

Royal College National CBD Pulse Check Surveys

Institutional Level Results for McMaster University

The following table presents the Royal College National CBD Program Director Pulse Check studies that have been conducted to date and identifies the number of program director responses received from your institution for each study. To protect respondent anonymity, institutional level data will only be shared when 3 or more responses have been received from an institution.

Royal College National CBD Pulse Check Surveys

	Annual Pulse Check Surveys			6-month Pulse Check Surveys	
	2019 Annual	2020 Annual	2021 Annual	2020 6 months	2021 6 months
Cohorts surveyed	2017 2018	2017 2018 2019	2017 2018 2019 2020	2019	2020
Number of responses	3	4	8	4	5
Data available	✓	✓	✓	✓	✓

**n/a – to protect anonymity, institutional data will only be provided when 3 or more responses have been received*

This report includes data from the McMaster University for the following surveys:

- 2019 Annual Pulse Check
- 2020 Annual Pulse Check
- 2021 Annual Pulse Check
- 2020 6-Month Pulse Check
- 2021 6-Month Pulse Check

The results provided in this report compare the aggregate data from responses within your institution to the aggregate data of program director responses across Canada.

Contents

Overall Implementation	3
Implementation of Key Features of CBD	6
Curriculum Mapping: Level of Implementation	8
Direct Observation: Level of Implementation:	9
Workplace-based EPA Assessment: Level of Implementation	10
Coaching in the Moment: Level of Implementation	11
Coaching over Time: Level of Implementation	12
Electronic Portfolio: Level of Implementation	13
Competence Committee: Level of Implementation	14
Individual Resident Learning Plans: Level of Implementation	15
Resident Wellness	16

Pulse Check Study

The Pulse Check study examines the fidelity of implementation of CBD, the extent to which critical components of CBD are present in a program. It also includes questions around the benefits and challenges encountered, education and supports available.

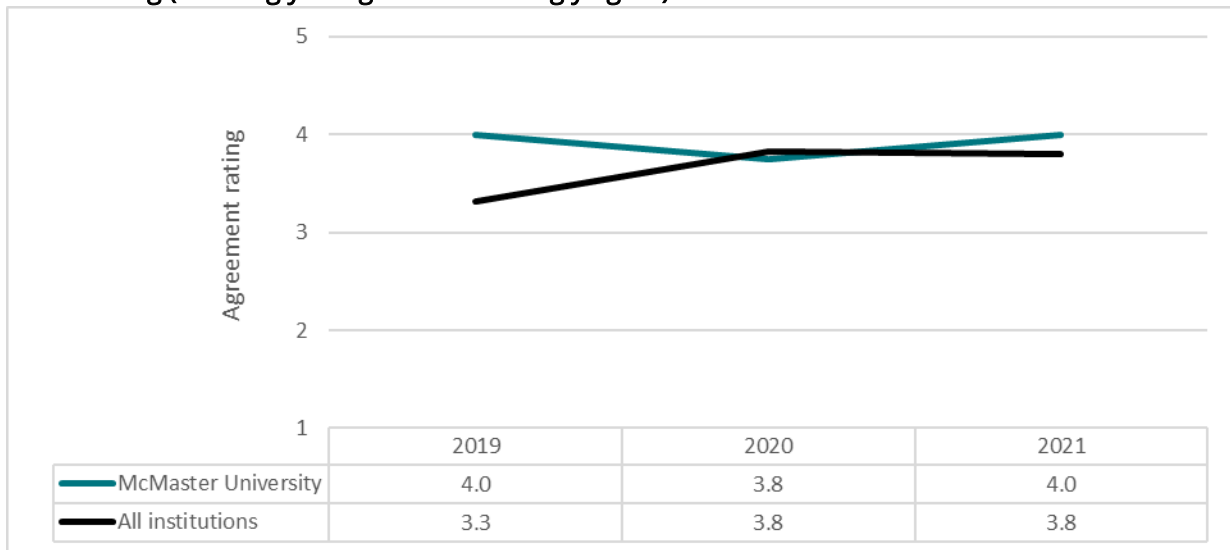
The survey and follow-up interviews are undertaken at various points during implementation, initially at the 6-month mark following a discipline's official launch, at then at the one-year mark, and annually thereafter. For more information on these studies, please see the full reports and CBD Program Evaluation Dashboard on the [Royal College website](#).

Overall Implementation

Figure 4 shows the distribution in ratings for the overall implementation of CBD for your institution by survey iteration in comparison to the national data.

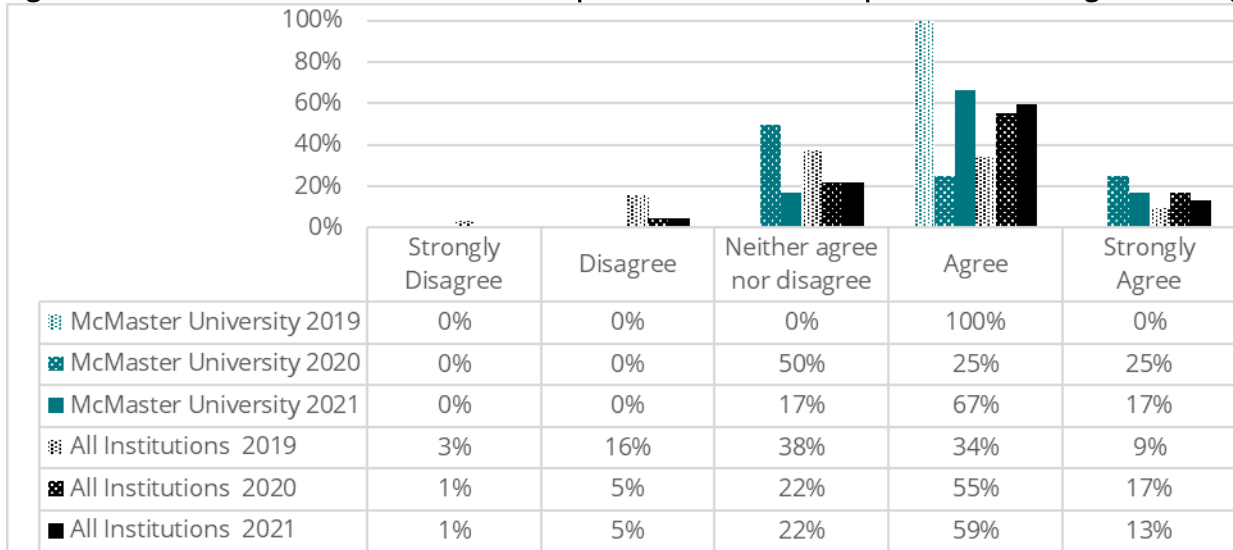
Level of Agreement: **Overall, Competence by Design Implementation is going well in my local program**

