

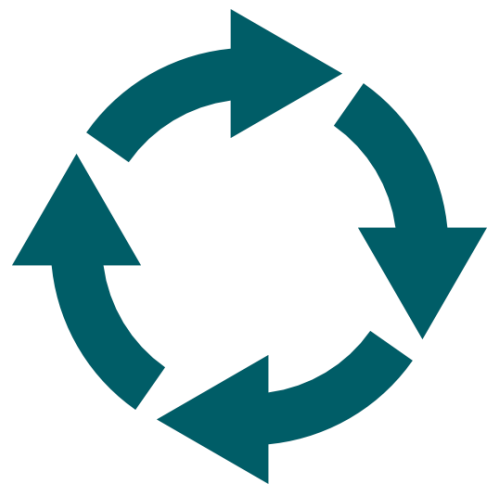


# Competence by Design Program Evaluation



# CBD Program Evaluation Background

Systematic, longitudinal approach to ensure CBD is being implemented as intended and is having the desired impact



Multi-year endeavour, following an iterative approach



Identify areas for improvement



Help us answer specific questions for decision making and understanding impacts

# Three Key Goals of CBD Program Evaluation

To foster successful implementation of CBD



Readiness to Implement

To understand the influence of local contexts, adaptations, and innovations



Fidelity & Integrity of Implementation

To build an evidence base of the impact of CBD over time



Outcomes



# Recent Studies and Findings





# CBD Pulse Check

- Conducted 6 months post-launch, and annually thereafter
- Monitors how CBD implementation is going on the ground
- Most recent study conducted in summer of 2020
- 30.3% survey response rate (89 programs), 18 interviews

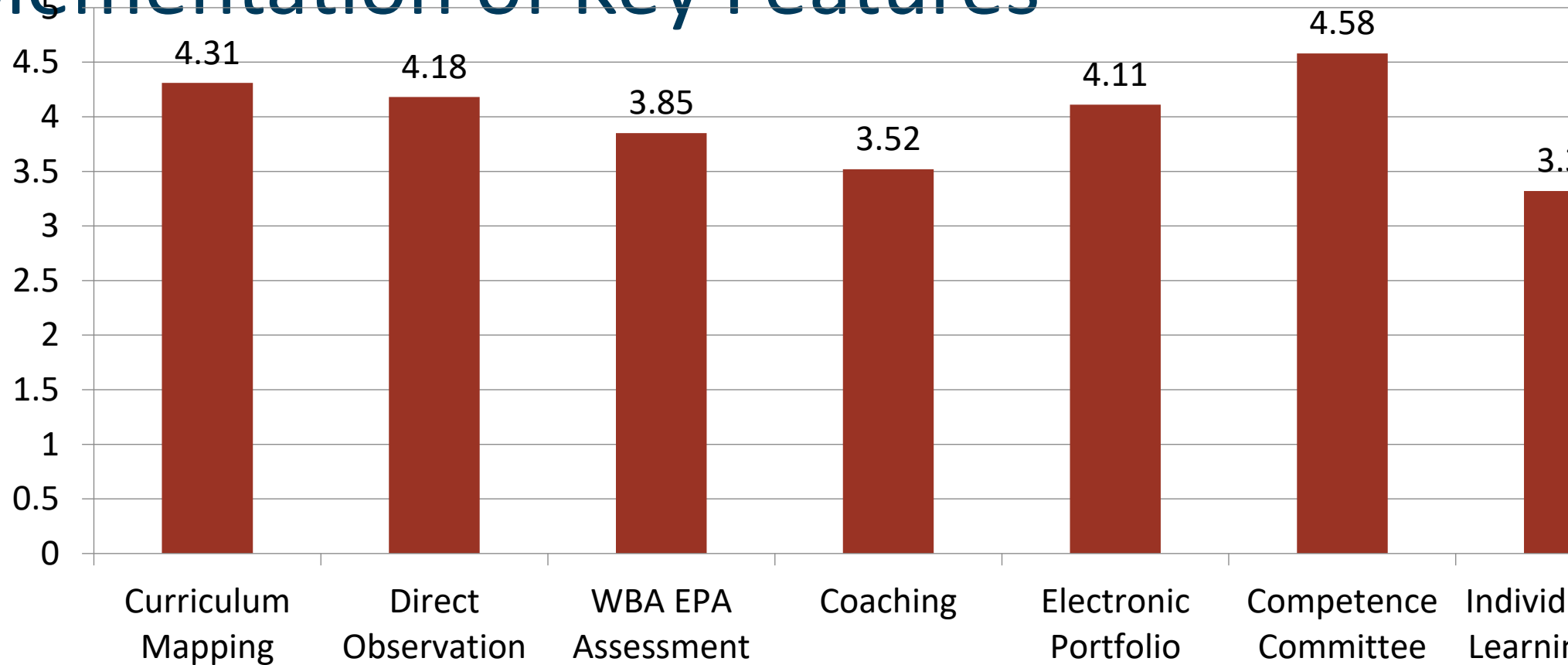
**Coaching** – In CBD, supervisors are encouraged to act as coaches. In this role, clinicians should provide residents with actionable feedback based on observation that is meant to guide them through a growth process resulting in performance enhancement. Coaching can occur in the moment as part of daily work, and over time (Royal College of Physicians and Surgeons of Canada, 2018).

