

Competence by Design



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- Key concepts: and how they'll change what you do
- What we mean by cohorts
- Other changes that may/will affect you
 - ePortfolio
 - Accreditation

Key concepts in Competence by Design



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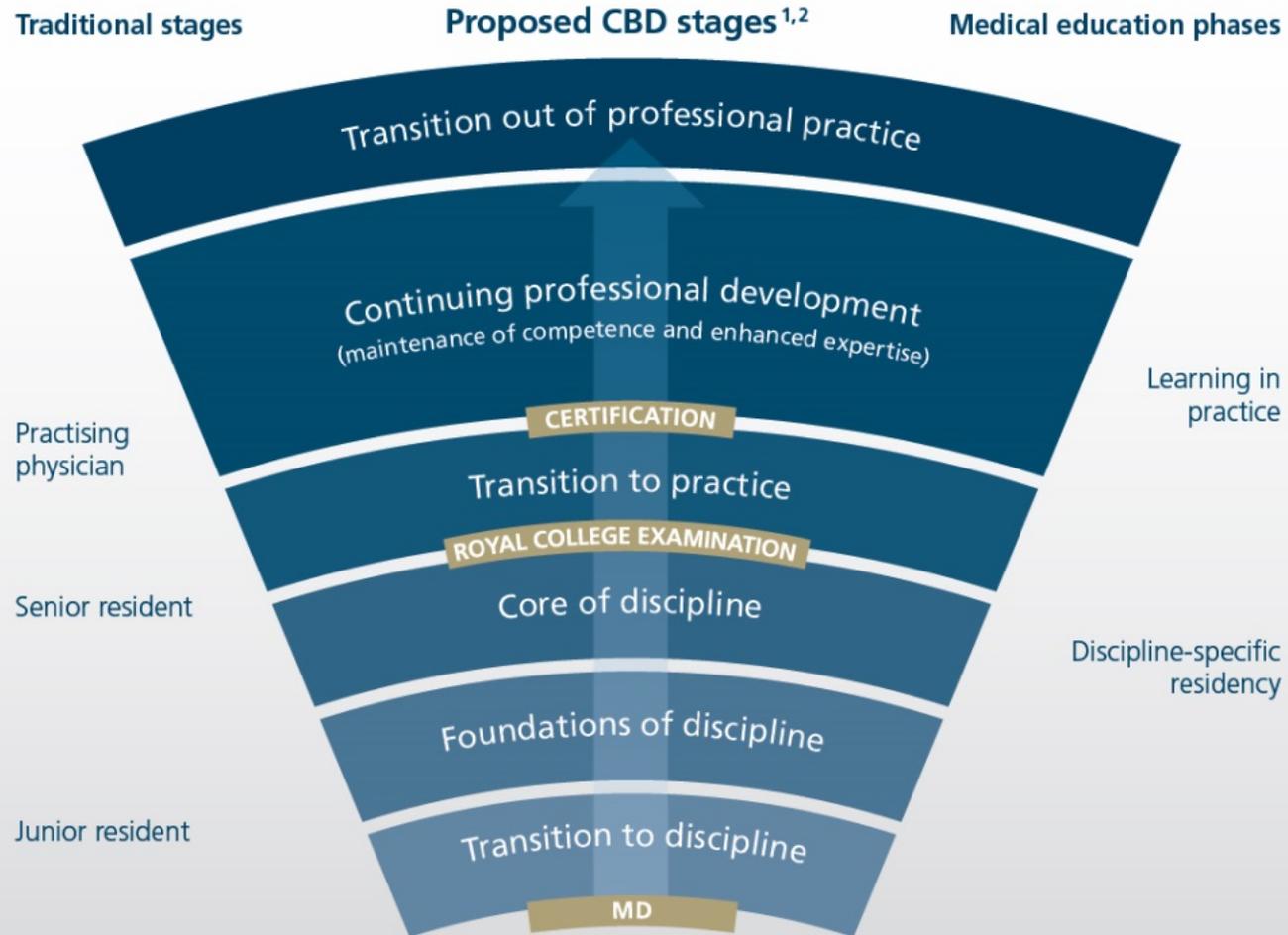


