



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

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PGME Town Hall CBD 2.0 Update June 2024



Welcome



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Agenda

1. Welcome & Introductions
2. CBD 2.0 Update
3. Assessment in the CBD Era
4. Systems/IT Platform
5. Reflections, Questions and Comments
6. Conclusion

"Recording in Progress"



Participants

PGME

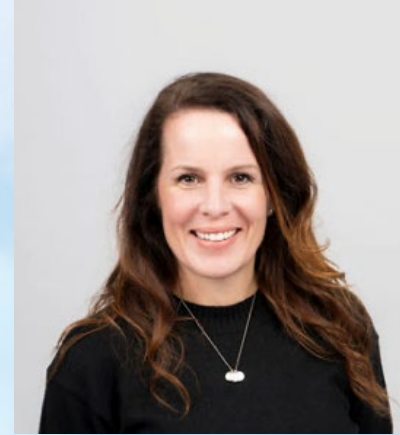
- Dr. Heather McDonald-Blumer, Faculty Lead | Curriculum
- Ms. Lisa St-Amant, Project Manager | Curriculum
- Dr. Julie Johnstone, Faculty Lead | Assessment
- Ms. Jennifer Dare, Project Manager | MEITT

Guest Participant(s)

- Dr. Adelle Atkinson, Clinician Educator | RCPSC
- Dr. Damon Dagnone, Director | Standards and Accreditation | RCPSC



The PG Team



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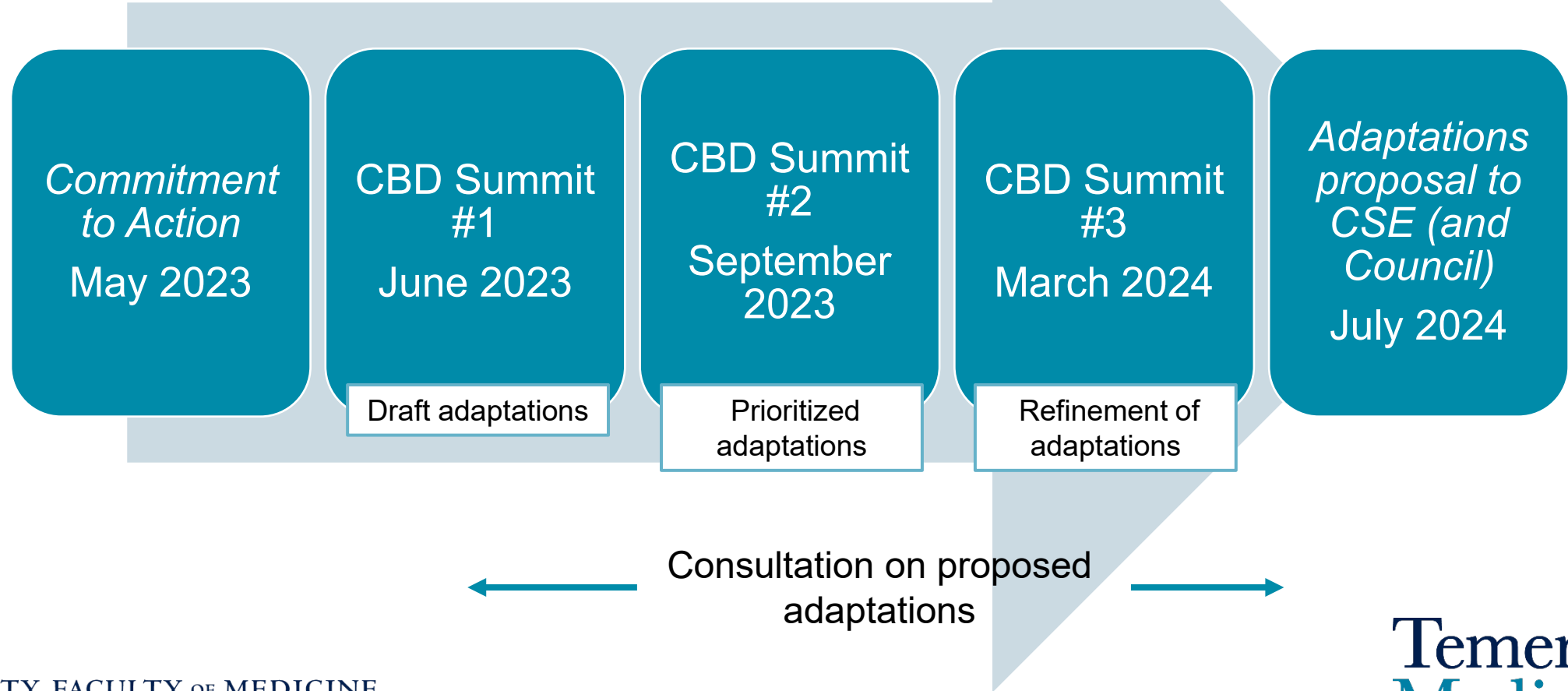
CBD 2.0 Update