Figure 1: Annual Pulse Check Data – Overall Implementation
Mean Rating (1-strongly disagree to 5- strongly agree)



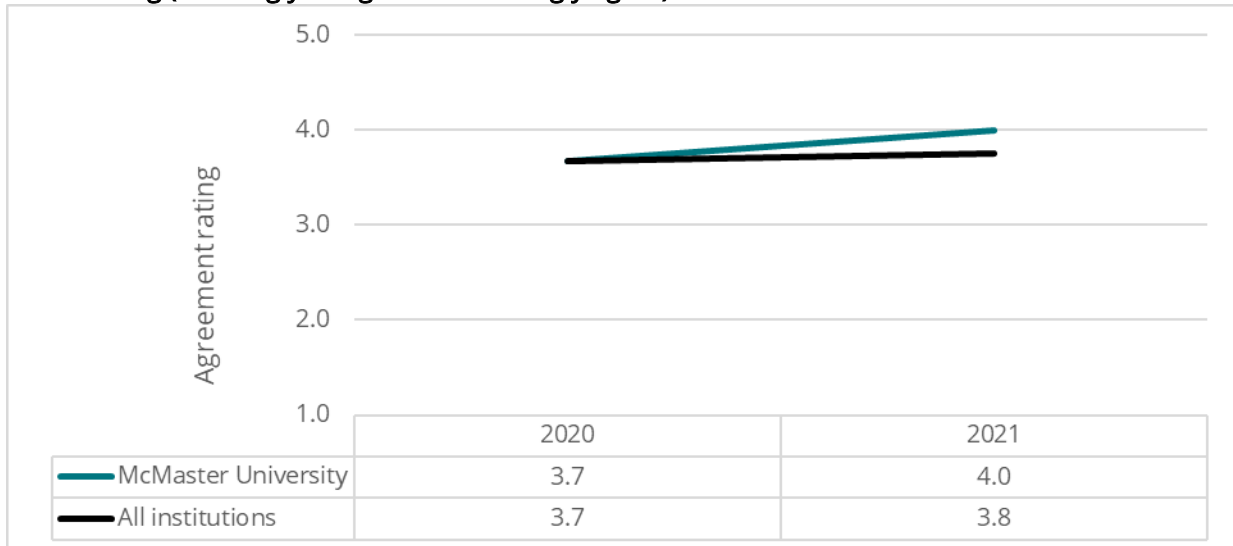
McMaster University 2019: n=3 McMaster University 2020: n=4; McMaster University 2021: n=6
All institutions 2019: n=32, All institutions 2020: n=83, All institutions 2021: n=143

Figure 2: Annual Pulse Check Data –Overall Implementation: % of respondents selecting each rating



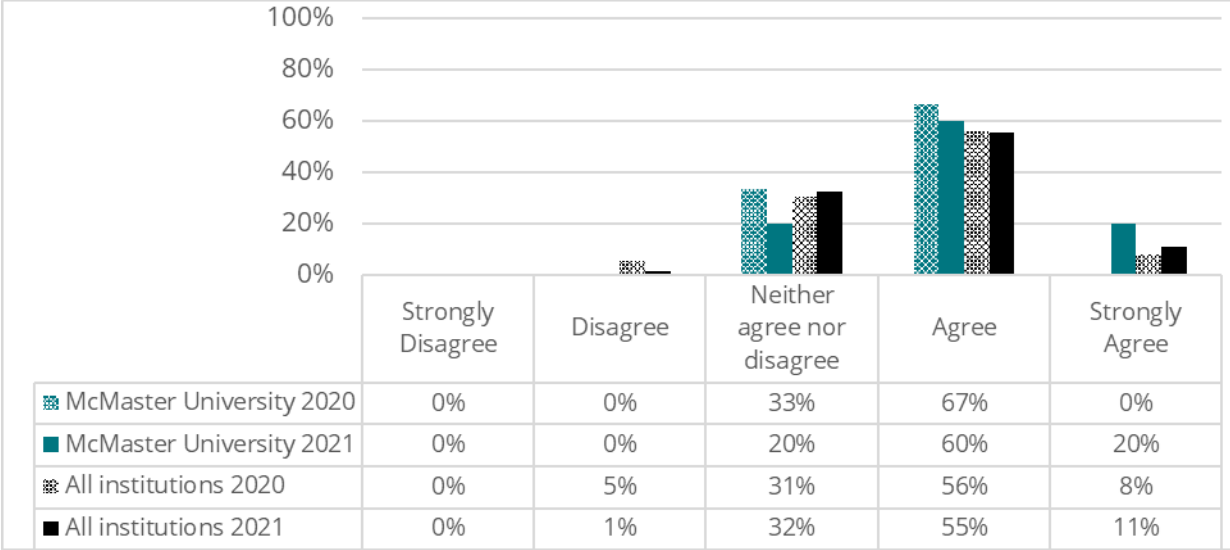
McMaster University 2019: n=3 McMaster University 2020: n=4; McMaster University 2021: n=6
 All institutions 2019: n=32, All institutions 2020: n=83, All institutions 2021: n=143