- Outcomes match societal needs
 - Expressed as Competencies in CanMEDS framework
- Stages of physician development
 - Define the progression of ability and responsibility
- Entrustable Professional Activities
- Assessment for learning



- Outcomes match societal needs
- Stages of physician development
 - Start thinking of residency in stages
 - Start thinking of different focus at different stage
 - i.e. orientation at TTDiscipline
 - i.e. ready for practice at TTPractice
- Entrustable Professional Activities
- Assessment for learning

The Competence Continuum



¹ Competence by Design (CBD)

² Milestones at each stage describe terminal competencies



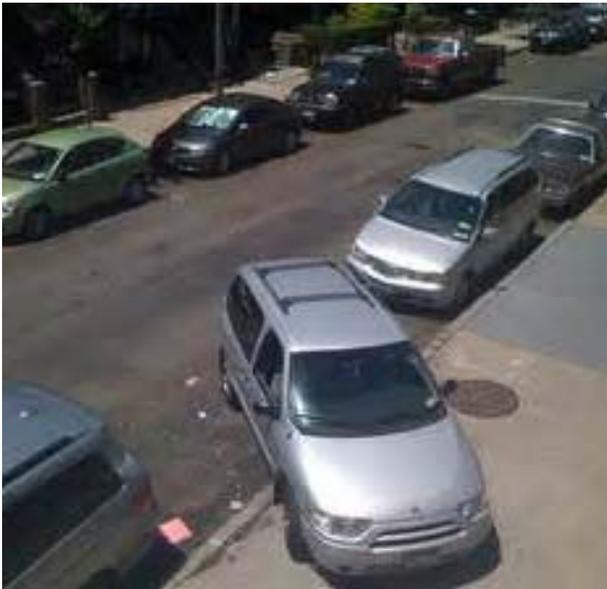
- Outcomes match societal needs
- Stages of physician development
- Entrustable Professional Activities
 - Make the activities of the profession explicit
- Assessment for learning

- In the setting of residency training.
 - A **Royal College Entrustable Professional Activity (RCEPA)** is a responsibility or task in the clinical setting that may be delegated to a resident by their supervisor once sufficient competence has been demonstrated.
- Linked to a specified stage of progression.

- “the work that must be done”
- clinical tasks of the professional
- “discrete” : have a start and an end
 - RC EPAs are observable and can be tracked and assessed from beginning to end.
- link the theoretical framework of CanMEDS to daily work of the profession
 - reflect multiple CanMEDS roles

In the real world

- Driving on G1



In medicine

- Running codes



Images via: bing.com

Key concept of EPA's in CBD: Progression

I'm surprised you can't
do that at this stage in
your training

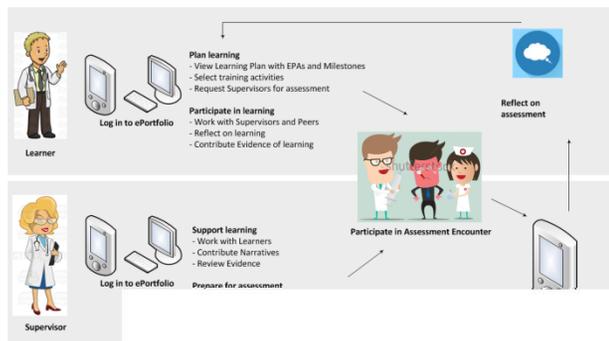


“Did I need to be there?”



