

CBD Adaptations Plan

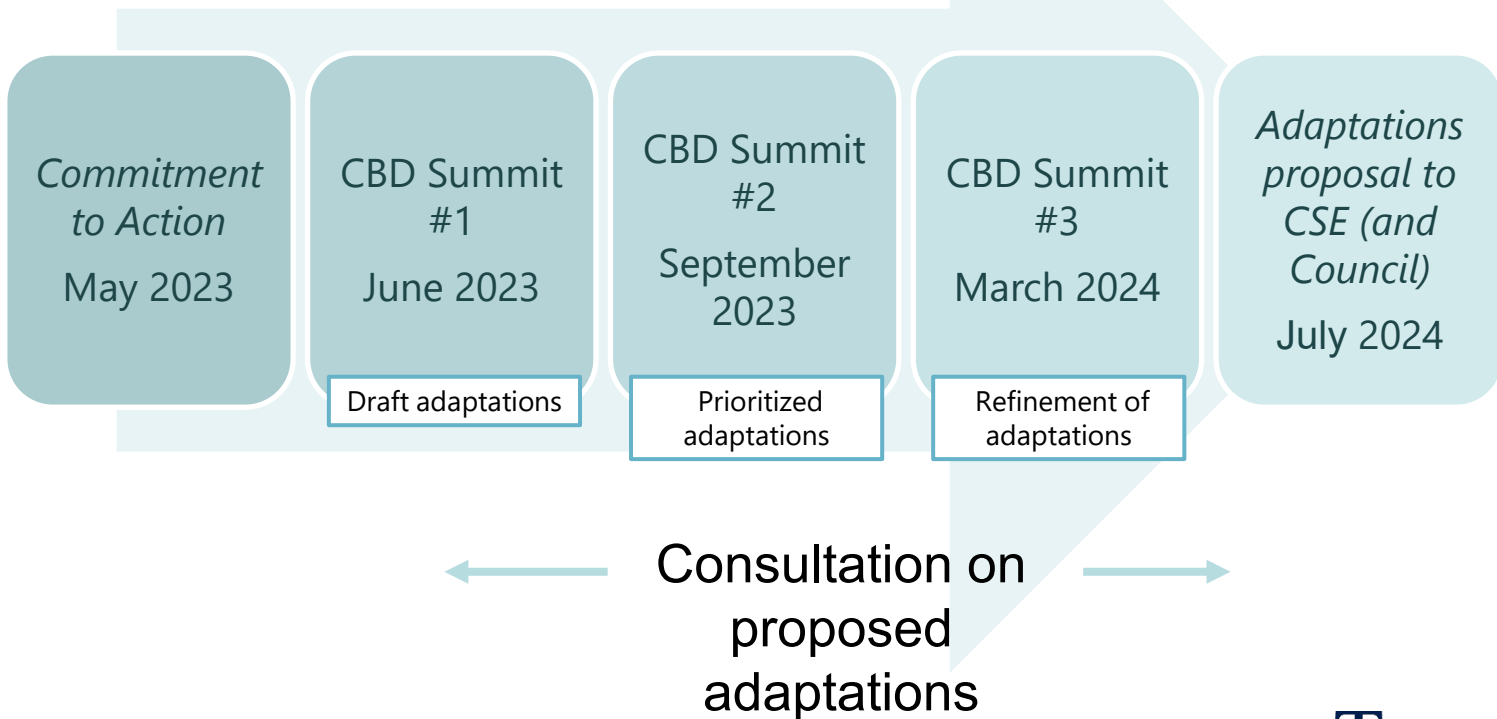
PGMEAC

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CBD Adaptations (“CBD 2.0”) Consultation & Planning Overview



Residency education is complex

- Heterogeneity of disciplines, institutions, and resident cohorts
- Residency is a hybrid of training and employment