Figure 3: 6-month Pulse Check – Overall Implementation Mean Rating (1-strongly disagree to 5- strongly agree)



McMaster University 2020: n= 3, McMaster University 2021: n=5
 All institutions 2020: n=75, All institutions 2021: n=74

Figure 4: 6-month Pulse Check Data –Overall Implementation: % of respondents selecting each rating



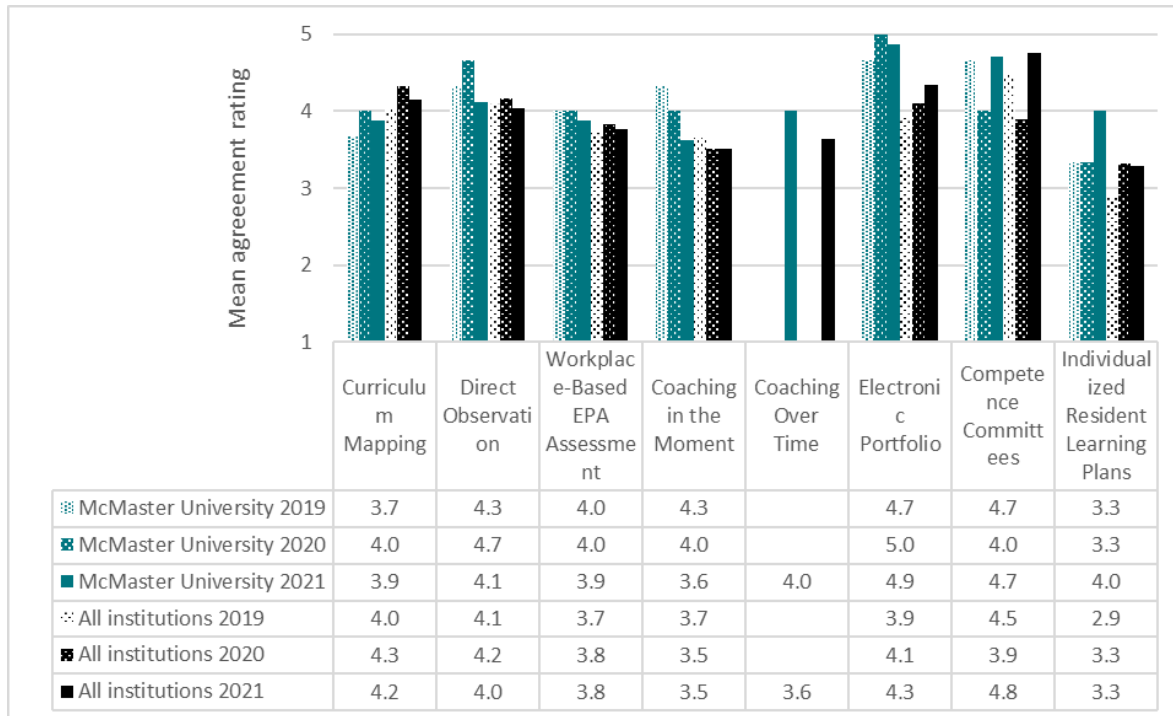
McMaster University: n= 3, McMaster University 2021: n=5

All institutions 2020: n=75, All institutions 2021: n=74

Implementation of Key Features of CBD

The Pulse Check studies ask participants to rate the degree to which they had implemented key features of CBD on a five-point scale that ranged from non-implementation to full implementation. Average implementation scores for the key features are presented in the graphs below. Graph 5 shows the average key features scores for the 6-month Pulse Check studies and Graph 6 shows the average key feature scores for the Annual Pulse Check studies.

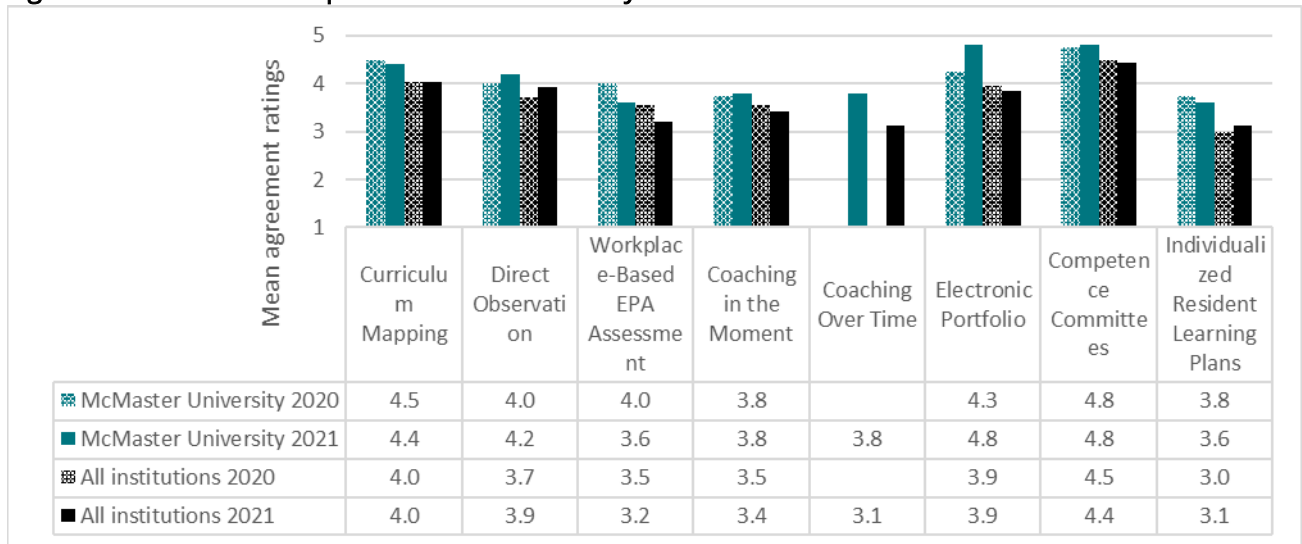
Figure 5: Mean level of Implementation of CBD Key Features – Annual Pulse Check