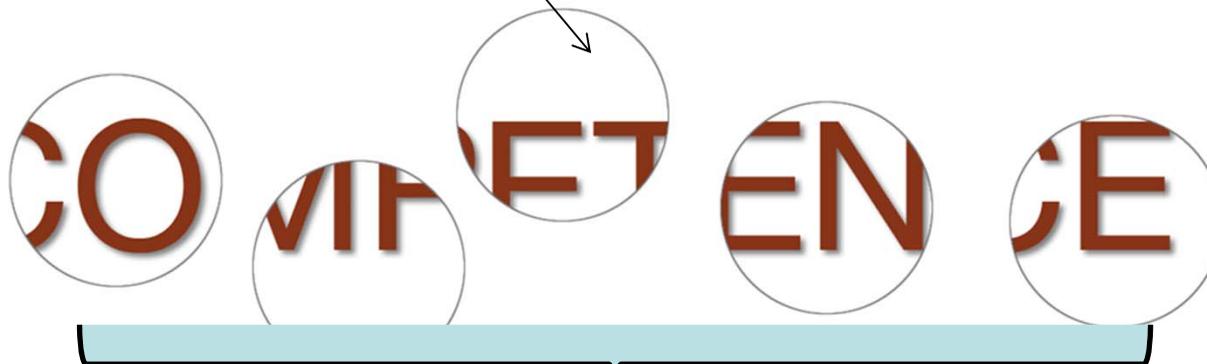


- Outcomes match societal needs
- Stages of physician development
- Entrustable Professional Activities
- Assessment for learning
 - Authentic clinical environment is source for teaching and assessment
 - Multiple observations



EPA Assessment Encounters

- Point in time
- Single rater
- Specific context
- Chance for feedback



EPA Achievement

- Multiple times
- Multiple raters
- Multiple contexts



Program Competence Committee



Log in to ePortfolio

Assessment achievement of EPAs/IMs

- Review Learner EPAs/IMs
- Approve changes to Learner Status:
 - Promote Learner to next Stage
 - Request RC Certification
 - Modify Learner Program Plan
 - Monitor Learner (on track)

