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Issue 6

To: Residents, College of Medicine staff, faculty, program directors, program administrative assistants, Ministry of Health, SMA, CPSS, RDoS, RHA CEO & CMO, 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 sixth 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 CFPC's version of CBME implemented for family medicine residents.

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Message from Associate Dean, PGME: Dr. Anurag Saxena

The CBD initiative is moving ahead on multiple fronts and is tailored to specific levels of readiness for individual programs.

Our fundamental approach to CBE implementation continues to be multipronged:

- Generative:** with identification of what is being done well and what needs to be retained/kept.
- Addressing root causes:** There is a place for deficit-based discussions, and sometimes these dominate our conversations (and appropriately, so as there is a clear need for additional resources, especially for what would be termed startup costs.
- Normative:** Through national consultations, we are identifying best practices for developing optimal learning experiences, assessments, coaching, decision-making, and resource stewardship.
- Realist:** Our local context is somewhat unique in the country with recently implemented changes to healthcare delivery and the One Faculty model. These offer both challenges and opportunities for local adoption of evidence for leading change.

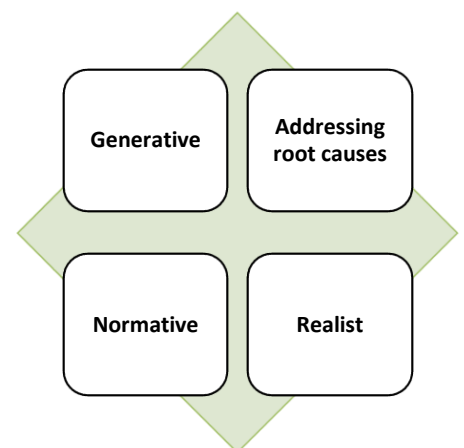


Figure 1: Paradigms influencing CBD implementation at our institution

**Anurag Saxena, MD, M.Ed., MBA, FRCPC. Associate Dean,
Postgraduate Medical Education, College of Medicine**

Update from the Royal College

Competence Committee Users of the Royal College Resident ePortfolio will be pleased to know that the March 30th 2018 Resident ePortfolio update now includes the capability to provide an Observation Summary Report. The Observation Summary Report is a key update as it provides all of the learner EPA observations in one downloadable Excel document.

Update on Local Implementation in Saskatchewan

PGME office has developed three educational 5-minute **videos** to support faculty development with key concepts related to CBD: coaching, entrustment scales, and work-based clinical supervision. **Special thanks** to those that assisted us: **Dr. Brian Ulmer**, Clinical Professor, Vascular Surgery; **Dr. Haven Roy**, General Surgery Resident; **Dr. Brent Thoma**, Assistant Professor, Emergency Medicine; **Dr. Jonathan Dean**, General Internal Medicine Fellow; **Dr. Sharon Card**, Division of General Internal Medicine; **Dr. Guillaume Leclair**, Pediatric Resident; **Dr. Vern Bennett**, Dept. of Psychiatry; **Dr. Mark Elliott**, Internal Medicine Resident; and, **U of S Media Productions**.

Dean's Blog on CBD

In the February posting on the College of Medicine **Dean's Blog: Preston's Page**, Dean Preston Smith featured what he had been thinking about regarding our college and Competence by Design.

We encourage you to visit his blog and read the entirety of his message:

<https://words.usask.ca/usaskmeddean/2018/02/27/our-college-and-competence-by-design/>

Coaching-in-the-Moment: Dr. Brian Ulmer, Department of Surgery CBD Educator

Competence by Design (CBD), with its framework of Entrustable Professional Activities (EPAs) and milestones, is a model of learning based on performance/competencies as well as an evaluation process. CBD involves more than just “know how”, it also requires trainees to “show how” and demonstrate ability “to do” independently. The framework emphasizes formative feedback as the main driver to learning. Defined EPAs/objectives in real time clinical situations, in a controlled environment, should better promote positive coaching techniques. The Royal College has developed a coaching model to support this concept of assessment as a learning tool. The model includes two coaching components: coaching-in-the-moment and coaching-over-time.

The following excerpt from the Royal College website focuses on coaching-in-the-moment:

See the following link for more information:

<http://www.royalcollege.ca/rcsite/cbd/implementation/wbas/coaching-and-cbd-e>

Coaching-in-the-Moment

Coaching in the Moment requires clinicians to establish rapport and set expectations with their residents, observe the residents doing their daily work, provide coaching feedback, and document the encounter. Frequent observation is a key ingredient in resident learning and assessment.

Coaching in the Moment follows the **RX-OCD** step-by-step process:

1. Establishing educational **R**apport between the resident and the clinician (an educational alliance or partnership)
2. Set **eX**pectations for an encounter (discuss learning goals).
3. **O**bserve the resident (directly or indirectly).
4. Engage in a **C**onversation for the purpose of improvement of that work (“coaching”).
5. **D**ocument a summary of the encounter.

Over time, many “Coaching in the Moment” conversations and documented summaries help build a complete picture of a resident’s progress, which is stored in a resident’s ePortfolio (eP) and informs the work of a program’s competence committee.



