

# CBME/CBD

## Overview & Plans

# for Emergency Medicine

**Dr. Jennifer Bryan, MD, MA, MSPH, FRCPC**

With slides from

**Dr. Jeannette Goguen, MD, MEd, FRCPC, Program Director, Internal Medicine**

**Dr. Susan Glover Takahashi, PhD, Director, EIG, PGME**

**The Royal College of Physicians and Surgeons of Canada**



# Overview

- CBME & CBD Overview
- Key Terms
  - Milestones, EPAs, Competence Committee
- Developing a Positive Feedback Culture
- Additional Information:
  - Mythbusters Series
  - Resource Websites



# Competency-based medical education (**CBME**) is an educational model that is:

- Outcomes-based rather than time-based (i.e., what trainee can DO)
- More responsive to learners' prior skills and current needs
- Anchored in training using a coaching approach with regular feedback and entrustment decisions



# Competence by Design (CBD)

- Royal College's approach to **CBME**
- Rollout for ~80 specialties in 7 cohorts over next decade
- Emergency Medicine: planned start **July 2018**



# What are we trying to fix?

- Have you ever...
  - Tried to fill out an evaluation form and didn't have enough data to be confident in your assessment?
  - Been afraid of retribution if you were to say something negative to a trainee about his/her performance?
  - Seen a resident in difficulty as a senior and wondered why the problem wasn't identified and addressed earlier?
  - Wished that difficulties could be fed forward so the resident could be mentored and re-assessed in a timely fashion?



# Key Terms

- Stages of Training
- Entrustable Professional Activities
- Milestones
- Competence 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



- **Milestone** - A defined, observable marker of an individual's **ability** along a developmental continuum
  - Used for planning and teaching
  - Based on CanMEDS Roles
- **Entrustable Professional Activity (EPA)** – An essential **task** of a "discipline" that an individual can be trusted to perform independently in a given context
  - Used for assessment
  - Encompasses multiple milestones





# What is an EPA?

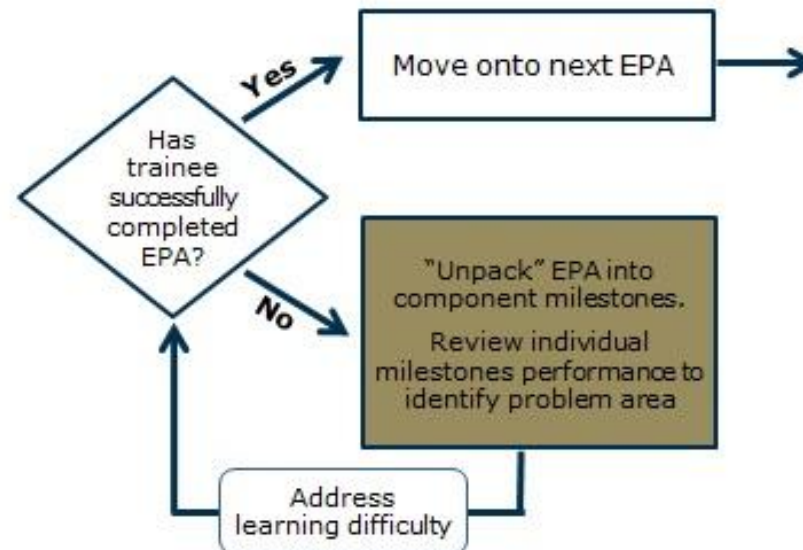
- Entrustable Professional Activity
  - An EPA is a **unit of work** actually done during the clinician's day (e.g., assess a critically ill patient, carry out a procedure, collaborate with consultants)
  - Each EPA gets assessed several times for each resident
  - Each EPA is made up of several "elements"
  - The EPAs increase in complexity through stages



- Educators will use milestones to design educational activities and teach specific abilities.
- Once the skills/attitudes required to meet the milestones have been taught, educators can assess achievement using an EPA.
- If the EPA is successfully performed, then all the skills which make up the various milestones within the EPA have been learned and competence has been demonstrated.



- If a trainee is struggling with an EPA, the teacher can break the EPA down into its component abilities (milestones) to help determine where further guidance or teaching is needed.