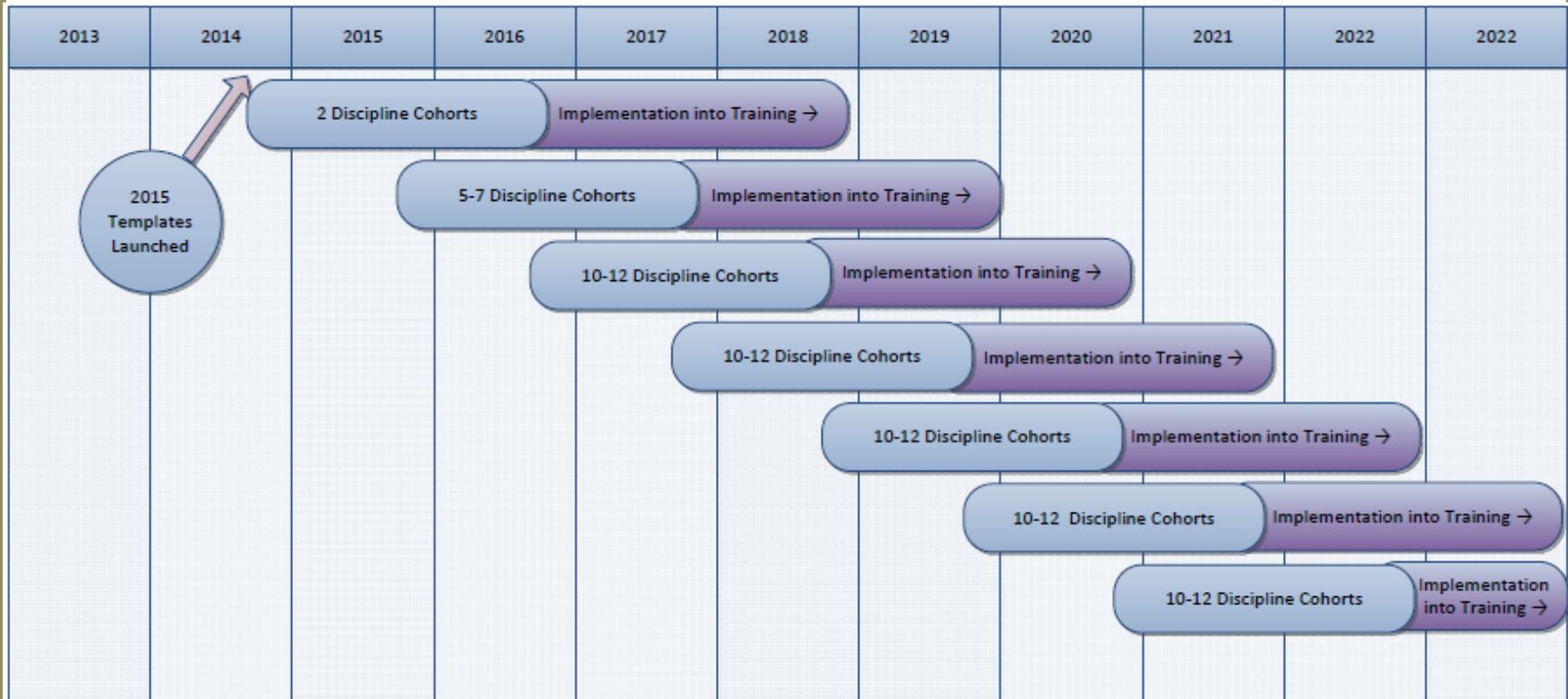
Cohort transformation



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Cohort Implementation Plan





2015	2016	2017	2018	2019	2020
Urology	Neurosurgery	General Surgery	Orthopedic Sx	Dermatology	Colorectal
Anesthesiology	Cardiac Surgery	Plastic Sx	Vascular Sx	Ophthalmology	Gen Surg Onc
IM	Pediatrics	Obs/Gyn	Neuro Path	Diag Rad	Thoracic Sx
GI	Anatomic Path	PMR	Neurology	Medical Genetics	Interventional Rad
Forensic Path	Gen Path	Nuclear Med	Hem Path	Public Health	Palliative Med
SFAC	Radiation Oncology	Psychiatry	Hematology	Peds EM	Pain Med
	Emergency Medicine	Respirology	Peds Hem/Onc	GREI	Developmental Peds
	CCM	Cardiology	Peds Sx	MFM	Neuro Rad
	GIM	Rheumatology	Clin Pharm/Tox	Gyne/Onc	Peds Rad
	Nephrology	Geriatrics	Forensic Psych	ID	Occupational Med
		NPM	Child and Ado Psy	Med Micro	Endo and Met
		CIA	Geriatric Psych	Med Biochem	
			Adolescent Med		

What that means for you

- Most disciplines are in “the waiting room”
 - Learning about CBD, getting ready
- Some disciplines are in the middle of doing their design, coming to workshops
 - PDs coming to more meetings, may be talking to RTC, starting to think about next steps
- Some disciplines are getting ready to implement
 - Testing some EPAs, assessments (field tests)
 - Setting up Competence Committees
 - Soon: setting up ePortfolio

Program Director activities

Building the foundation for Competence by Design

Ensure solid understanding of CBD concepts e.g. stages, milestones, EPAs, assessment for learning

Ensure solid understanding of CanMEDS 2015 – new content and areas of emphasis

Getting ready for the change to Competence by Design

Ensure the residency training committee has the right people to make this change

- Perspectives, engagement, skills

Assess readiness for implementation in your program

Getting into action with Competence by Design

Incorporate CanMEDs 2015 into your teaching and assessment

Focus on one or more stages of discipline e.g. transition to discipline

Create some EPA's and assessments

Focus on one or more topics in the discipline e.g. how is nutrition taught and assessed