McMaster University 2020: n=3; McMaster University 2021: n=10

All institutions 2020: n=83, All institutions 2021: n=143

Figure 6: Mean level of Implementation of CBD Key Features – 6-month Pulse Checks



McMaster University 2020: n= 4, McMaster University 2021: n=6

All institutions 2020: n=75, All institutions 2021: n=74

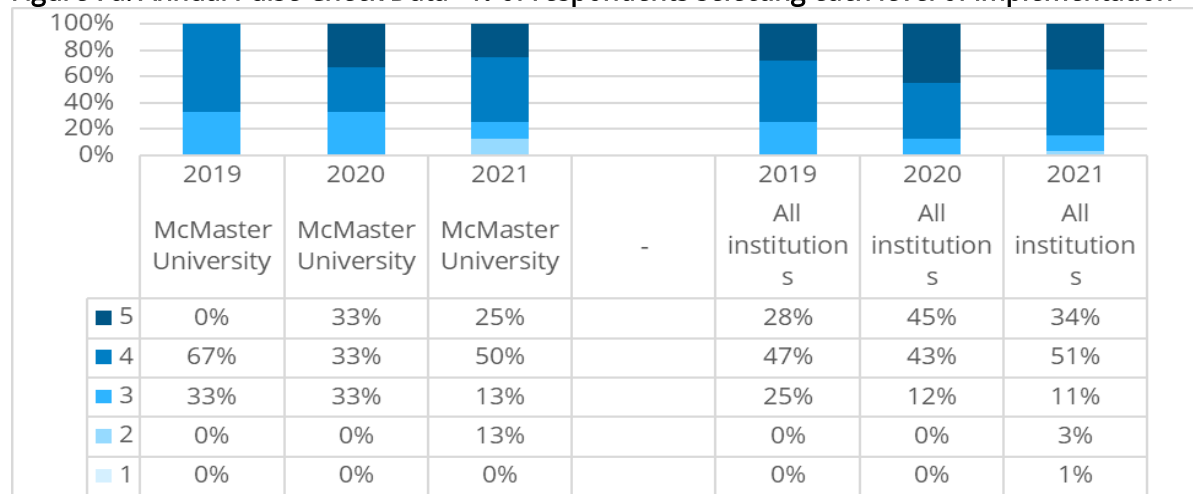
A breakdown of the institutional data for each of the key features in comparison to the national data is presented on the following pages in figures 7– 15.

Curriculum Mapping: Level of Implementation

Level of Implementation Anchors

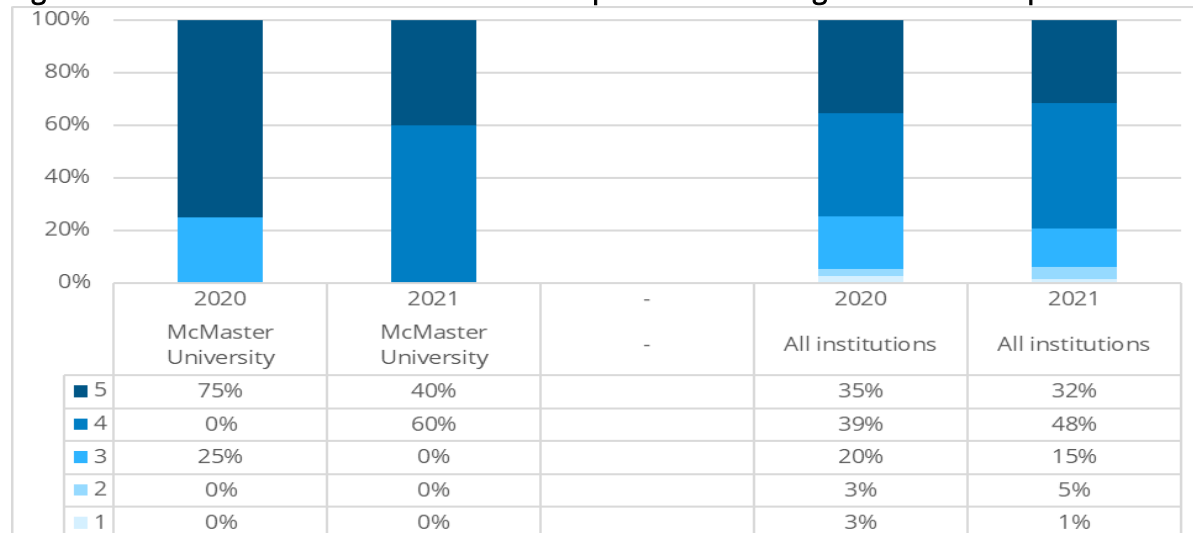
- 5 -The curriculum has been mapped to link competencies to **all** learning experience, assessment practices, CanMEDS roles, and CBD stages
- 4 -The curriculum has been mapped to link competencies to **most** learning experiences, assessment practices, CanMEDS roles, or CBD stages.
- 3-The curriculum has been mapped to link competencies to **some** learning experiences, assessment practices, CanMEDS Roles, or CBD stages.
- 2 -The curriculum has been mapped, but not updated with the implementation of CBD
- 1- The curriculum has **not yet** been mapped

Figure 7a. Annual Pulse Check Data - % of respondents selecting each level of implementation



McMaster University 2019: n=3 McMaster University 2020: n=3; McMaster University 2021: n=8
 All institutions 2019: n=32, All institutions 2020: n=83, All institutions 2021: n=143

Figure 7B. 6-month Pulse Check Data - % of respondents selecting each level of implementation