| Coaching  |  |   |  |  |
|---|--|---|--|--|
| 1   | 2  | 3   | 4  | 5  |
| Front line supervisors have <b>not yet</b> adopted a coaching role with learners. | Front line supervisors <b>rarely</b> act as coaches. | Front line supervisors <b>sometimes</b> act as coaches. | Front line supervisors <b>frequently</b> act as coaches. | Front line supervisors <b>consistently</b> act as coaches. |





# Implementation of Key Features





# Challenges

|                             |   |
|-----------------------------|---|
| <b>Culture Change</b>       | <ul style="list-style-type: none"><li>• Motivating faculty, getting them involved</li><li>• Growth mindset, failure to fail</li><li>• Residents are “gaming the system”</li><li>• Pushback from faculty and residents who prefer the traditional system</li></ul>           |
| <b>Assessments</b>          | <ul style="list-style-type: none"><li>• Completion of assessments</li><li>• Faculty do not understand the entrustment scale</li><li>• Feedback quality is sometimes poor</li><li>• EPAs don’t reflect actual practice</li><li>• Large focus on the number of EPAs</li></ul> |
| <b>Electronic Portfolio</b> | <ul style="list-style-type: none"><li>• Technological difficulties</li><li>• Platform does not display the data needed, must do manual analysis</li></ul>   |
| <b>Resources and Time</b>   | <ul style="list-style-type: none"><li>• CBD is creating an additional workload for residents and faculty</li><li>• Tasks of implementation are put on individual programs</li><li>• Money is a challenge for some</li></ul>   |





# Benefits

|                                    |  |
|------------------------------------|--|
| <b>Evaluation and Assessment</b>   | <ul style="list-style-type: none"><li>• Residents receiving more frequent and better evaluation, direct observation, and feedback</li><li>• Progression decisions are better</li><li>• Struggling and accelerating residents are identified sooner</li></ul> |
| <b>Curriculum and Competencies</b> | <ul style="list-style-type: none"><li>• CBD is providing better coverage of competencies and training for residents.</li><li>• Residents have the exposure and experience necessary to become competent</li></ul>  |
| <b>Personalized Learning</b>       | <ul style="list-style-type: none"><li>• Teaching and learning is personalized and organized</li><li>• Learners play a more proactive role in their training</li></ul>  |
| <b>Coaching</b>                    | <ul style="list-style-type: none"><li>• There is more coaching for residents</li><li>• Academic advisors have distributed the load of mentorship and coaching</li></ul>  |







# Readiness to Implement Checklist

- Conducted annually, just prior to launch
- Asks about General Capacity, Motivation, and Innovation Specific Capacity for launch
- Most recent study conducted in June of 2020, with the 2020 launch disciplines
- 45% response rate (54 programs).
  - Responses from all disciplines

Please choose your response to the following questions based on whether or not the activity is currently present in your program.

