



UNIVERSITY OF SASKATCHEWAN

College of Medicine

POSTGRADUATE MEDICAL EDUCATION
MEDICINE.USASK.CA

St Andrew's College
1121 College Drive
Saskatoon SK S7N 0W3 Canada
Telephone: (306) 966-8555
Facsimile: (306) 966-5224

September 2018

Issue 8

To: Residents, College of Medicine staff, faculty, program directors, program administrative assistants, SHA CEO & CMO, Ministry of Health, SMA, CPSS, RDoS, and U of S Provost

From: Anurag Saxena, MD, M.Ed., MBA, FRCPC. Associate Dean,
Postgraduate Medical Education, College of Medicine,
University of Saskatchewan

This newsletter is the eighth in the communication series from the PGME office to provide information on ongoing change efforts to implement competency-based medical education (CBME) in the specialty programs. The Competence by Design (CBD) initiative is the Royal College of Physicians and Surgeons of Canada (RCPS) version for specialty programs and is a hybrid of CBME and time as a resource. Triple C Competency-based curriculum is the College of Family Physicians of Canada (CFPC) version of CBME implemented for family medicine residents.

Contents:

Message from Associate Dean PGME, Dr. Anurag Saxena

Update from the Royal College

Update on Local implementation in Saskatchewan

Getting Ready for CBD... an Anesthesiology Resident Perspective: Dr. Megan Deck, PGY-2 Anesthesiology

Highlights of the CBD Regina Retreat: Dr. Peter Theil, PGY- 2 Obstetrics & Gynecology, Regina

Faculty Development Information and Upcoming Events: by Dr. Cathy MacLean and Sean Polreis

Single Point of Contact for all CBME inquiries

Message from Associate Dean, PGME: Dr. Anurag Saxena

The implementation of CBD is continuing, tailored to specific levels of readiness for individual programs. We have benefitted immensely from a visit by Dr. Dagnone and Dr. Hall from Queen's University.

In this newsletter Dr. Rob Woods demonstrates the art of the long view by taking steps to prepare the Emergency Medicine program way ahead of schedule. Dr. MacLean highlights the role of the Faculty Development Office, without which we would not be able to proceed. Ms. Tanya Robertson-Frey from the PGME office provides the overall satisfaction and key takeaways from the above-mentioned visit.

Dr. Sharon Card is our new PGME CBD lead at the University of Saskatchewan. I would like to take this opportunity to welcome Dr. Card and wish her the best for success in this role. A big thank you to Dr. Betty Rohr for her years of service in PGME and her key and integral role in launching CBD at our institution. Dr. Alison Turnquist will be leading simulation in PGME.

Anurag Saxena, MD, M.Ed., MBA, FRCPC.

Associate Dean, Postgraduate Medical Education, College of Medicine

Update from the Royal College

The shift to Competence by Design programs has resulted in a change in the **timing of exams**, and; in most cases, the exam will be earlier to allow training to continue with exams out of the way. Surgical Foundations launched their CBD program in July 2018 and because it is a two-year program, it is the first program to move its exam from the spring to the fall of the second year. The first Surgical Foundations CBD cohort can plan on writing their exam in the fall of 2019, approximately 15 months after the beginning of residency.

Update on Local Implementation in Saskatchewan

On June 13 and 14, about 35 faculty and staff participated in the **Regina CBD workshops**, hosted by Dr. Gill White and the Regina campus team with assistance from the PGME office and the College of Medicine Faculty Development unit.

On July 2018, the U of S **Emergency Medicine and Surgical Foundations** programs launched their first CBD cohorts while the **Anesthesia** program is now into their second year.

Getting Ready for CBD... an Anesthesiology Resident Perspective: Dr. Megan Deck, PGY-2 Anesthesiology

Earlier this year I had the privilege of joining the Department of Pathology for their first ever Competency by Design (CBD) retreat. As a member of the Department of Anesthesiology's first CBD cohort, I had the opportunity to share my experiences, and provide feedback regarding the pearls and pitfalls of CBD thus far.