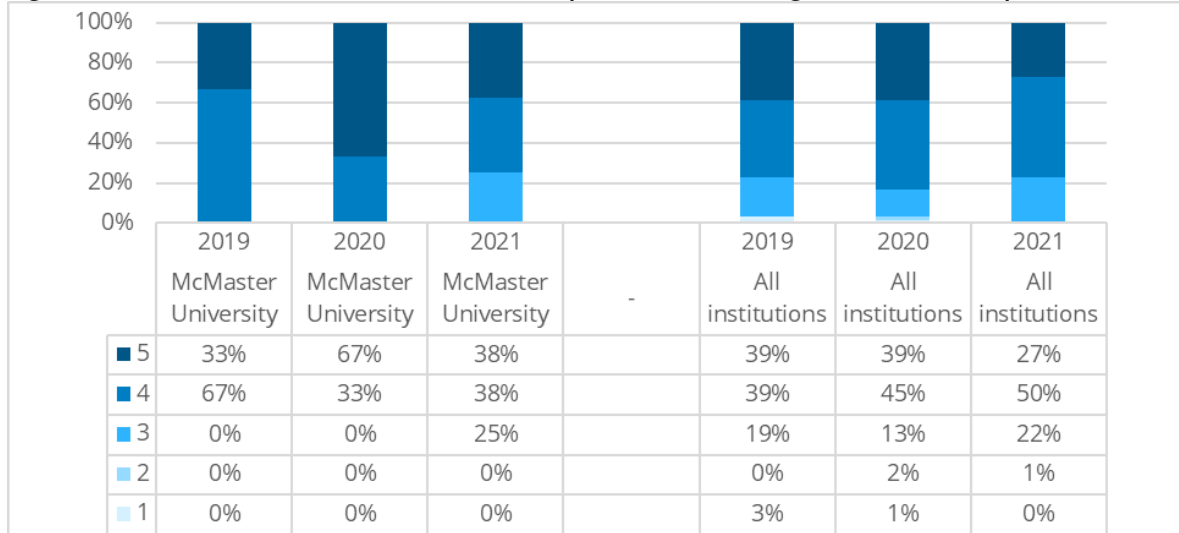
McMaster University 2020: n= 4, McMaster University 2021: n=5
 All institutions 2020: n=78, All institutions 2021: n=82

Direct Observation: Level of Implementation:

Level of Implementation Anchors

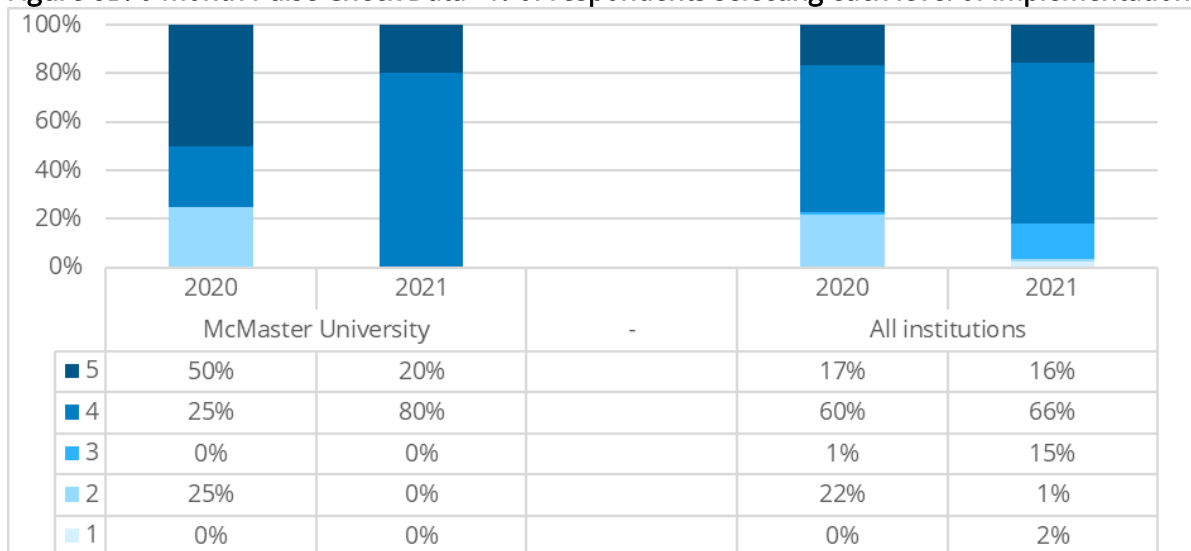
- 5= Direct observation and documentation of learner performance has become a **routine part** of day-to-day work.
- 4 = Direct observation of learnings is taking place **regularly**; however, it is **infrequently** documented
- 3= Direct observation of learners is taking place **infrequently** and is **infrequently** documented.
- 2= Direct observation of learners is taking place **infrequently**, but is not yet document
- 1 = Direct observation of learners is **not yet** taking place

Figure 8A. Annual Pulse Check Data - % of respondents selecting each level of implementation



McMaster University 2019: n=3 McMaster University 2020: n=3; McMaster University 2021: n=8
 All institutions 2019: n=32, All institutions 2020: n=83, All institutions 2021: n=143

Figure 8B. 6-month Pulse Check Data - % of respondents selecting each level of implementation