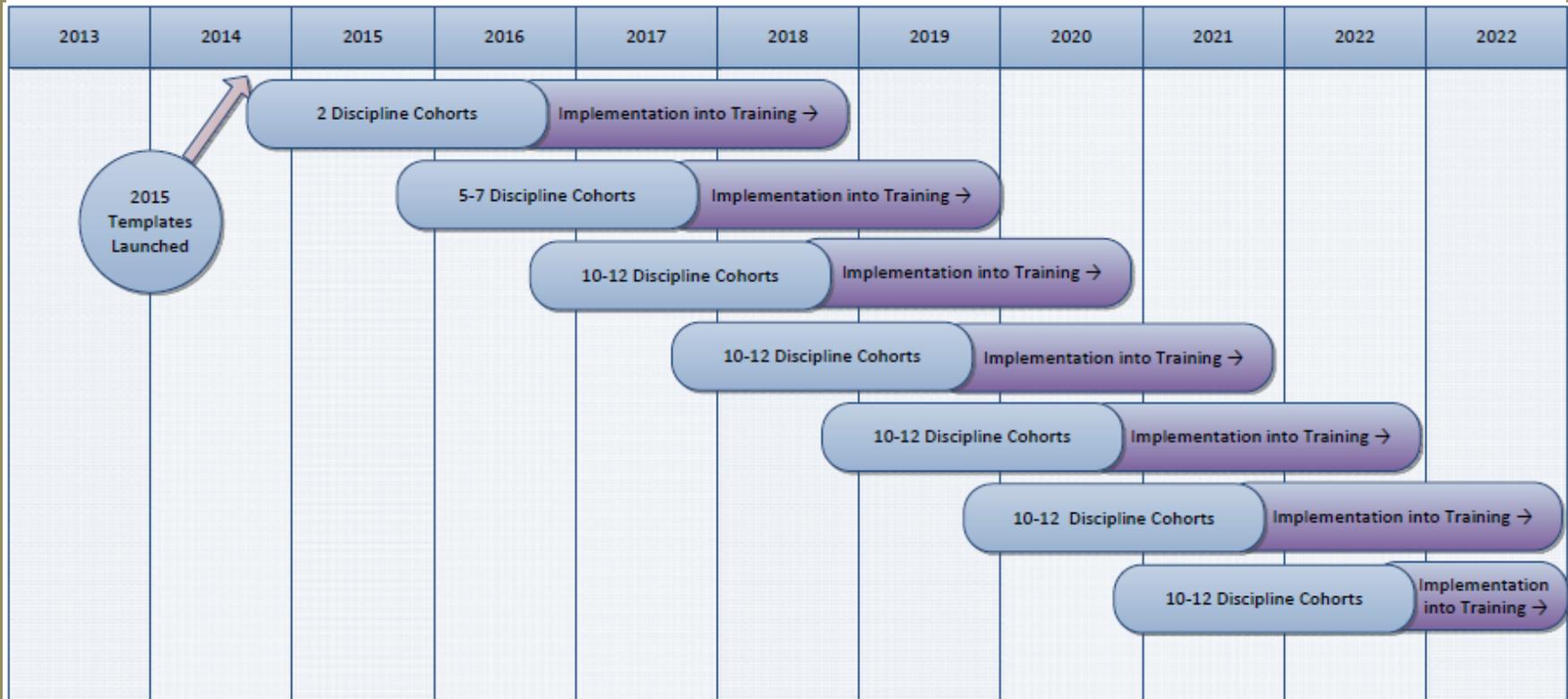
Focus on one or more new assessment modalities

e.g. how would you use a logbook for resident and or program evaluation

Participate in a CBD pilot e.g. test eLogbook infrastructure/useability



Cohort Implementation Plan



ePortfolio



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- Electronic portfolio to support learning and assessment
- Repository of discipline EPAs and assessment tools



Learner View: View Program Learning Plan and Entrustable Professional Activities (EPAs) by stage of training



Imre Varkonyi
Learner ▾

[Change Image](#)



Program: Medical Oncology
 Total for Program: 4 of 6
 Current Stage: Transition to Discipline
 Stage Start Date: 06/06/2016
 Next Progress Meeting:
 Learner Status: Progressing as Expected

EPAs Achieved

1 - Transition to DISCIPLINE

0 / 0

2 - Foundations of DISCIPLINE

3 / 3

3 - Core of DISCIPLINE

1 / 3

4 - Transition to PRACTICE

0 / 0

[Add Reflection](#)

[Program Learning Plan \(6\)](#)

Stage Hide Achieved

▾ Core of Discipline (3)

EPA/IM	Status	Observations
3.1 Providing initial consultations (full range of patients)	In Progress	0 of 17
3.2 Providing assessment and management for ongoing care (full range of patients)	In Progress	0 of 20
3.6 Transitioning care from active systemic therapy to end of life	Achieved	0 of 5

Learners know what is expected of them at each stage of training via the Program Learning Plan, which includes EPAs.



