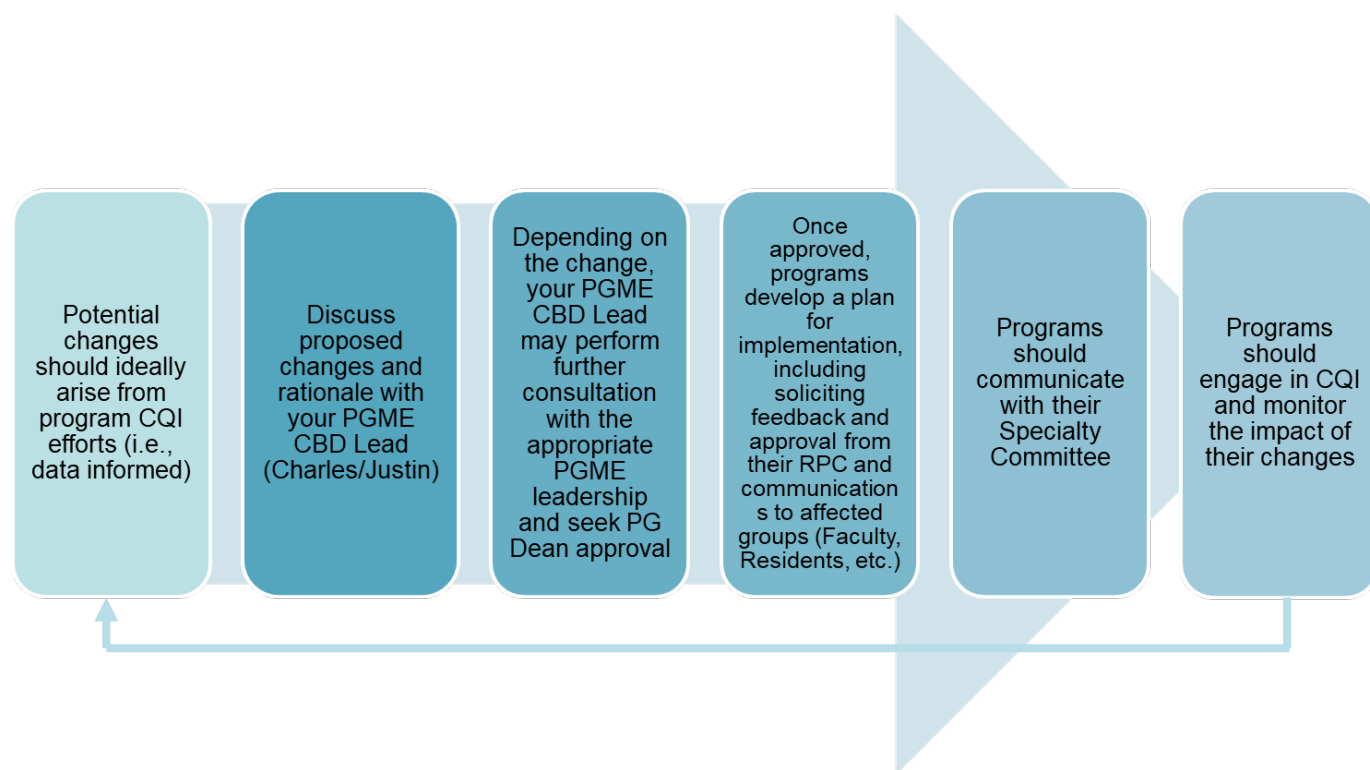


## CBD Adaptations

### U of T PGME Continuous Quality Improvement (CQI) Process for Making Local Changes to CBD Implementation

The below graphic and accompanying table provide an overview of the process that programs should employ when embarking on changes to their implementation of Competence By Design (CBD) at each stage of the process.



Stage	Requirements	Considerations
Discussion	In consultation with your Competence Committee, RPC and Education and/or Assessment Committee members	<ul style="list-style-type: none"> <li>• What is the quality and quantity of data necessary to make decisions on resident progress and promotion at the Competence Committee level?               <ul style="list-style-type: none"> <li>○ What other metrics are you using for your summative assessment of competence?</li> <li>○ What is the role of EPAs in your program (formative vs. summative vs. combination)?</li> </ul> </li> </ul>
Planning	The program is required to document their rationale for revising their EPA targets (e.g., RPC meeting minutes), for clarity and	<ul style="list-style-type: none"> <li>• What are you planning to change?</li> <li>• How do you plan to change it?</li> <li>• What is/are the anticipated impact(s) of the change once implemented?</li> <li>• How will you know once the anticipated</li> </ul>



	accreditation purposes.	<p>outcomes have been achieved (e.g., monitoring EPA completion data)?</p> <ul style="list-style-type: none"> <li>• When might be the best time to implement these revisions (mid-competency stage vs. at the beginning of a cohort's next stage)?</li> <li>• How do you plan to communicate the change in expectations to both your Learners and Faculty?</li> </ul>
Review	<p>The program's plan for proposed changes should first be reviewed by the Competence Committee and requires approval from the Residency Program Committee.</p> <p>It should then be sent to your PGME CBD Lead for final approval prior to implementation.</p> <p>Programs are also encouraged to communicate changes and challenges to their Specialty Committee, in case there is an opportunity to revise your National CBD Standards documents.</p>	
Communication	Programs are expected to communicate the changes to their Learners and Faculty	<ul style="list-style-type: none"> <li>• Which changes are being made?</li> <li>• Ensuring residents are aware of the timelines for implementation and when to anticipate updates to their dashboards in Elentra</li> <li>• How might the changes impact learners differentially? How should this be communicated?</li> </ul>
Implementation		See above
Evaluation	Programs are expected to assess whether the changes have had a negative, positive or neutral effect	<ul style="list-style-type: none"> <li>• Have the changes impacted CC decision-making?</li> <li>• Have the changes impacted levels of assessment fatigue?</li> <li>• Are residents receiving improved quantity/quality/appropriate feedback?</li> </ul> <p>Metrics may vary according to program-specific continuous quality improvement (CQI)/Plan-Do-Study-Act (PDSA) cycles.</p>