The CBD workshop was designed to prepare the Department of Pathology for CBD implementation. The ultimate goals of this program included developing an appreciation for the rationale behind competency-based medical education, deconstructing the Entrustable Professional Activities (EPAs), and learning how to provide constructive daily feedback. Through a combination of didactic and Q&A sessions, workshop participants had the opportunity to learn the foundational concepts of EPA development and apply that knowledge by creating their own EPAs. Interactive, group sessions were utilized to practice both delivering and receiving constructive feedback. Furthermore, Dr. Saxena and I had the opportunity to engage in discussion and reflect on our experience with CBD, outlining the pros and cons of this educational shift thus far. Overall, I found that the workshop objectives were well addressed; with participants demonstrating a significant increase in their knowledge and understanding of CBD from upon conclusion of the day. Furthermore, I was impressed by the Department of Pathology's faculty engagement in the workshop. The event was well attended, with participants showing a true interest and embracement of the CBD concept.

One of the key insights that I gained from attending this workshop was the potential role for simulation in achieving the competency-based objectives within pathology residency training. In anesthesiology, we rely heavily on simulation to develop our knowledge of less common perioperative emergencies, some of which we may never experience during residency, but are nonetheless crucial to understand. Perhaps simulation could be used as both an educational adjunct, and assessment tool within pathology training to aid residents in acquiring competence with certain skills, despite potentially limited clinical opportunities. Moreover, the need for effective and direct feedback for CBD learners cannot be overemphasized. Continuous, direct observation of learners will be an adjustment, but is pivotal to the success of CBD. The delivery of constructive daily feedback will provide learners with the tools necessary to complete their EPAs, while also ensuring that any deficits are recognized and addressed early.

The implementation of CBD in all the RCPSC programs is fast approaching, and as such, an improved understanding of CBD concepts is warranted. With the degree of faculty engagement in combination with insights gained from this workshop, it is apparent that the transition to CBD is well underway in the Department of Pathology.

Highlights of the CBD Regina Retreat: Dr. Peter Theil, PGY- 2 Obstetrics & Gynecology, Regina

The change to competency-based medical education, referred to as Competence by Design (CBD), from our current model of residency education is daunting at first glance. The attitude that I often encounter from others when discussing the upcoming changes is one of hesitancy and worry. This is an understandable viewpoint whenever dealing with such a large scale change in practice which I find stems from a lack of understanding of what exactly CBD is striving to achieve.

The June CBD workshop held in Regina addressed some of these concerns. The excellent turnout demonstrated to me that staff, faculty, and residents are - albeit reluctantly at times - embracing these upcoming changes. Staff had an abundance of questions that were answered, and; they brought up issues for which the solutions do not yet exist. However, overall I believe that everyone left the workshop with not only a better grasp on the changes to come, but also an apprehensive excitement. This is what I have witnessed several times after having individual conversations with residents and staff regarding CBD. Once people have a better understanding of the changes, **what** they will be asked to do, and most importantly, **why** they are being asked to do so, I find that most people recognize that this change is going to benefit the training of our residents. I personally believe that the largest benefit to residency training will come through the specific feedback that the CBD model requires. Our current model of residency education relies on infrequent and generalized feedback, "You're doing well, keep reading", is an all too frequent comment received on evaluations. CBD gets faculty to observe residents completing specific tasks and then provide feedback directly related to that task, thus allowing the resident to target their studies towards areas of deficiency. It is this direction that will make a resident's training more effective and eventually lead to better patient care.

The changing climate of healthcare demands that we change the way we train our residents. I was fortunate to see this first hand at the workshop we had here in June that staff and faculty are accepting this fact and willing to come on board with CBD. As an Obstetrics and Gynecology resident in Regina, I am looking forward to what the coming year of preparation brings as my program goes live with CBD in 2019.

