

PROGRAM ADMINISTRATORS NATIONAL ADVISORY COMMITTEE  
TELECONFERENCE – February 3, 2017  
1200-1330 (OTTAWA TIME)

**Co-chairs:** Cynthia Abbott, Royal College; Charlene Wainwright, University of Toronto  
**Attendees:** Jacqui Dawkins, Alberta; Jeanine Dice, Saskatchewan; Stacey Dickinson, Calgary; Maria Galibois, Montreal; Margaret Garnier, Dalhousie; Julie Ghatalia, Ottawa; Scott Lewis, BC; Kim Nicholas, Alberta; Kimberly Nitz, Western; Ginette Snook, Ottawa; Luiza Shamkulova, BC; Sara Cover-Wilson, NOSM

**Regrets:** Leah Arsenault, Ottawa U; Bernice Baumgart, Toronto; Sharon Cameron, McMaster; Jennifer Collins, Memorial, Carol Dow, McMaster; Karen Fedato, Calgary; Naomie Gauthier, Sherbrooke; Melissa Franzmann, Manitoba; Daniel Johnston, Toronto; Julie Lane, McGill; Ana Malbrecht, Western; Micheline McDonald, Queen's; Jeanine MacRow, Queen's; Cyndy MacKenzie, NOSM, Sue Murray, McMaster, Paula Nixon, Toronto; Jen Railer, Queen's; Sheila Reid, Dalhousie; Nady Robidas, Sherbrooke; Krystyna Schornagel, Saskatchewan; Jeanne Sheldon, Calgary; Cathy Torchia, McGill

#### ACTION ITEMS

- Marvel to circulate some policy Communique's
- Cynthia to schedule a future presentation on Mainport ePortfolio

#### KEY MESSAGE

- We heard very useful information regarding the set-up of the competence committee, and the suggestion that there were sub-committees to divide the work.
- The concept of breaking down their foundations into modules, then into blocks, looking at it from the top down will make it easier to schedule.
- Hearing about the various experiences schools are having implementing CBD and that no one size fits all; and knowing that there are guidelines on the RC website to assist.
- Beneficial to hear that every university will make their own decision on what platform they use and that the information will be uploaded to the RC e-portfolio.

Please share these key messages, reassure your colleagues that there is progress and there are resources available and that we are all going through this together.

#### 1. **Welcome and Introductions**

Participants were asked to give a brief introduction starting with universities from East to West.

#### 2. **Lessons learned from early co-horts – Charlene Wainwright, Sara Cover, Julie Ghatalia**

Sara started by listing the people that are primarily involved in planning the implementation – along with her and her program director there is also a curriculum instructional designer. They asked a handful of faculty if they would be on the implementation board, they meet bi-weekly for one hour to discuss how to move forward with CBD. At the first meeting they created a list of what future meetings would entail and the approach to implementation.

NOSM is a young school and this program has a small number of residents. The key players made a clinical schedule and broke down *transition to discipline* and *foundations* for the first 24 months of an incoming resident; they broke each section down into modules and broke the modules down into blocks. At the second meeting the Implementation Committee reviewed the clinical schedule before bringing it to the RPC and looked at how the current academic schedule could fit into CBD. At the third meeting they discussed the Competence Committee structure, looking at who should be on this committee, should a resident be on it, should it be the chief resident or someone else? It was decided that membership would consist of the program director, the competence chair, the leads from *transition to practice*, *foundation* and *core*, the chief resident, two members at large and someone from the community (i.e. a lawyer) - someone who could review resident evaluations and as an unbiased third party decide if this person is ready to work independently (this is necessary because with such a small program everyone is very familiar with each other).

We used the RC web materials for the terms of reference for competence committees and adapted them. Part of the competence committee structure conversation was around what the members do, and when they do it. For example with *transition to discipline* to *foundation* the lead from *transition to discipline* and our chief resident and a member at large would decide whether the resident was competent to move on to *foundation*. All members are invited to attend the meeting however the lead and the chief resident are definitely required to be there. For *foundation* to *core* the foundations lead, the program director, the chair of the committee and the core lead are required to attend and they decide if the resident is competent to move on to *core*. Someone from the group is designated to review the resident's entire file and make a suggestion to the committee based on the evidence provided. The same faculty member cannot review the same resident file two times in a row; they could do first and third transition but not two in a row.

The Competence Committee Chair wears the biggest hat and works closely with the program administrator. The program administrator tracks who is due for review, gathering the EPAs, scheduling the essential people, determining who will be the file reviewer for that resident and keeping track of where the resident is at. We also put a lot of onus on the resident to make sure that all of their evaluations are on ePortfolio when it is time to review.

## **Discussion**

Q - do you think having a resident on the competence committee is a conflict of interest evaluating their peers?

A - for transition to discipline to foundations we don't see it as a conflict

Q - When did you start work on the competence committee in comparison to the launch of CBD in your program?

Sara: We started talking about it over the past year at our RPC meetings, the program director took advantage of a business meeting within the program to speak to the group about this coming down the pipeline, we have been planning as much as we can based on

what the RC set out. Until we had EPAs, we were in limbo, once they were done we started an implementation committee.

Charlene: we started our competence committee early, we took the data that we had and had group discussions about resident progress.