The Coaching Model Diagram
Taken from royalcollege.ca

May 3 and May 4 CBME Transition Workshop: Chantel Ellis, PGME Clerical Assistant CBD

The Postgraduate Medical Education Office (PGME) office at the College of Medicine is hosting a Competency Based Medical Education (CBME) Transition Workshop on May 3rd and 4th, 2018 in the Health Sciences Building, B Wing, Room 1B03. We are pleased to announce special guests - Dr. Damon Dagnone, Associate Professor of Emergency Medicine and CBME Faculty Lead, and Dr. Andrew Hall, Assistant Professor and Emergency Medicine CBME Lead, from Queen's University. The event is intended for College of Medicine Department Heads, Program Directors, Program Administrative Assistants, Residents, College of Medicine Faculty and Allied Health Professionals; the event consists of a May 3rd 12:00 pm keynote presentation, and on May 4th, a full day of events, including a 12:00 pm keynote presentation and light lunch. Keynote presentations will be available via videoconference upon request or go to usask.webex.com to join Meeting Number: 926 902 134

If you are interested in registering for the event, registration can be found [here](#). For more information, please visit the [workshop event listing](#) on the College of Medicine website.

Competency Based Medical Education (CBME) Transition Workshop

VENUE: Health Sciences Building, Room 1B03, B Wing
University of Saskatchewan

Intended for College of Medicine Department Heads, Program Directors, Program Administrative Assistants, Residents, Faculty and Allied Health Professionals.

With Keynote Speakers & Special Guests from Queen's University:

Dr. Damon Dagnone
*Associate Professor of
Emergency Medicine and
CBME Faculty Lead*



Dr. Andrew Hall
*Assistant Professor and
Emergency Medicine CBME
Lead*

Workshop-at-a-Glance

May 3rd, 2018

12:00 pm Keynote with Dr. Damon Dagnone
Why CBME – A call for transformative change in postgraduate medical education across Canada
**Videoconference/webex upon request*

May 4th, 2018

8:00 am Registration and light breakfast
9:00 am Key steps to ensure effective implementation of CBME at the institutional level
10:15 am Key steps to ensure effective implementation of CBME at the program level
12:00 pm Keynote with Dr. Damon Dagnone and Dr. Andrew Hall (includes light lunch)
Setting up and running an effective Clinical Competence Committee
**Videoconference/webex upon request*
1:00 pm Breakout sessions
▪ *Engagement strategies for Department Heads/Faculty/PDs/PAAAs*
▪ *Engagement strategies for Residents*
2:30 pm Breakout sessions
▪ *Key things after implementation*
▪ *Getting residents to use EPAs*
4:00 pm Facilitated Discussion – Where to from here?

Workshop Registration: [https://ca.research.net/r/CBME Transition Workshop](https://ca.research.net/r/CBME_Transition_Workshop)

On behalf of Dr. Anurag Saxena

Faculty Development: Dr. Cathy MacLean, Director of Faculty Development College of Medicine

Faculty Development has been pleased to work with a number of departments recently on workshops related to CBME. We are happy to present or collaborate with faculty in any department and have focused on these key topics below (but are not limited to these). Let us know if we can help by contacting medicinefaculty.development@usask.ca.

CBME Workshop topics available through Faculty Development

| | |
|---|--|
| 1. Feedback | <ul style="list-style-type: none"> - Narrative- the importance of narrative in completing feedback forms - Work Based Assessment – capturing feedback and documenting in e Portfolio system - R2C2 – a great approach to feedback and coaching - Giving and getting feedback - Debriefing i.e. in simulation |
| 2. Coaching | <ul style="list-style-type: none"> - Coaching skills in the clinical environments - Continuous feedback as a coach - From evaluator to coach – a new role - Direct Observation - Clinical supervision - Entrustment - Milestones (progressive learning objectives) – knowing what are you looking for and commenting on what is needed to meet milestones/EPA's |
| 3. Active Learning strategies | <ul style="list-style-type: none"> - Positive learning environments - Setting up activities for learning - Effective Questioning and avoiding negative Pimping - “Flipping” to stimulate problem solving in clinical setting; having learners prepare for discussions |
| 4. CBME Basics | <ul style="list-style-type: none"> - Introduction to competency based medical education - Why bother? Rationale for CBME approach. - What is it? Covering the basics including new terminology - Learning the language/ terms/ definitions - Competency committees - Change – effective approaches to change |
| 5. Academic Advisor Roles | <ul style="list-style-type: none"> - Who, how and why? - In your specialty how will this work? - Periodic reviews and how to approach them - R2C2 approach - Navigating the e Portfolio - Individualizing learning plans |
| 6. Remediation / Probation in the CBME environment | <ul style="list-style-type: none"> - What happens in a CBME with a learner in difficulty or when remediation is required - Payment options - Promotion considerations - Learning plans and how to create effective plans for challenging situations |

CBME/CBD related Events Coming up in April:

| | |
|-----------------|--|
| April 11 | Teaching Bootcamp: Providing Effective Feedback in a Clinical Setting by Dr. Kalyani Premkumar |
| April 16 | Deadline to submit a Medical Education Research and Scholarship Day Abstract – this year we will have a dedicated stream for Competency Based Medical Education work |
| April 19 | Teaching Bootcamp: Assessment in Medical Education by Dr. Kalyani Premkumar |

Coming in May: CBD/CBME Grand Rounds Sessions with Dr. Anurag Saxena and Dr. Cathy MacLean:

| | | | |
|--------|--------------|---------------------|-----------------------------------|
| May 9 | Medicine | 12:00 pm - 1:00 pm | RUH – East Lecture Theatre |
| May 10 | PM&R | 4:00 pm - 5:00 pm | Room 7804 Saskatoon City Hospital |
| May 11 | Neuroscience | 10:00 am - 11:00 am | SaskTel Theatre - RUH |
| May 28 | Pathology | 8:00 am - 9:00 am | RUH – East Lecture Theatre |

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>