

**TOUCHSTONE**  
INSTITUTE  
COMPETENCY EVALUATION EXPERTS

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PGMEAC – Education Programs  
Friday, November 29<sup>th</sup>, 2019

# About Touchstone Institute



- A non-profit corporation that offers expertise in evaluation and curriculum development to promote public confidence in professional competence in the Canadian workforce.
- We excel in providing competency-based services in support of successful transitions to training and practice that meet professional and societal needs.
- We are supported by expertise in simulation, innovation in exam technology, and robust research-based quality assurance to meet the diverse needs of our clients, stakeholders, and partners.
- We specialize in creating valid and authentic competency-based experiences for internationally educated health professionals.

# Today

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- Our Programs
- Learners & Process
- Curricular Delivery
- Evaluation & Improvement
- Future Plans

# Our Programs

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- Pre-Residency Program (PRP)
- Pre-Residency Program – Family Medicine (PRP-FM)
- Canadian Medicine Primer (CMP)

# Learners & Process

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- To date
  - 2,552 CaRMS Matched IMGs transition to residency through the PRP
  - Over 200 visa trainees transition to training through the CMP
- In 2019
  - Learners from 39 Countries of Study
  - Learners transitioning into 23 specialties

# Learners & Process

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- CaRMS Matched IMGs
  - Royal College Specialty
    - 2 weeks of PRP Core Programming – applicable to all specialties
    - 4 programming date options between beginning in April; completed prior to July 1<sup>st</sup>
    - Mandatory to be completed in full prior to AVP
      - COFM Exemption Guidelines

# Learners & Process

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- CaRMS Matched IMGs
  - Family Medicine Trainees
    - PRP Phase 1 – Touchstone Institute
      - 2 weeks of PRP Core Programming – applicable to all specialties
      - 1 additional week of Family Medicine Specific Programming
    - PRP Phase 2 – Localized Observership
      - Up to 6 weeks of localized site orientation and observership
  - Program Dates are arranged by Program & Trainee upon matching
  - Mandatory to be completed in full prior to AVP
    - COFM Exemption Guidelines

# Learners & Process



- Visa Trainees
  - Canadian Medicine Primer
    - Applicable for PGY1 & Clinical Fellows
    - Sponsored & Non-Sponsored
    - 2 weeks of blended programming with 4 options between April and July
      - Includes dedicated content focusing on cross cultural competencies, and foundational health systems
  - Programming is optional prior to PEAP
    - Arranged with cooperation through PGME Office



# Curricular Delivery



- Interactive Sessions
- Practice Through Simulation
- Online Learning
- Mentorship

# Curricular Delivery

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## Simulation & Formative Assessment

- Large Group Simulations
  - In-Class Simulations
  - No formalized evaluation used
- Small Group Simulations
  - OSCE Style Rotation of Cases & Simulated Patients
  - Formative Assessment on CanMEDS 2015 Competencies

# Curricular Delivery

Assessment for Competency-Based Medical Education (CBME):

- CanMEDs 2015 Framework and Competence By Design (CBD)
- Developed in consultation with Touchstone Institute's Psychometrician and Curricular Advisory Committee



CBD<sup>1,2</sup> Competence Continuum



<sup>1</sup> Competence by Design (CBD)

<sup>2</sup> Milestones at each stage describe terminal competencies

The Draft CanMEDS 2015 Milestones Guide				
Key and enabling competencies	Requirements for residency	Transition to discipline	Foundations of discipline	Core of discipline
<b>PROFESSIONAL MILESTONES</b>				
<b>1 Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards</b>				
<b>1.1 Exhibit appropriate professional behaviours and relationships in all aspects of practice, reflecting honesty, integrity, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality</b>	Exhibit honesty and integrity with patients and other physicians and other health professionals  Demonstrate caring and compassion  Recognize and respect boundaries  Demonstrate sensitivity to issues concerning diversity with respect to peers, colleagues, and patients	Consistently prioritize the needs of patients and others to ensure a patient's legitimate needs are met          Consistently maintain confidentiality in the clinical setting, while recognizing the special limitations on confidentiality	Independently manage specialty-specific issues of confidentiality, intervening when confidentiality is breached	Manage complex issues while preserving confidentiality  Intervene when behaviours toward colleagues and learners undermine a respectful environment
<b>1.2 Demonstrate a commitment to</b>	Reflect on experiences in the clinical setting			

# Curricular Delivery



- Learner Evaluation Report
  - Small Group Simulations
    - Mean Scores & Mean Scores of Iteration
    - Qualitative Comments
  - Online Modules Completion
    - Must complete activities in the modules for them to be considered complete.
    - Partial completion noted
  - Weekly Multiple Choice Quiz
  - Attendance

# Evaluation & Improvement



- Curricular Advisory Committee
  - Quarterly Advisory Meetings to support and advise development
  - Includes representation from: PD Experience, IMG Experience, UGME Experience, PGME Experience, Specialty & FM
- Learner Feedback
  - Session Feedback
  - Program Debrief
- PG Consultation
  - Understanding support areas during early stages of training
  - Outreach via Survey

# Future Plans

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- Implementation of CanMEDS Mapping
  - Mapped content through consultations with our CAC, Program Faculty, and input from Program Directors across the province.
- Simulation Enhancement
  - More complex cases
  - More follow-up cases

# Perspectives on Standard Setting

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## Perspectives on Standard Setting

A one-day symposium hosted by Touchstone Institute

**January 30, 2020.** 145 Wellington St. W., 8th Floor, Toronto

**Perspectives** is an annual symposium hosted by Touchstone Institute in Toronto, Canada that facilitates connections among disciplines to encourage communication and knowledge-sharing around topics in assessment and education.

Featuring:



**Jason Frank**

*Royal College of Physicians  
and Surgeons of Canada*



**Mark Reckase**

*Distinguished Professor Emeritus  
Michigan State University*



**Richard Tannenbaum**

*Educational Testing Service  
Princeton, New Jersey*

# Questions



- For more information visit:  
[www.touchstoneinstitute.ca/learning](http://www.touchstoneinstitute.ca/learning)