

Faculty Development for CBME Implementation: A Toolkit

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Acknowledgements

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Introduction

Medical education the world over is experiencing a paradigm shift to competency-based medical education (CBME). The Royal College of Physicians and Surgeons of Canada (RCPSC) has launched Competence by Design (CBD) as their outcomes-based approach for residency training and specialty practice. Over the upcoming years, all specialty programs in Canada will transition to CBD.

CBME involves identifying the abilities required of physicians and then designing the curriculum to support the achievement of these predefined competencies (Frank & Snell, 2010). This approach defies the assumption that competence to practice as a physician is achieved based on time spent on rotations; that is, through an on-the-job training and/or apprenticeship model (Dornan, 2005), and instead requires residents to demonstrate the competencies deemed necessary for patient care.

CBME is a new paradigm in medical education and faculty must understand the theory behind and its grounding in competencies if they are to teach within it. Faculty will be required to “take on new roles to coach residents progressing through the milestones and assess their achievements” (Ankel, Franzen, & Frank, 2013). A major challenge to the implementation of CBME is the need for faculty development around the teaching and assessment of required resident competencies (Carraccio et al., 2015). Despite being responsible for delivering resident education, many faculty lack formal training in teaching and assessment (Harris, Krause, Parish, & Smith, 2007). While faculty have functioned as medical teachers without such training for generations, the advent of CBME requires “teachers and evaluators to gain a new understanding of the theory and practice of education, one that is different from that demanded of them by content- and time-based systems” (Dath & Iobst, 2010, p.683). It has been argued that if CBME “is to have a ghost of a chance, it will require faculty buy-in and massive amounts of faculty development” (Albanese, Mejicano, Anderson, & Gruppen, 2010, p.451). Educating faculty around the purpose, objective, and rationale of CBME will be critical for successful implementation (Spadafora, Houston, & Levine, 2012).

On July 1, 2015 the Department of Anesthesiology at the University of Ottawa implemented a CBME program. Our efforts to prepare faculty to teach and assess residents within this new training paradigm, as well as our experiences preparing faculty for CBME are documented [here](#).

The purpose of this document and the accompanying Toolkit is to provide a template for programs to develop a faculty development strategy to prepare program directors, faculty, and program administrators for the implementation of CBME.

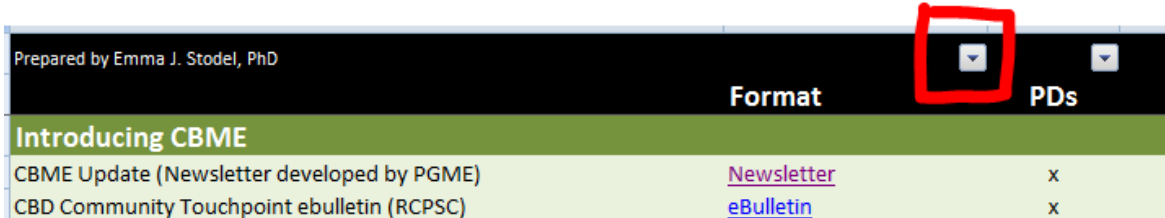
Key Topics for Faculty Development for CBME Implementation

1. Introducing CBME
 - a. Purpose, objectives, and rationale for CBME
 - b. Definitions: Competency, milestones, EPAs
 - c. Roles, responsibilities, and day-to-day expectations of faculty and administrators
2. Preparing for CBME
 - a. Generating faculty buy-in
 - b. Developing curriculum and assessment strategies
 - c. Costs and consequences
3. Promoting organisational change
 - a. Developing leaders to support change
 - b. Changing culture
 - c. Promoting buy-in
4. Program design
 - a. Program planning/developing curriculum map
 - b. Curriculum development
 - c. Instructional design
 - d. Develop assessment tools
 - e. Developing a bootcamp
 - f. Monitoring resident progress
5. Assessing residents
 - a. Assessment in CBME
 - b. Assessment tools and strategies
 - c. Intrinsic CanMEDS roles
 - d. Improving skills in direct observation
 - e. Providing formative feedback
6. Teaching residents
 - a. New teaching strategies to support CBME
 - b. Intrinsic CanMEDS roles
 - c. Role of simulation
 - d. Supporting the resident in difficulty