Julie: we started in July 2015 with our EPAs and milestones, we have a competence committee but ours functions a bit differently, the residents' files are reviewed and then a decision is made as to whether they progress to the next level.

Q - we are transitioning in July 2018 and have implemented a Competence Committee, is it easier to have sub committees reviewing smaller groups of residents or having the CC review and make decisions on all of the residents.

A - By breaking them down into sub-committees it alleviates the amount of work that committee members have to do and how many meetings they are required to attend.

Q – Julie, when did you really feel that CBD was affecting you, was it before the first meeting or after? When should PA's start to plan to ramp up before the start of their disciplines workshop?

A - The faculty members that were involved in CBD started doing some work by putting together the FIRE grant and had approval in 2013. The summer of 2014 is when administrative supported started ramping up we have 3 different platforms that we use in addition to one45, so there was a lot of work putting the data into the platform and getting them running.

Q – What advice, based on your experience, do you have for those just starting?

A - All programs will have a different plan, my advice is to get involved, don't wait for your program director or faculty leads to come to you; ask questions and offer feedback. Some people are afraid and resistant the more you are involved the easier it will be once the decisions are made and ready to implement.

Q - How did you fit it into your existing work plan, did you stop doing something that freed up time?

Sara – I prioritize my work with CBD usually taking priority. At NOSM we believe strongly that residents have to take ownership of their program, their own residency and where they are at in it. e.g. our residents are going to teach our faculty to use the ePortfolio platform that the RC uses. We try to delegate to everybody so that it is not just on one person's plate.

Charlene - I allocate a certain amount of time per day or week for CBD. At the end of a block I may spend more time per day to get that done. I fit it into my days.

Julie - Be proactive; don't wait for CBD to come to you. As soon as you have your EPAs hit the ground running. It is never too soon to start.

Q - In terms of residents that are in trouble is it your CC that reevaluates those or are there separate committees for residents in trouble. Have you noticed that with CBD there are more residents in trouble than previously?

Charlene – we rarely get a resident in difficulty, although we recently had one and the PD brought it forth to the CC and they made recommendations and approved it. In a way this was better rather than the PD having to deal with it on his own.

Sara - At NOSM each resident has a mentor that they work. With CBD we built in personal learning blocks for pgy2-pgy5, allowing them an opportunity to reflect on where they are at with their learning, their competencies, their comfort levels; where their EPAs stand; what do they lack and is there any room for improvement; then we ask them to look ahead to what is coming up in their next 3 blocks to determine if they want to get into some more difficult things, or take time for scholarly activities - it is a small "r" remediation and they are to get input from their mentors and the leads, they set their own goals and it turns into their Iters at the end of the block, they work with faculty members to help accommodate their goals. It is a way to play catch up, look forward, increase skills and catch up on EPAs they didn't get.

Cynthia noted that the RC has developed some policy communiques on remediation, probation, dismissals, transfers, waiver of training, re-entry that might be helpful as a resource. We will distribute them and any questions could be brought forward, they are for guidance and advice and recommendations for things to think about.

### **Future topics**

- Lessons learned – Part II – have a follow up in a few months.
- More about scheduling, rotations, how is this going to change how we currently schedule our rotations. How does it affect call?
- More about platforms and what others are using? Pa's could present on what platforms they are using, how they are using them, how it integrates with the RC portal.
- Policy communique's we could bring someone in to present.
- Eportfolio demonstration – We can arrange a demo to show how it works, with the caveat that your school may have a different way of collecting the data. Not all schools will be using Mainport eportfolio, it is not mandatory. If your school isn't using eportfolio you wouldn't ever have to log into it, the information that the RC requires would be pushed from your platform to the RC Mainport eportfolio. However, we could show you the types of information that can be collected.
- Residents in old vs new system – Julie agreed to present, due to the FIRE program she does have residents in two different streams and could give us some insight on that.

### **RC Products**

CB Leads and faculty development offices have asked for a resident orientation package to help with the onboarding of residents as they transition into CBD. Adelle Atkinson, CBD implementation lead at the RC, is in the process of developing a package of resources that a program director could take off the shelf, easily modify and use as part of their transition to

discipline. It will cover things like what expectations of residents to own their assessments, ask for feedback, be aware of assessments they have had and still need, to be open to feedback and understand that the feedback is to help them improve and progress. We hope to have the orientation package available before July 1 so that program directors have access to it.

Meantime Guide II – new content, linked to newer resources and more timely content is expected to be available in April. This is for people who have not officially transitioned and are anxious to get started and to know what to do.

Coaching Model – as part of CBD we are emphasizing regular observation of residents and developing a coaching type of mentality with our residents. Helping residents progress in their competence over time. Emphasizing what they saw, what they did well, what they need to focus on to get to the next level. It's about good quality feedback and letting residents know that they won't know how to do all their EPAs at the start of a stage this will come over time. The coaching model is designed for the faculty to help them do that mind shift and understand that they have a role in helping with that progression. Denyse Richardson is working on this and hopefully will have a release on that in April and have something in time for the July launches, then refine the package over time.

Future meeting dates (all times are Eastern): May 15 – 1030-1200; July 20 1030-1200