CHANGES and PROCESSES

Note: the finalized adaptations to CBD will be communicated by the Royal College to programs in early July. This session represents the discussions nationally as of the third CBD Summit



CBD 2.0 | Consultation & Planning Overview



CBD 2.0 | Priority Areas

1. Value of Assessment
2. Feedback & Coaching
3. Communications
4. Program Evaluation/Quality Improvement
5. Electronic Portfolio



CBD 2.0 - What Continues

- Stages of Training
- EPAs
- Assessment of Learning
 - Purposeful, mapped to competencies
- Evidence-Informed Decision-Making - Accountability
 - Competence Committee
 - Reports to PD and RPC



Stages of Training



EPAs Defined.....

- Core tasks of discipline
..... not the observation
- Will be reviewed / refined by Specialty Committee
- Must be assessed in some manner for each stage
- Number of observations – at programs discretion

What will change...

- Balance national standards and local flexibility in CBD implementation
- Address assessment strategies – to ensure value – across schools /disciplines
- Refocus on feedback & coaching
- Optimize IT platforms (functionality & user-friendliness)
- Integrate evaluation & feedback mechanisms for continuous improvement
- Provide ongoing implementation support (by Royal College)
- Improve communication from Royal College

Feedback and Coaching



Bringing value to the interaction

In the moment

Bi-directional process

Improving the FB culture



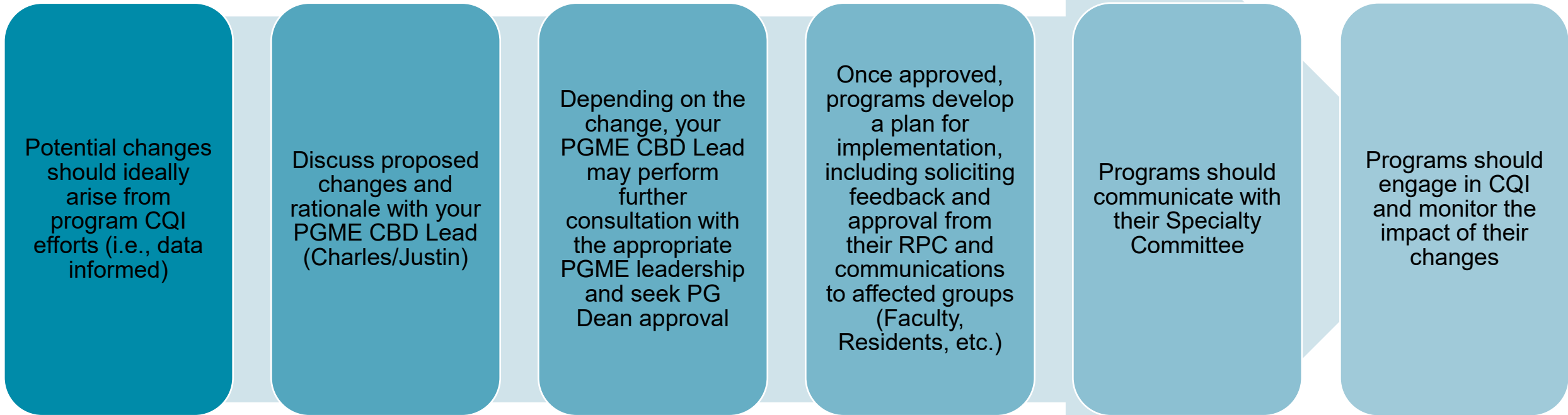
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PGME Process for Making Changes