The combination of milestones and EPAs will allow educators to examine performance at both the micro (when needed) and macro levels – providing a truly **balanced view** of a trainee's abilities.



# Competence Committee

- Will review residents' progress regularly throughout their training
- Use assessments, including EPAs to determine readiness for promotion
- Help guide resident learning and growth
- Modify a resident's learning plan



# Developing a **Positive** Feedback Culture



- Feedback is hard to give
  - Don't know how recipient will react
  - Sometimes incorrectly viewed as “giving bad news”
- Feedback is hard to take
  - Can trigger intense reactions if viewed as an attack or judgment on their personal worthiness, instead of means to support their improvement



# Steps to Giving Good Feedback

- 1) Ask if feedback is wanted
- 2) Consider performance and educational goals
  - Giver/receiver need a shared understanding of expectations
- 3) Allow sufficient time
- 4) Choose a private setting
- 5) Engage trainee in reflection
- 6) Use clear language
- 7) Factually describe performance
- 8) Focus your message
- 9) Coach for improvement



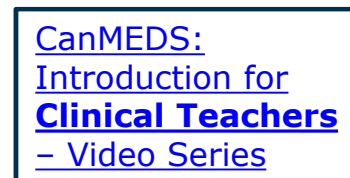
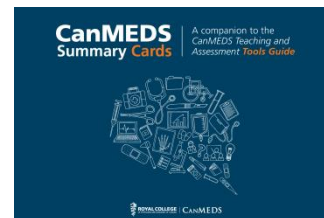
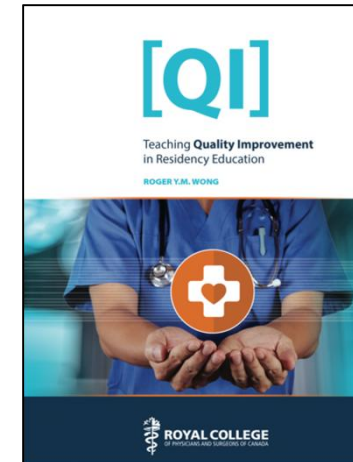
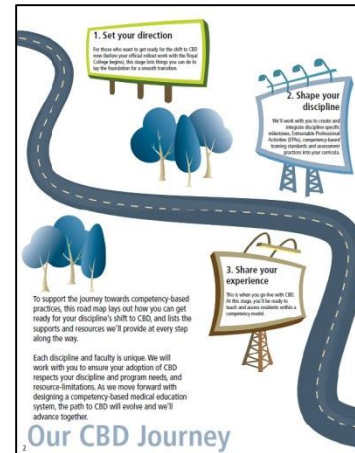
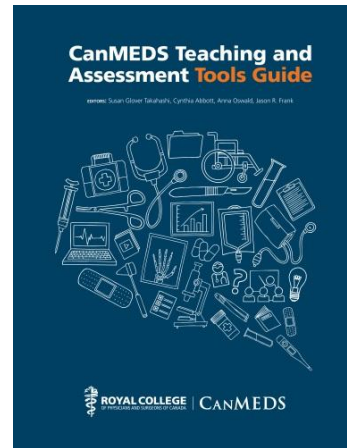
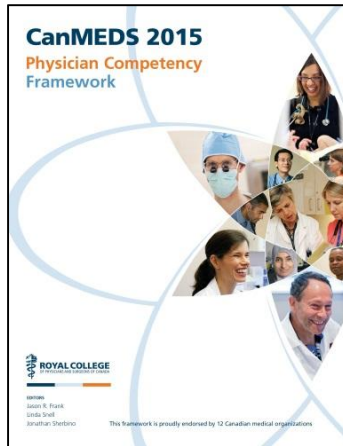
# More information

- Mythbusters!
  - Have a question about CBD in the Division of Emergency Medicine?
  - Chances are others are wondering the same thing!
  - Submit it to be included in a future Mythbusters edition





Visit us at [www.royalcollege.ca/cbd/resources/](http://www.royalcollege.ca/cbd/resources/)



# More Information

## University of Toronto Resources:

<http://cbme.postmd.utoronto.ca/>

<http://www.deptmedicine.utoronto.ca/competence-design>

<http://www.deptmedicine.utoronto.ca/emergency-medicine>



# Thank you for your time