Filter by resource type

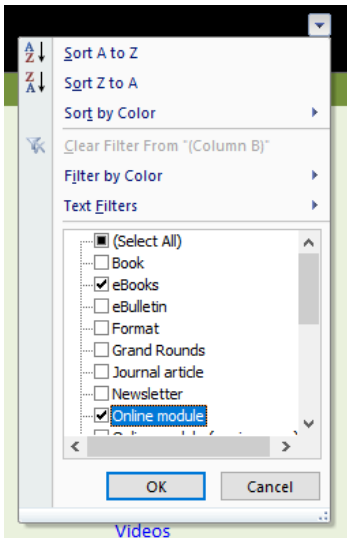
You can filter the resources by type of activity (e.g., online module, workshop, video):

1. Click the arrow in the Format column:



Prepared by Emma J. Stodel, PhD	Format	PDs
Introducing CBME		
CBME Update (Newsletter developed by PGME)	Newsletter	x
CBD Community Touchpoint ebulletin (RCPSG)	eBulletin	x

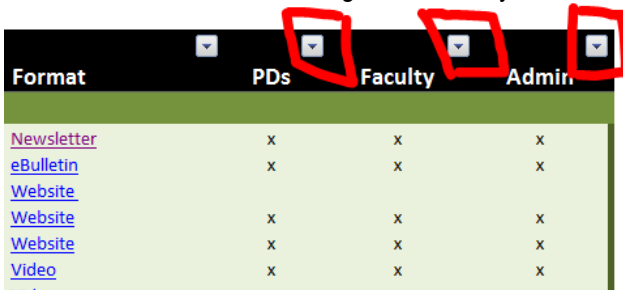
2. Select the format(s) you want to see then Click OK. (To clear the filter and view all types of resources check the Select All box):



Filter by target audience

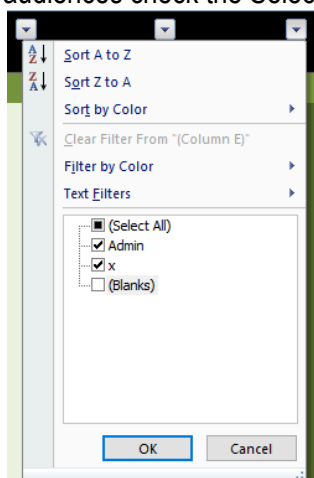
You can filter the resources by target audience (i.e., Program Directors, faculty members, Program Administrators):

1. Click the arrow next to the target audience you want to see resources for:



Format	PDs	Faculty	Admin
Newsletter	x	x	x
eBulletin	x	x	x
Website	x	x	x
Website	x	x	x
Video	x	x	x

- Uncheck the (Blanks) box then Click OK. (To clear the filter and view resources for all target audiences check the Select All box):



Newsletters

The Office of Postgraduate Medical Education circulates *CBME Update*; a quarterly newsletter to inform and educate faculty, program directors, and program administrators about key topics related to CBME. *CBME Update* archives can be found [on the PGME website](#). Email Leah Arsenault (pgmecbd@uottawa.ca) to be added to the distribution list if you are not receiving your copy.

Videos

The Office of Postgraduate Medical Education has developed a series of videos to help introduce program directors, faculty, and program administrators to CBME. These videos can be found on the [PGME YouTube playlist](#).

Video	Objectives	Target Audience
CBME 101	<p>By the end of this video, viewers will be able to:</p> <ul style="list-style-type: none"> Define CBME Explain the rationale for the change to CBME Describe their role within CBME Explain the Royal College timeline for the CBD initiative State where they can find more resources about CBD 	PDs Faculty Residents PAs
Who will support me when transitioning to CBME?	<p>By the end of this video, viewers will be able to:</p> <ul style="list-style-type: none"> Describe uOttawa's CBD Project Team, as well as each member's role Explain how to access these resources 	PDs Faculty PAs
Transition to CBME: My Role as a Program Administrator	<p>By the end of this video, viewers will be able to;</p> <ul style="list-style-type: none"> Understand the PA's role in a CBME program Describe the day-to-day responsibilities of PAs Define the key competencies PDs look for in a PA State where they can find more resources and professional development for PAs 	PAs PDs