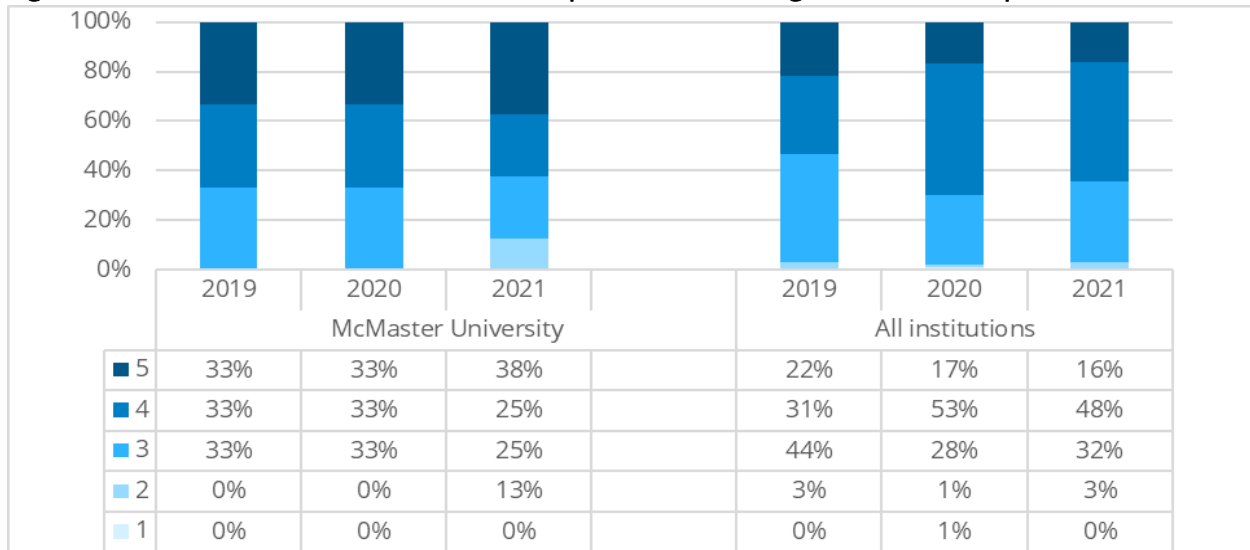
McMaster University 2020: n= 4, McMaster University 2021: n=5
 All institutions 2020: n=75, All institutions 2021: n=74

Workplace-based EPA Assessment: Level of Implementation

Level of Implementation Anchors

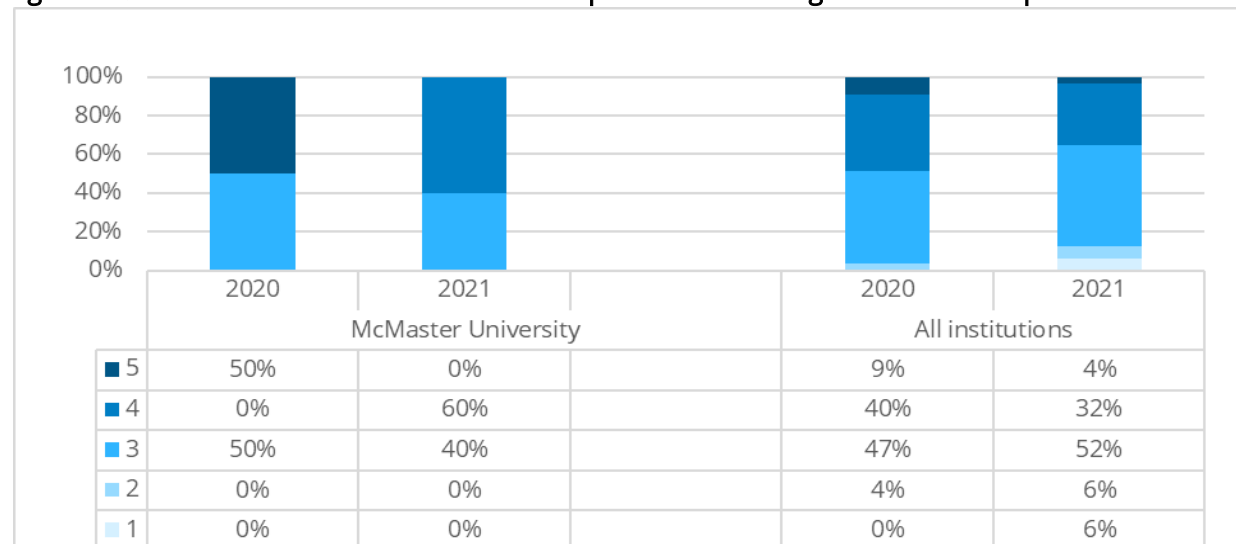
- 5= Front line supervisors **consistently** perform workplace-based EPA assessment as part of day-to-day work
- 4 = Front line supervisors **frequently** perform workplace-based EPA assessment
- 3 = Front line supervisors **sometimes** perform workplace-based EPA assessment
- 2 = Front line supervisors **rarely** perform workplace-based EPA assessment
- 1 = Front line supervisors **have not** yet started to perform workplace-based EPA assessment

Figure 9A. Annual Pulse Check Data - % of respondents selecting each level of implementation



McMaster University 2019: n=3 McMaster University 2020: n=3; McMaster University 2021: n=8
 All institutions 2019: n=32, All institutions 2020: n=83, All institutions 2021: n=143

Figure 9B. 6-month Pulse Check Data - % of respondents selecting each level of implementation



