

Priority areas of action need to be identified and reviewed periodically at each school, and within each program, to sustain the roll out of competency-based residency programs.

RESULTS

The retreat provided an opportunity to sustain momentum of the CBME roll-out by regrouping around the key priorities for CBME.

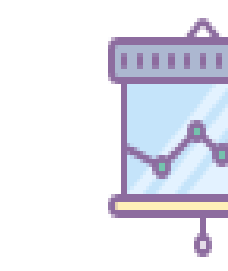
Five Areas of Action to Maintain Momentum for CBME

 Continue change management

 Be creative in finding resources to support the change

 Develop & distribute teaching and education tools

 Develop information technology that will support a new model of assessment

 Evaluate programs at all stages of the transition to guide the iterations of change

DISCUSSION

The five priority areas will help guide the work of the CBME Office in the next 1-3 years.

Stakeholders' perspectives should be incorporated when identifying priorities for the roll out of CBME. The rollout of CBME is resource intensive. It is key to seek out opportunities for efficiencies and partnerships to facilitate a smooth transition.

Maintaining the Momentum for the Transition to Competence By Design

 Moyez Ladhani, Sharon Cameron, & members of the McMaster CBME Executive Committee

INTRO

Twenty-two specialty programs at McMaster University (~40%) will be transitioning to a competency based medical education (CBME) approach by July 2019.

Between 2016-2018, the McMaster CBME Office carried out a plan to facilitate the successful implementation of CBME across specialty programs. The plan focused on the following areas:

- Change management
- Resource distribution
- Educational development
- Information technology development
- Program evaluation

METHODS

In 2018, a strategic planning retreat was held with key stakeholders which included:

- Residency Program Directors
- Residency Program Administrators
- Departmental Education Chairs
- Residents
- Hospital Leaders
- Researchers
- Education Leaders



Learn more about CBME at McMaster University.