Transition to CBME: The Resident Perspective	By the end of this video, viewers will be able to: <ul style="list-style-type: none"> Describe the advantages of CBME from the residents' perspective Explain the importance of assessing competencies Explain how CBME can address some of the challenges in residency training 	Residents
Transition to CBME: My Role as a Program Director	By the end of this video, viewers will be able to: <ul style="list-style-type: none"> Describe how the Royal College is coordinating the implementation of CBME Explain how organizing the new curriculum will create a clear learning plan for residents and clear teaching and assessment goals for educators List practical steps to prepare for CBME 	PDs
Transition to CBD: My Role as Faculty	By the end of this video, viewers will be able to: <ul style="list-style-type: none"> Understand the role of faculty members in CBME Describe the day-to-day responsibilities of faculty members List practical steps to prepare for CBME 	Faculty
Teaching the Teacher: Faculty Development for CBME	By the end of this video, viewers will be able to: <ul style="list-style-type: none"> Describe the importance of faculty development in CBME List strategies for CBME faculty development Describe existing faculty development resources 	PDs Faculty
The Role of Assessment in CBME	By the end of this video, viewers will be able to: <ul style="list-style-type: none"> Describe the role of assessment in CBME Explain the benefits of frequent assessment List some assessment tools available 	PDs Faculty Resident PAs
The Role of Simulation in CBME	By the end of this video, viewers will be able to: <ul style="list-style-type: none"> Describe the role of simulation in CBME Describe the advantages and challenges of simulation Explain how to incorporate simulation into a CBME program 	PDs Faculty Residents

Online Modules

The Faculty of Medicine has a number of online modules for faculty development:

Online Module	Objectives
Giving Feedback: Why and How? https://learn.med.uottawa.ca/courses/giving-feedback-why-and-how/	By the end of this module, learners will be able to: <ul style="list-style-type: none"> Explain the value of feedback Describe the characteristics of effective feedback Demonstrate an approach to providing feedback in various situations in the classroom, laboratory, and/or the clinical setting

Assessing and Evaluating Learner Performance

<https://learn.med.uottawa.ca/courses/assessing-and-evaluating-learner-performance/>

By the end of this module, learners will be able to:

- Define assessment and evaluation
- Explain the importance of learner assessment
- Document your assessment effectively
- List the characteristics of an effective evaluation
- Discuss the barriers to effective evaluation

Developing a change management plan for CBME

Coming soon

By the end of this module, learners will be able to:

- Explain the key principles for successful change implementation and an effective model for change.
- Articulate the rationale for change to CBME within their program and what the change will look like.
- List key stakeholders to recruit to support CBME implementation.
- Implement 1-2 concrete actions to enlist stakeholders and begin implementing CBME.

eBooks

[Developing the CanMEDS Physician](#) is a series of eBooks developed by the Office of Postgraduate Medical Education. Each eBook is designed to help medical educators teach and evaluate medical trainees in one of the intrinsic CanMEDS roles.

Workshops, Grand Rounds, and Retreats

Our Faculty has a deep pool of experts who are willing to share their knowledge and deliver workshops to support faculty development. Contact Leah Arsenault (pgmecbd@uottawa.ca), CBD Coordinator, if you are looking for an expert in a specific area to come and talk to your faculty.

Maximising Faculty Participation

Often, participation in faculty development is volunteer-based. Steinert et al. (2006) suggested that it may be time to “move beyond ‘volunteerism’ as we strive to enhance teaching and learning” (p. 519) and consider mandatory participation in faculty development. Alternatively, faculty development could be linked to clinical learning needs or administrative and regulatory requirements as a way to provide incentives for faculty participation and enhance efficiency (Hawkins et al., 2015).

Consider the use of Badges and/or a Faculty Development Passport where faculty gather “stamps” for participating in faculty development initiatives.

Considerations When Planning Faculty Development

1. Plan faculty development and start implementation early on.
2. Secure faculty buy-in for CBME early on. Enlist the support of respected faculty to help implement change and promote broad and rapid uptake by other faculty.
3. Ensure regular and clear communication re: CBME and faculty development initiatives.
4. Recognise faculty for their faculty development efforts.

5. Offer faculty development through different modalities (e.g., self-directed eLearning modules, retreats, grand rounds).
6. Faculty development must be ongoing; it's not a one-shot deal.

What to Expect from the PGME Office

- Resources to guide development of a faculty development program to support CBME.
- Regular communication through social media and newsletters.
- CBD section on PGME website that provides timely updates and relevant resources.
- Timely communication re: updates from the Colleges.
- Support (e.g., educational and technical expertise) for design, development, implementation, and evaluation of CBME programs. Please contact Leah Arsenault (pgmecbd@uottawa.ca), CBD Coordinator, then submit a project request using the Project request Form available from PGME.

Contact and Feedback

For information on any of these resources please contact Leah Arsenault (pgmecbd@uottawa.ca), CBD Coordinator, PGME.

If you have any feedback to improve this document and/or can suggest resources to be added to the toolkit, please contact Emma Stodel (estodel@learning4excellence.com).