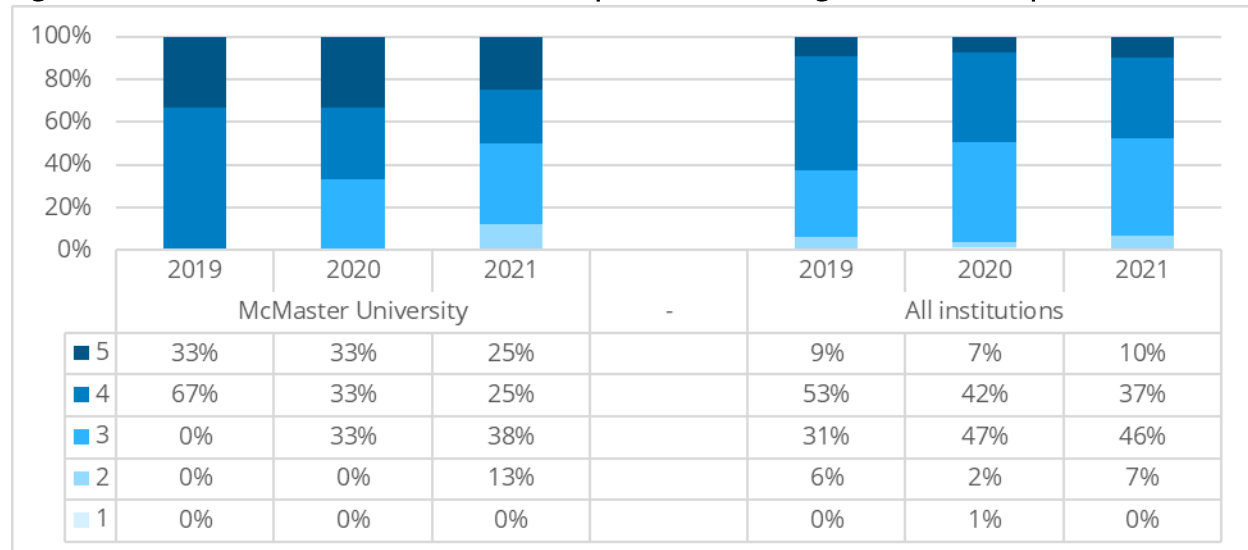
McMaster University 2020: n=4, McMaster University 2021: n=5
 All institutions 2020: n=75, All institutions 2021: n=74

Coaching in the Moment: Level of Implementation

Level of Implementation Anchors

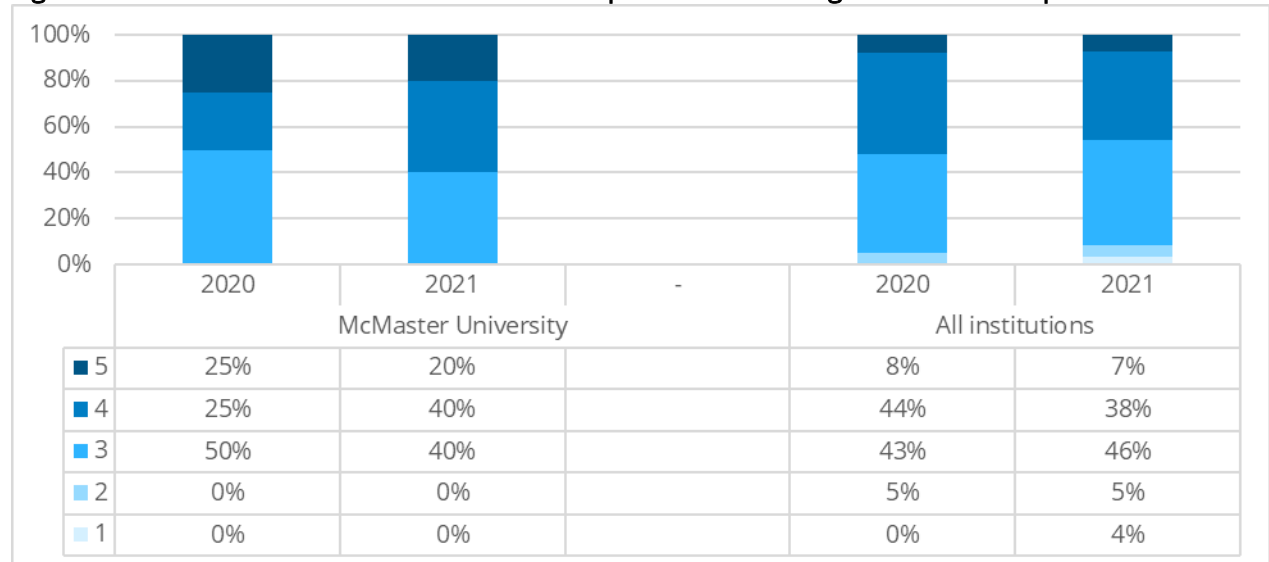
- 5 = Front line supervisors **consistently** engage in coaching in the moment
- 4 = Front line supervisors **frequently** engage in coaching in the moment
- 3 = Front line supervisors **sometimes** engage in coaching in the moment
- 2 = Front line supervisors **rarely** engage in coaching in the moment
- 1 = Front line supervisors have **not yet** engaged in coaching in the moment with learners

Figure 10A. Annual Pulse Check Data - % of respondents selecting each level of implementation



McMaster University 2019: n=3 McMaster University 2020: n=3; McMaster University 2021: n=8
 All institutions 2019: n=32, All institutions 2020: n=83, All institutions 2021: n=143

Figure 10B. 6-month Pulse Check Data - % of respondents selecting each level of implementation



McMaster University 2020: n=4, McMaster University 2021: n=5
 All institutions 2020: n=77, All institutions 2021: n=81

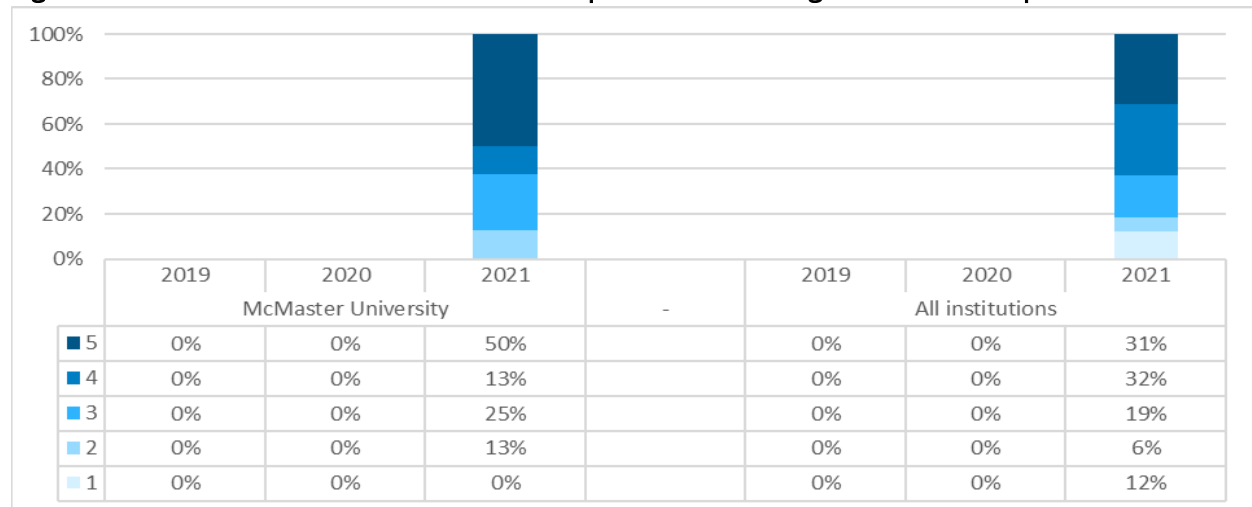
Coaching over Time: Level of Implementation