- Accountability and planning shared by
 - RC (Specialty Committees)
 - Institution (PGME)
 - Program
- Frameworks to be established by local PGME

PGME Process for Making Changes



Impact for Accreditation



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**ASSESSMENT
IN THE CBD
ERA**

ASSESSMENT CHALLENGES

DOCUMENTATION

ASSESSMENT PRACTICE

COMPETENCE CMT
PROCESS

FACULTY SUPPORT &
ENGAGEMENT



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**Program of Assessments help you
discover the best way to assess
residents in each EPA**

ENTRUSTABLE PROFESSIONAL ACTIVITIES

EPA
TASK / SKILL



WBAS

ENCOUNTER
CARDS

EXAMS

OSCES

Mapped
Program of
Assessment

360s

REFLECTION

RESEARCH



ENTRUSTABLE PROFESSIONAL ACTIVITIES

Data from EPAs should NOT be the only data collected on residents

Entrustments scales can be decided locally

Programs determine the # of entrustments required

Programs decide on how much qualitative vs quantitative data is used (but you need both)

Milestone do NOT have to go on assessment forms





BRINGING BACK IN-THE- MOMENT FEEDBACK & COACHING





**Program Difference necessitate
Different Approaches**

Things you can do now...

Review implementation progress

Review Program of Assessment

Specialty Committee Check In

Competence Committee Check In

RPC Check In



BIG PICTURE

Programs Decide what they need to make decisions on resident progression and how it is reviewed/ assessed

A resident CAN be promoted to the next stage, with a limited # of EPAs still to achieve at the discretion of the CC

Residents can pursue EPAs in future stages before progression to that stage

Institutions can design assessment tools that make the most sense for them.



CBD 2.0: Relevant Information Technology Updates

Jennifer Dare
Project Manager, MEITT



Postgraduate Web Evaluation and Registration (POWER)

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Giuliani, Meredith

- Home
- Tasks
- Effectiveness Score
- Rotation Schedule
- Change Email
- Change POWER Passw
- Help
- Conf. Agreement
- Logout

Welcome Meredith!
 You are now logged on to **POWER** system, the Internet based **Registration Service** for Postgraduate Medical Education (PGME) Trainee associated training hospitals.

You may have one or multiple roles, according to the rights granted by your profile.
 Once you've successfully logged in, your profile allows you to access the information and functionalities related to each role.

The following **Roles** are associated with your profile.
 Please select any role by clicking the appropriate link to view its associated **Process Flow** and/or **Functions**:

Primary Signer (Teacher) - Radiation Oncology.

Please use the entries to the menu on the left to access the features available to your profile.
 You can always return to this page by clicking the **Home** link from the menu on the left.
 You can also directly access the help for each role by clicking the **Help** link from the menu, and then selecting the appropriate role from the menu.

For more information about **POWER** and how you can use it, please refer to the **Help** section in the menu.

Please send comments or enquiries to: postgrad_med@utoronto.ca
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Elentra

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Glen Bandiera Logout

TASKS & RESULTS START ASSESSMENT

/ My Assessments / Start Assessment

Select Assessee
 One, Learner

Select a program
 Adult Nephrology

Assessments By EPA Stage Completion Status Program Stats

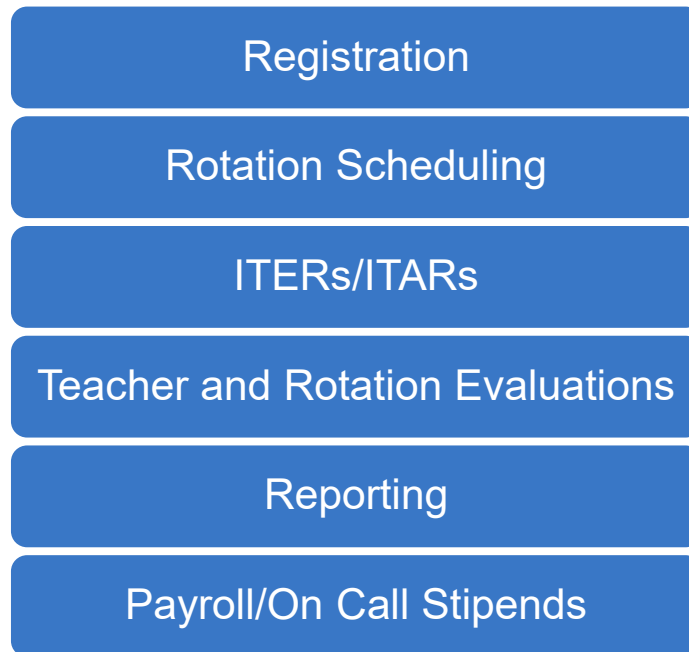
● No Progress ● In Progress < 50% ● In Progress > 50% ● Achieved ● Approved