Faculty Development: Dr. Cathy MacLean, Director of Faculty Development College of Medicine and Sean Polreis, Faculty Development Coordinator

CBME content in TIPS course for Residents

TIPS for Residents is well underway with the new residents for 2018-19. Sessions have been provided for the majority of Family Medicine residents, Royal College residents in Regina, and all new Surgical Foundations residents. While competency-related teaching and learning frameworks and principles have always been components of the TIPS course, we have added some emphasis on their importance to coincide with the College's CBD initiatives. The following are some of the topic areas where this prominence occurs: learning objectives, assessment, direct observation, positive learning environments, teaching skills and procedures, and feedback, highlighting the preceptor's coaching role.

With the help of Dan Mittelholtz, with Continuing Medical Education, we have created an online version of the TIPS manual with more interactive and user-friendly components. Please feel free to check it out and provide us with some feedback (https://www.usask.ca/cmelearning/learning_resources/TIPS/TIPS_Manual.html). There is a short tutorial video at the top of the page and below that a link to open a WEB version of the manual or download your own copy, which allows you to make notes and personalize it.

To help residents with their dual roles of providing feedback as well as receiving and soliciting feedback, Faculty Development is providing TIPS residents with a resource entitled *Thanks for the feedback: The science and art of receiving feedback well* by Stone & Heen.

We hope that these additions will enhance residents' enjoyment of the course while improving their teaching skills in an environment focusing on excelling in well-defined competencies.

CBD/CBME Networking follow-up from MERS Day

One of the three networking sessions during the 2018 Medical Education Research and Scholarship (MERS) Day focused on the area of CBME/CBD. About 20 individuals participated in the session to share their areas of interest and suggestions to the topic as described in the following table. If you have any interest in CBD/CBME networking or other queries, please contact Loni Desanghere, PGME Research Assistant, email: Loni.Desanghere@usask.ca

General Area	Topic
Assessment/Evaluation	Assessment for complex tasks EPA evaluation Evaluating CBD Evaluating the implementation and anticipated outcomes of CBD Evaluation/assessment Feedback
Curriculum	CanMEDS Roles Content delivery Curricular content (genomics) Generalism curriculum
Impact	CBD impact on graduate outcomes Impact with governing bodies Impacts of CBD on residents
Quality Improvement	Curriculum QI Patient safety and QI
Skills	Clinical Skills Psychomotor skill development
Social Accountability	Social Accountability
Technology related	Integration of technology with pathology residency training Point of care ultrasound Technology-assisted self-directed learning Web-based technology in medical education
Teaching/Learning	Retention of knowledge Visual diagnostic reasoning
Transitions	How to do research on teaching/learning/coaching to help residents in transition/foundation Transitions
Wellness	Resident wellness/resilience
Other	Health Economics

MERS Day 2019 in Regina

Faculty Development in collaboration with the Regina Campus is planning MERSD for next year – on June 7, 2019 in Regina. We are looking forward to continuing a track on CBME. Plan to submit an abstract – the call to open early in the New Year.

Fall Programming

Our core programming is up and running for the fall starting with Meredith McKague talking about *Supporting Safe Learning Environments*. No sign up required. All welcome. Keep an eye on our website and eNews for monthly reminders with lots of great topics coming!

Faculty Development would like Webinar Input from you

Faculty Development also wants to hear from any departments or programs regarding a Webinar Wednesday topic they would like to see selected for the fall that would benefit their department and faculty. Contact Paula Lindain at (Medicinefaculty.development@usask.ca) and we will set up the webinar and advertise for you!

Single Point of Contact for all CBME inquiries

We will keep you informed of the developments and progress. In the meantime, if you have any questions, please do not hesitate to connect with us: cbe@usask.ca

For past issues and other CBE/CBME information, visit our

PGME Competence by Design (CBD) and Competency Based Medical Education (CBME) website:

<https://medicine.usask.ca/faculty/competence-by-design.php>