**Complexity and heterogeneity
require flexibility
in CBD implementation**

Outcome: CBD Adaptations Plan

PRIORITY ISSUE #1 - The Burden of Assessment	Goal(s)	Intervention(s)	Accountability	Timeline	Specific Activities
<p>Documentation burden of resident assessment</p> <p>The burden of assessment documentation is having significant negative consequences on many residents' training experiences, as well as the wellness and overall stress of residents and supervising faculty. Similarly, competence committee chairs and program administrators are having difficulty navigating the administrative workload associated with CBD.</p>	<p>Decrease the burden of assessment documentation for residents, faculty, administrators, program directors, and competence committee members.</p>	<p>1.1 Enhance the existing discipline-specific standards' revision process to reduce the burden of assessment.</p>	<p>Royal College Discipline-specific Specialty Committees</p>	<p>In progress</p> <p>Duration: Multi-year, with ongoing reassessment</p>	<p>1.1a Update existing formal processes for revision of disciplines' national document suites (i.e., Competencies, EPA Guide, Training Experiences, and Standards of Accreditation), and put resources towards having all Specialty Committees engage in a consistent updated process beginning in 2024. Responsibility: Royal College</p> <p>1.1b Provide support for the Specialty Committee revision processes to decrease reliance on EPA-focused assessment and consistently provide best practice resources for optimal programmatic assessment practices (e.g., combination of EPA assessment, ITERs, narrative feedback) to guide revisions. Responsibility: Royal College</p> <p>1.1c Using the available program evaluation data and disciplines' experiences with CBD, seek to decrease and simplify expectations within the national document suite, with a specific focus on the number of EPA observations in each stage, the number and type of contextual variables, the number of milestones, and the total number of EPAs. Responsibility: Discipline-specific Specialty Committees</p> <p>1.1d Participate in revision of national document suites (i.e., Competencies, EPA Guide, Training</p>

LOGIC MODEL

Priority Issue > Goals > Interventions > Accountability > Timeline > Specific Activities

Timelines are variable

- **Now:** Institutions have the flexibility to make changes w/ local implementation immediately
- **Future:** Some interventions (e.g., revisions of Specialty CBD standards) will have longer timelines (months to years)

See RC CBD Adaptations Plan for more detailed timelines by priority area

Role Clarity

The Royal College:

- Sets national accreditation standards
- Identifies the required competencies, training experiences, and EPAs for each discipline (through the Specialty Committee)
- Sets and delivers national examinations
- Confers certification

PGME offices and programs:

- Develop program curriculum based on the required competencies, training experiences and EPAs for the discipline
- Determine the assessment strategy for each program, including the methods, tools, and forms to be used
- Determine the type and amount of evidence required to make progression decisions about each resident
- Communicate with residents regarding program expectations

CBD Adaptations Plan

- Fundamental design of CBD has not changed:
 - Stages of training
 - Training requirements (competencies, training experiences, and EPAs)
 - Robust program of assessment
 - Competence committees
- increased flexibility in **how** CBD is implemented at the Royal College, institution, and program levels

5 Priorities

Reducing the **burden of assessment**

Increasing opportunities for authentic **feedback and coaching**

Providing clear and consistent **communication** about CBD

Revising and reconceptualizing the Royal College approach to evaluation of CBD (**CQI**)

Optimizing **electronic portfolio** use

Addressing the Burden of Assessment

- Balance b/w need to assess and work of assessing
- Assessment should be multi-faceted
 - Local flexibility with accountability & framework
- Value proposition
- Faculty engagement & support

UofT PGME Process for Making Changes

Potential changes should ideally arise from program CQI efforts (i.e., data informed)

Discuss proposed changes and rationale with your PGME CBD Lead (Charles/Justin)

Depending on the change, your PGME CBD Lead may perform further consultation with the appropriate PGME leadership and seek PG Dean approval

Once approved, programs develop a plan for implementation, including soliciting feedback and approval from their RPC and communication s to affected groups (Faculty, Residents, etc.)

Programs should communicate with their Specialty Committee

Programs should engage in CQI and monitor the impact of their changes

Supporting Implementation of CBD Adaptations

- CBD Adaptations Town Halls (June 17 & 26)
- Competence Committee Workshop Series (2024-25)
- Stakeholder-specific communications based on RC CBD Adaptations Plan (**coming soon**)

Next Steps for Programs

Review implementation progress

Review Program of Assessment

Specialty Committee Check In

Competence Committee Check In

RPC Check In

Summary

Commitment to CBD remains

Partnership: Royal College, PGME & Program

Decrease assessment burden while providing formative and summative feedback

Iterative process ongoing -> QI