Program Director (PD) View: Review Learner status

Legend:

- 1 - Transition
- 2 - Foundations
- 3 - Core
- 4 - Transition

Learner	Program Affiliated	Learner Status	Next Progress M	
Angela Greig	06/06/2016	Transition to Discipline	06/13/2016	Progressing as Expected
Jmre Varkonyi	06/06/2016	1 - Transition to Discipline	06/06/2016	Progressing as Expected
Jennifer Bond	06/13/2016	1 - Transition to Discipline	06/13/2016	Progressing as Expected
Nahlanha Divalle	06/13/2016	1 - Transition to Discipline	06/13/2016	Progressing as Expected

The PD has a view of all Learners in the program and is able to monitor their progress.

The PD can access and view each Learner's individual portfolio of completed observations.

Other available actions include flagging a Learner, recording personal notes and adding documentation to the Learner's record.

MAINPORT ePortfolio (Residency Prototype 1)



Competence Committee (CC) View: CC meetings

Competence Committee

Program: Medical Oncology
Faculty of Medicine: Memorial University of Newfoundland
Meeting Agenda: 06/27/2016 - Upcoming

MY MAINPORT

During the meeting the CC can access the Learner's portfolio.

An agenda of Learners to be discussed is set for each CC meeting.

Review	Agenda Priority	Presenter	Stage	Learner Status	Updated Status	Learner Action
		Name	Start Date			
Not Reviewed	High	Not Set	1 - Transition to Discipline	06/06/2016	Progressing as Expected	Set Status

Discussion Notes

Feedback To Learner

Notes from the Learner discussion can be captured, as well as any specific feedback that will be passed on to the Learner.

The Learner discussion ends with a decision on Learner status. The CC will select an action relevant to the status.

Angela Gridg
Not Reviewed | High | Not Set | 1 - Transition to Discipline | 06/13/2016 | Progressing as Expected | Set Status

Rahtanika Simille
Not Reviewed | Medium | Not Set | 1 - Transition to Discipline | 06/13/2016 | Progressing as Expected | Set Status

Jennifer Bond
Not Reviewed | Low | Not Set | 1 - Transition to Discipline | 06/13/2016 | Progressing as Expected | Set Status

MAINPORT ePortfolio for PGME

Accreditation



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Thanks to Sarah Taber and ESU team
for slides



Review of Current Accreditation

1000s of pages passed on for review (translation = \$\$; standards vague/unclear; comment may not relate to standard)

Onerous; 1000s of pages of qualitative info unstandardized between programs

Quality of writing variable/ significant editing required; addition to pieces of paper for (translation and) review

Additional pieces of paper; vague standards + holistic approach evaluation + lack of rigorous surveyor training = lack of standardization; lengthy evening meetings spent coming to consensus re: ind programs

Thousands of pieces of electronic "paper"

SC recommendation often varies from that of the survey team

Errors of fact but value/ integrity of

Need to justify/explain rationale for difference

May differ still from that of survey team and SC; lots of time spent discussing what the bar/national standard is for each category; details of decision requires significant OA which may still result in error