| Innovation Specific Capacity   | Yes/No/Not Sure |
|--|-----------------|
| <b>Curriculum Plan</b>   |                 |
| You have a document (curriculum map) that links the various learning experiences (rotations, academic sessions, etc.) to competencies of your discipline.  |                 |
| Potential gaps have been identified and learning experiences modified as required.   |                 |
| Simulation has been considered to determine how it can be used to facilitate required training experiences and acquisition of specific competencies based on EPAs and stages.  |                 |
| Learning experiences include ample opportunity for direct observation in authentic settings.   |                 |
| The impact of any changes to other service providers (e.g., off-service rotations) has been considered.  |                 |
| The process of obtaining EPA observations during off-service rotations has been jointly reviewed.  |                 |
| Processes are in place to support the development of individualized resident learning plans.   |                 |
| <b>Assessment</b>  |                 |
| You have a document that:<br>a) Links opportunities for specific EPA observations with learning experiences (e.g. which EPAs are best observed during a specific rotation or learning activity)<br>b) Outlines how other assessment methods (e.g. simulation, OSCE) will be used to contribute to EPA observation data<br>c) Describes how non-EPA assessments (e.g. in-training exams, ITERs) will be used to inform progress and promotion decisions |                 |
| An electronic portfolio is in place to:<br>a) Record and document observations<br>b) Display assessment data to inform decisions about resident progression and promotions   |                 |





# Readiness Scores

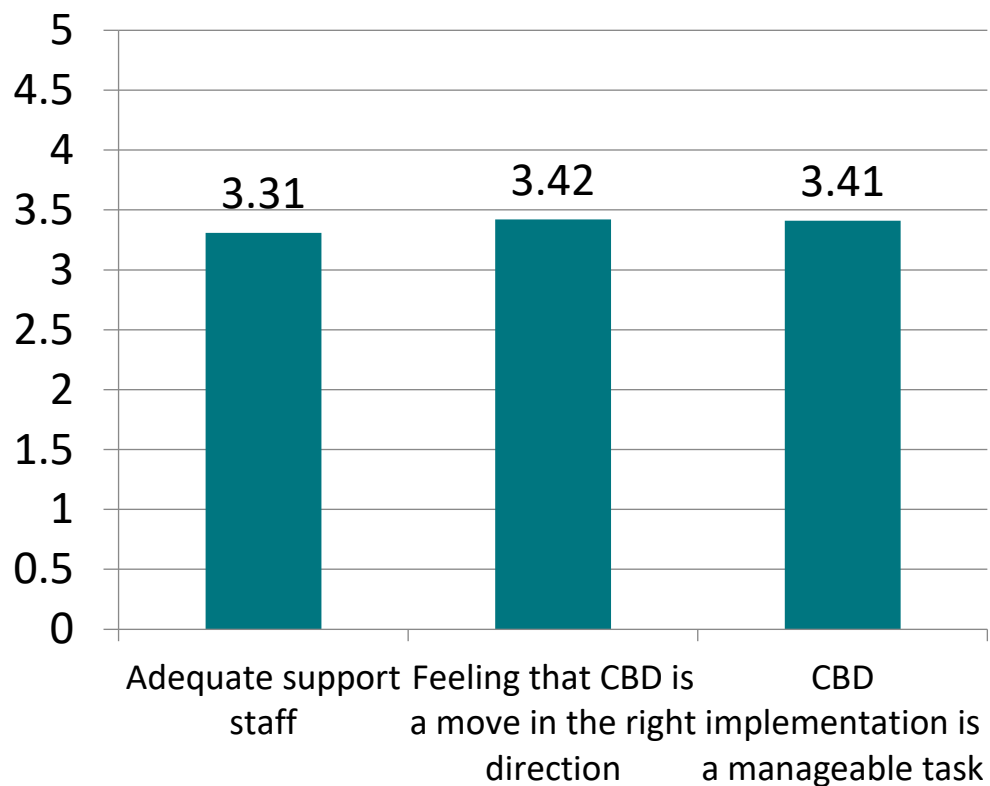
| Category   | Score                                   |
|--|---|
| Overall Readiness Score                            | 75, out of a possible 100               |
| General Capacity<br>Comparison to 2019             | 3.75, out of a possible 5<br>.07 lower  |
| Motivation<br>Comparison to 2019                   | 3.55, out of a possible 5<br>.05 lower  |
| Innovation Specific Capacity<br>Comparison to 2019 | 79%, out of a possible 100<br>7% higher |



