE questions. In addition, she will be sharing reports and data from the PGME Office as necessary to assist CBME Leaders and Program Directors in their decision-making. If you have any questions, please reach out to her at andrea.good@schulich.uwo.ca!

We are pleased to welcome Jenny Krista who has accepted the role of Technology Support Specialist effective August 17, 2020 for a one year contract.

Jenny has a Bachelor of Commerce Degree from the University of Windsor. Her MBA with a focus on technology from Ryerson University will be conferred in October 2020. Most recently, she has served as an Instructor Support at the Chang School of Continuing Education where she was responsible for training and supporting faculty, staff, and students on Learning Management Systems.

Jenny’s main focus will be providing the day-to-day user support for Elentra for both UME and PGME, and she will provide guidance and training related to existing features and functionality. This would include common issues such as problems logging into Elentra, changes in access, general “how do I?” type questions, and requests for training.

Moving forward, Elentra support issues should be sent to elentra.support@schulich.uwo.ca, which will be monitored by Jenny.

FMRQ report

I encourage everyone to read the third feedback survey results from the Fédération des médecins résidents du Québec (FMRQ), the PARO equivalent in Quebec: http://fmrq.qc.ca/files/documents/af/93/fmrq-report-cbd-implementation-year-3_1.pdf
These honest reflections are important for us to consider and determine if your individual programs have areas to work on like the ones raised by this report. The report will be discussed at upcoming RAC-CBME and Steering Committee meetings.
## Updated Launch Schedule

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

**Are we generating more assessments without added value? Surgical trainees’ perceptions of and receptiveness to cross-specialty assessment.**


**Evaluation of a National Competency-Based Assessment System in Emergency Medicine: A CanDREAM Study.**


Did I miss one of your studies? Let me know so I can include it in my next newsletter.

## Acuity Star instructions

Make sure all of your CBME-related activities are noted in **Acuity Star**. See the attached slide deck for instructions.

You can track

1. Your various leadership roles related to CBME:
   a. departmental or divisional CBME Lead
   b. member of the PGME CBME Steering Committee
   c. Academic Advisor
   d. Competence Committee member

2. Competence Committee meeting details including frequency and hours per meeting
As a teacher and coach, do you think your residents find your feedback helpful? Can you spare 10 minutes to hone your skills? Want to earn Section 3 MOC credits? Residents and faculty acknowledge a significant need for skill development around the concept of coaching. Educators and physicians at the Royal College have developed web modules to help fill the gap: "Coaching to Competence" consists of five short interactive online activities that allow you to practice applying the RX-OCR coaching process. Earn Section 3 MOC credits for each of the five activities!


From July 1, 2020 - September 30, 2020, a big kudos to the following faculty who had at least 10 EPA assessments requested and completed all of the ones sent to them for a 100% completion rate. None in progress and none expired.

**Welcome to the 100 Club!**

The listed programs are the EPAs in which the faculty member has 100% completion if ≥10 EPA assessments were requested. The numbers beside the name denote the number of EPAs completed.

### Top 5 in the 100 Club

1. Rob Leeper
2. Daryl Gray
3. Michael Ott
4. Nilesh Chande
5. Allison Meiwald & Brad Moffat

### Top Department or Division: Gastroenterology

This is all super impressive! Remember, faculty can trigger EPAs themselves. If you do, ensure you discuss your feedback with residents.

Anatomical Pathology EPAs
- Shkrun, Michael 16
Cardiac Surgery EPAs
- Guo, Linrui 11
Adult Critical Care EPAs
- Leeper, Rob 12
- Mele, Tina 30
- Taneja, Ravi 21
Adult Emergency Medicine EPAs
- Giffin, Dawn 13
- McCauley, William 10
- Meiwald, Allison 44
- Millard, Wanda 15
- Murphy, David 12
- Ouellette, David 33
- Sedran, Robert 26
Gastroenterology EPAs
- Beaton, Melanie 13
- Brahmania, Mayur 11
- Chande, Nilesh 50
- Gandhi, Mandark 13
- Jairath, Vipul 11
- Khanna, Nitin 14
- Khanna, Reena 18
- McIntosh, Keith 12
- Qamosani, Karim 28
- Sandhu, Amindeep 21
- Teriaky, Anouar 11
General Internal Medicine EPAs
- Alkhamasi, Nawar 19
- Green, Daryl 78
- Leeper, Rob 52
- Maclver, Allison 17
- Moffat, Bradley 44
- Ott, Michael 57
- Parry, Neil 21
- Zwiep, Terry 21
Neurology EPAs
- Floredo-Cumbermack, Anita 15
- Jenkins, Mary 42
- Mandzia, Jennifer 10
Neurosurgery EPAs
- Alkhamesi, Nawar 19
- Boulton, Mel 29
- Ng, Wai 15
Obstetrics & Gynecology EPAs
- Chan, Cynthia 18
- De Vrijer, Barbra 12
- Eastabrook, Genevieve 11
- King, Carol 10
- Marunic, Michael 19
- Sovran, Laura 19
- Taylor, Taryn 14
Orthopedic Surgery EPAs
- Howard, James 11
- Psychiatry EPAs
- Montaleone, Pasquale 24
- Rheumatology EPAs
- Basharat, Pari 26
- Surgical Foundations EPAs
- Lanting, Brent 14
- Leeper, Rob 29
- MacIver, Allison 17
- Marunic, Michael 16
- Ott, Michael 15
- Penava, Debbie 12
- Van Koughnett, Julie Ann 23
Urology EPAs
- Bjazevic, Jennifer 27
- Campbell, Jeffrey 31
- Sener, Alp 41
- Welk, Blayne 40