Specialty Committee

Education Committee

Value/ integrity of process, judgment of surveyors, AC questioned

Decision

Council

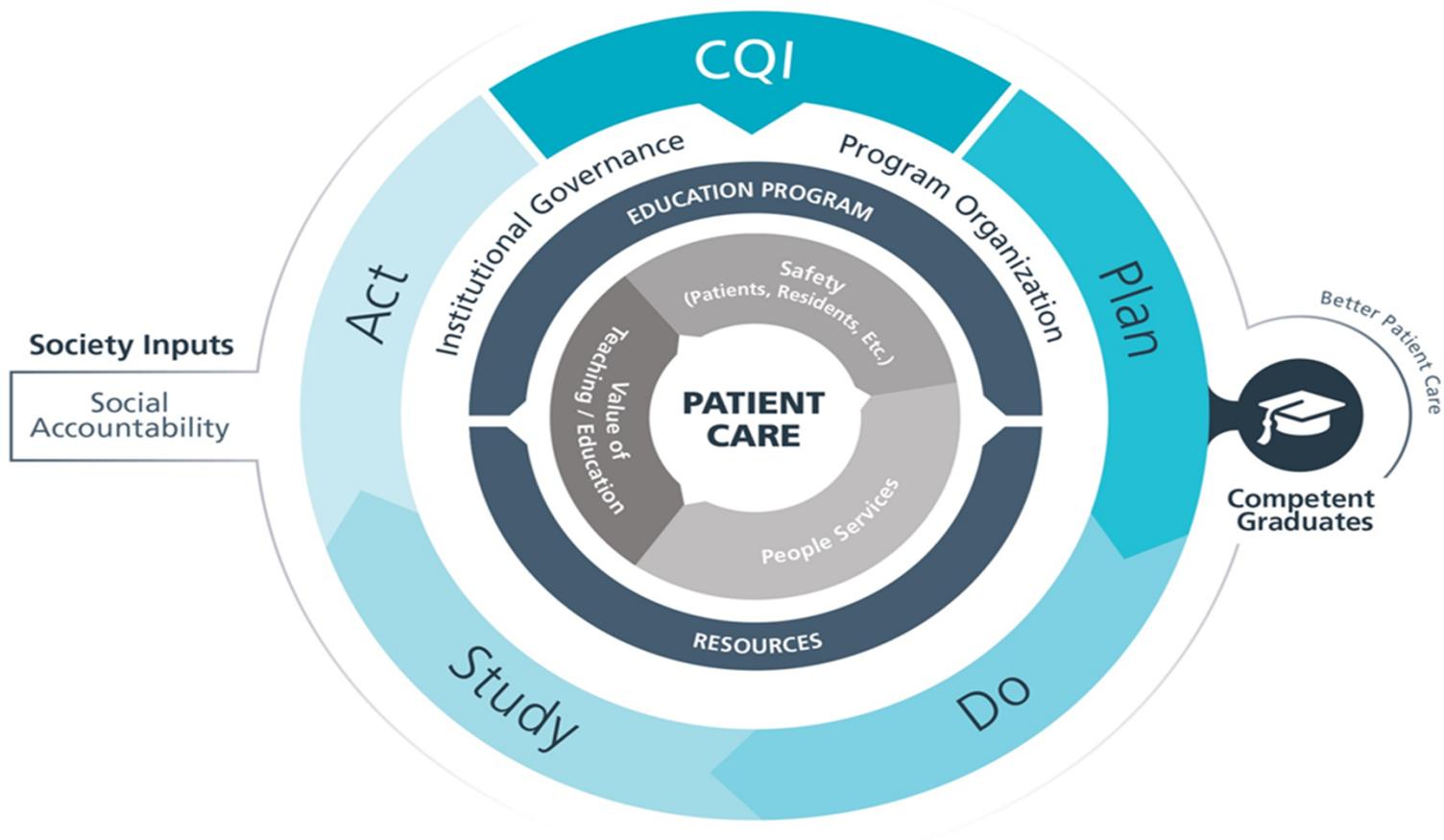
University

Royal College

University

Appeal





- **Balanced accreditation cycle**
 - Balance between episodic and continuous
 - Maintain value of peer review visits plus ongoing data monitoring
- **Accreditation management software with digital workflow**
 - “Live” portal with built in supports/tools
 - Used by programs/universities to submit
 - Used by specialty committee to provide specialty-specific input
 - Used by surveyors to guide survey, create report
 - Used by Royal College to manage the accreditation process
- **Enhanced surveyor pipeline**

- Stay aware
 - Check out CBD resources page
 - Check out ePortfolio webinar
- CBD leads at many schools
 - ?connected with local PA community?
- Think about the three phases of transformation
 - Are you in the “waiting room”
 - Are you getting active
 - Are you getting ready to implement