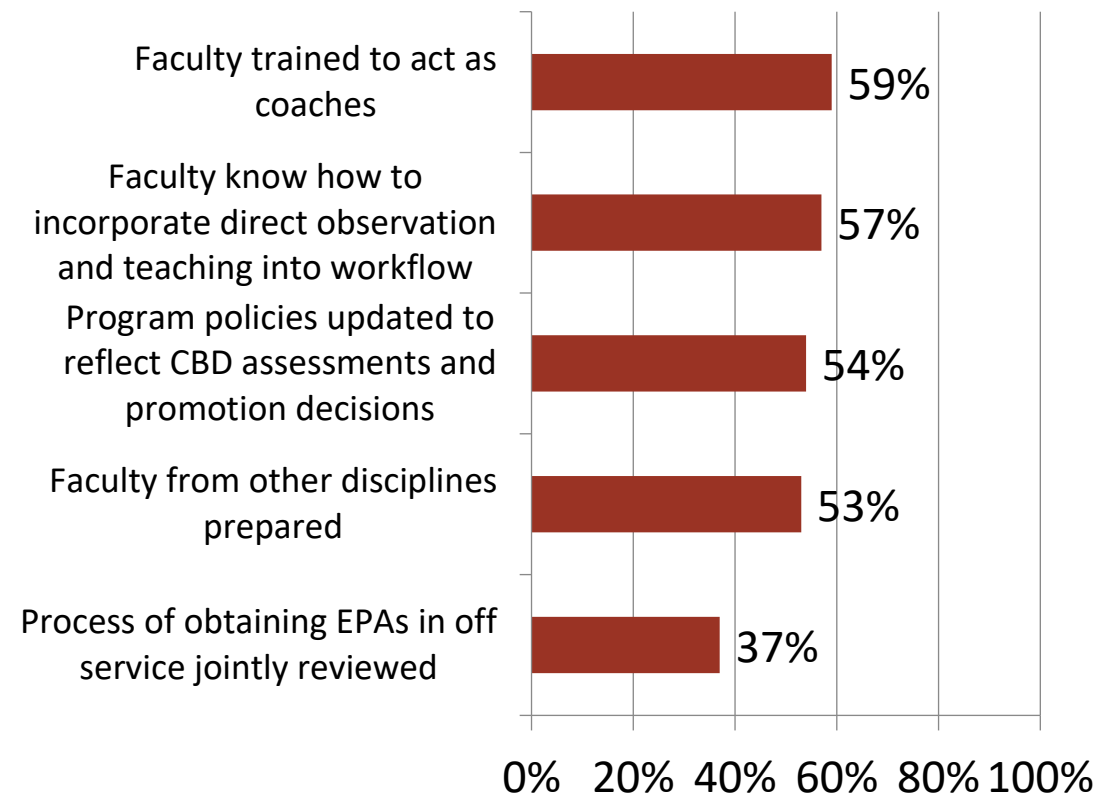


# Challenging areas

## Motivation and General Capacity



## Innovation Specific Capacity



# FMRQ Report

- Completed by the Fédération des médecins résidents du Québec (FMRQ)
- Survey to all PGY1 Quebec residents in CBD programs
- Focus groups with PGY3 Quebec residents in CBD programs (Anesthesiology and Otolaryngology)





# FMRQ Key Findings

- Feel the execution of CBD has not matched the concept
- The number of EPAs, milestones, and observations is excessive, and not reflective of practice
- Difficult to get EPAs completed, rests entirely with residents
- Faculty unfamiliar with O-Score
- Faculty are resistant and not engaged in CBD
- CBD creates additional work, and impacts resident wellness
  - Anxiety, feeling discouraged, loss of interest, depression
- Resident training for CBD could be improved



# Questions and Discussion

- Administrative support: What are the biggest challenges? What would help to overcome these challenges?
- Does this data resonate with your experience?
- What can the Royal College do to help with challenges overall?





# If you're interested in learning more

- CBME Program Evaluation Forum
  - A space for those engaged in program evaluation to learn from others and discuss
- CBME Program Evaluation Summit
  - Annual Summit in conjunction with ICRE
- Email [educationstrategy@royalcollege.ca](mailto:educationstrategy@royalcollege.ca) to learn more about the program evaluation and any events



# Thank You

royalcollege.ca • collegeroyal.ca

Presented by: Alexandra Skutovich | [askutovich@royalcollege.ca](mailto:askutovich@royalcollege.ca) |