Progress last updated: March 24th 2021 at 1:02am

	Total	D1	D2	D3	D4	F1	F2	F3
Five, Learner user_alt_28152_@example.com D-PGY1	10 6/5	6 6/5	2 0/3	1 0/4	0 0/3	1 0/3	0 0/5	0 0/4
Four, Learner user_alt_32219_@example.com D-PGY1	4 1/5	1 1/5	2 2/3	0 0/4	1 0/3	0 0/3	0 0/5	0 0/4
One, Learner user_alt_32201_@example.com D-PGY1	10 0/5	0 0/5	0 0/3	4 3/4	1 1/3	5 2/3	0 0/5	0 0/4
Seven, Learner user_alt_28157_@example.com F-PGY1	16 5/5	5 5/5	3 3/3	4 3/4	4 4/3	0 0/3	0 0/5	0 0/4
Six, Learner user_alt_32220_@example.com D-PGY2	13 2/5	2 2/5	2 2/3	2 1/4	4 1/3	3 3/3	0 0/5	0 0/4

POWER

- Vendor based platform, established in 2004, functions as a comprehensive Learner Management System for PGME
- Same vendor supports MedSIS for MD Program
- Primary platform for ITARs, teacher assessment and rotation assessment



Elentra

- Implemented at U of T in 2018 to support CBME in PGME. Used by MD Program and GLSE to support teaching and learning functions (CBME, Curriculum, MSPR etc.)
- Began as "open source" software provided via Queen's University
- U of T part of a consortium with other medical schools
- Permitted customizations at local schools, as well as support from Core team and collaborations
- In 2021 Queen's created Elentra Corporation alongside Elentra Consortium
- In 2023 Elentra Corporation was sold to U.S. Investment firm who agreed to continue Consortium until June 2025
- In May 2024, Elentra Corporation merged with DaVinci Education and new CEO appointed



CBME – EPAs, Notes to File, LACTs and Field Notes



Rotation Scheduling Pilot – 1 Program



Elentra – future plan



- MedIT has done an extensive evaluation of current and future state of this platform
- Pending our ability to obtain a “perpetual” license to operate Elentra, we anticipate remaining with the current version of Elentra fully supported by internal TFOM resources.
- Plan to stabilize IT infrastructure (PHP and Laravel)
- While we may not upgrade to higher versions, we have an opportunity to make minor adjustments as required with the rollout of CBD 2.0 in a stable environment.
- Expectation is that we will have stability for up to 2 years beyond the dissolution of the Consortium.



Medical Education Information Technology Transformation (MEITT) Initiative

- Transformation from existing legacy systems MedSIS and POWER for MD and PGME
- RFP developed with extensive consultation with relevant stakeholders across MD and PGME and working closely with the Procurement office. RFP was posted in September 2023 and closed in November 2023
- 3 Vendors responded to the RFP.
- Evaluation Committee composed of 7 members from MD, PGME & MedIT selected 2 of 3 vendors to progress to Phase 2
- Phase 2 began in May 2024 and involves extensive review and testing of sandbox versions of software
- Anticipate decision in late summer with negotiation of contract occurring into Fall 2024.
- Full implementation of a new system (including migration of existing data) will likely take a minimum of 12 to 18 months.

IT Systems - Vision

- Full integration for end user – logging into a single platform
- Preserve flexibility to permit adaptations at a program level
- Create an IT ecosystem to permit programmatic evaluation and assessment
- User friendly and integrated reporting to enable clear understanding of both learner and faculty performance, as well as evaluation and feedback of curriculum
- Maintain support for medical education systems with teams who are fully knowledgeable of curriculum, assessment, evaluation, analytics and technology
- Stay tuned.....

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Reflections
Discussion



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CBD 2.0 Update
Conclusions and Next Steps

