


Defining the areas of CBME that are of significant involvement for the PA

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INTRO

While we are still fairly early into the transition to CBME, it was deemed important to start to define the tasks and duties related to CBME. Residency programs, as they transition to CBME are running two streams of residents: traditional and CBME.

METHODS

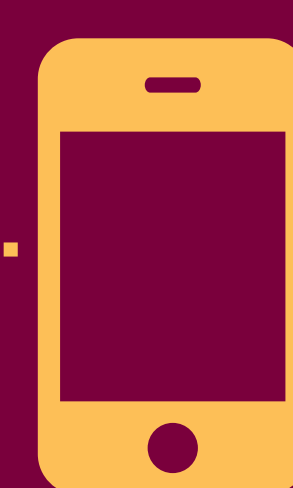
An electronic survey was distributed to all of the program administrators at McMaster University. As programs are at different stages of transition, the survey was divided into 3 sections: (i) General program information (ii) Start up tasks and duties and (iii) Operational ongoing tasks and duties.

There was an 86% response rate.

The results will focus on the operational ongoing tasks and duties.



Program administrators (PA) play a critical role in the day-to-day operations of competency based medical education (CBME). These new components of the program represent new layers to the PA workload.



Learn more about CBME at McMaster University.

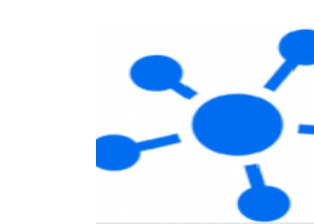
RESULTS

There were four areas of significant involvement that has added to the daily workload for the program administrator. It is anticipated that even when a program fully transitions over to CBME, the work will not diminish and that these new components of the program represent new layers to the postgraduate infrastructure for a residency program. It is recognized that some programs have hired additional support or have been able to distribute the workload.

Four Areas of Significant Involvement:



Competence committee meetings



Faculty / Learner development with a strong focus on the learner e-portfolio.



Curriculum mapping / rotation planning



Academic coaches

DISCUSSION

Defining the administrative duties and responsibilities associated with the adoption of Competence by Design will help support the PAs in upcoming cohorts and hopefully provide recognition of the workload by informing senior leadership.