The key feature “coaching” was divided into two features in 2021, “coaching in the moment” and coaching over time. Coaching data from previous years is included in “coaching in the moment”.

Level of Implementation Anchors

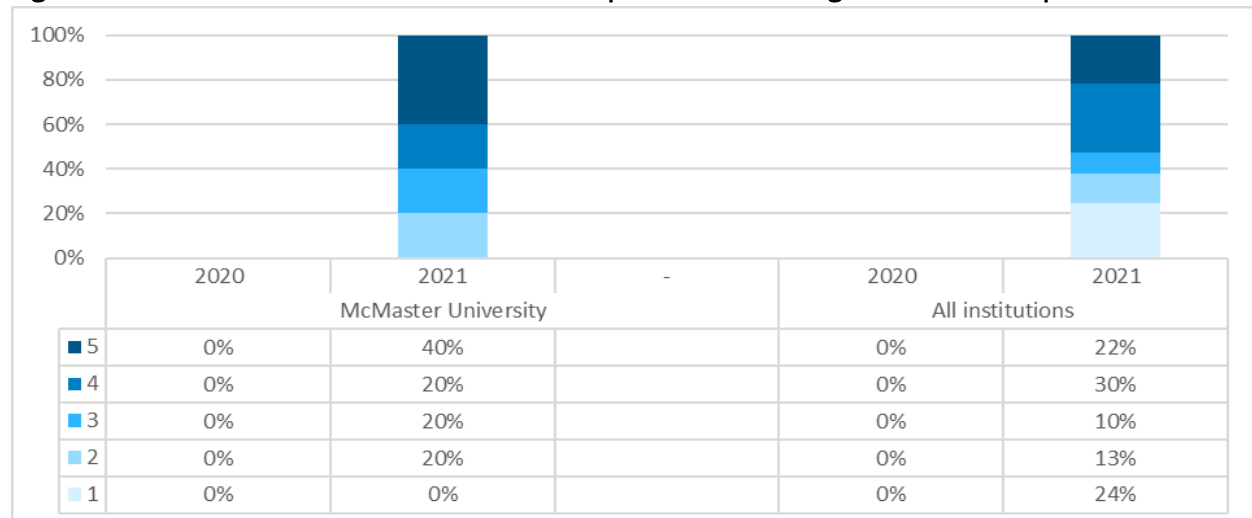
- 5 = The process for resident coaching over time has been **implemented and takes place routinely**
- 4 = A process for resident coaching over time has been **implemented and takes place sporadically**
- 3 = A process for resident coaching over time has been **implemented and takes place reactively** when a problem is identified
- 2 = A process for resident coaching over time has been **designed but not yet implemented**
- 1 = A process for resident coaching over time **does not yet exist** in my program

Figure 11A. Annual Pulse Check Data - % of respondents selecting each level of implementation



McMaster University 2021: n=8; All institutions 2021: n=148

Figure 11B. 6-month Pulse Check Data - % of respondents selecting each level of implementation



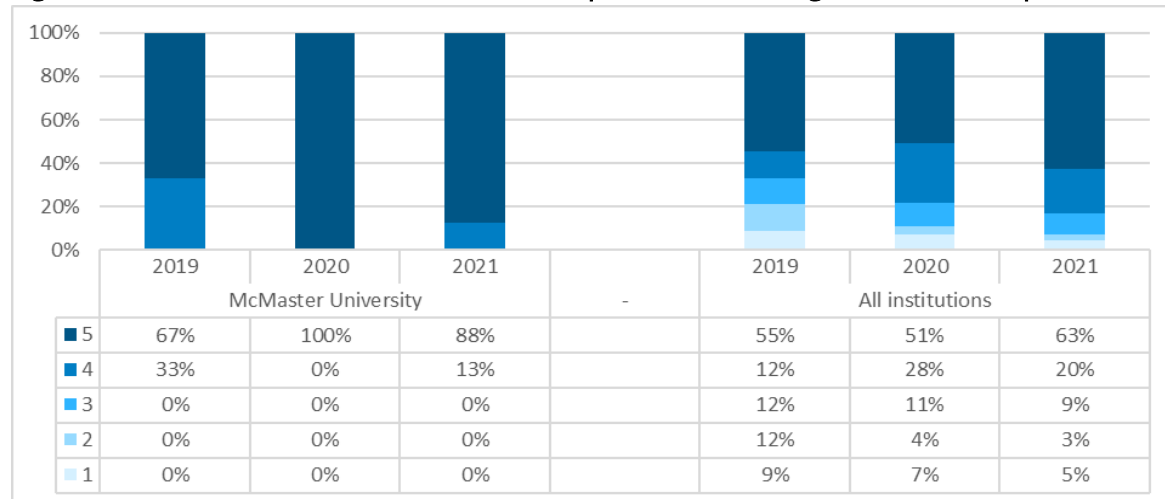
McMaster University 2021: n=5; All institutions 2021: n=82

Electronic Portfolio: Level of Implementation

Level of Implementation Anchors

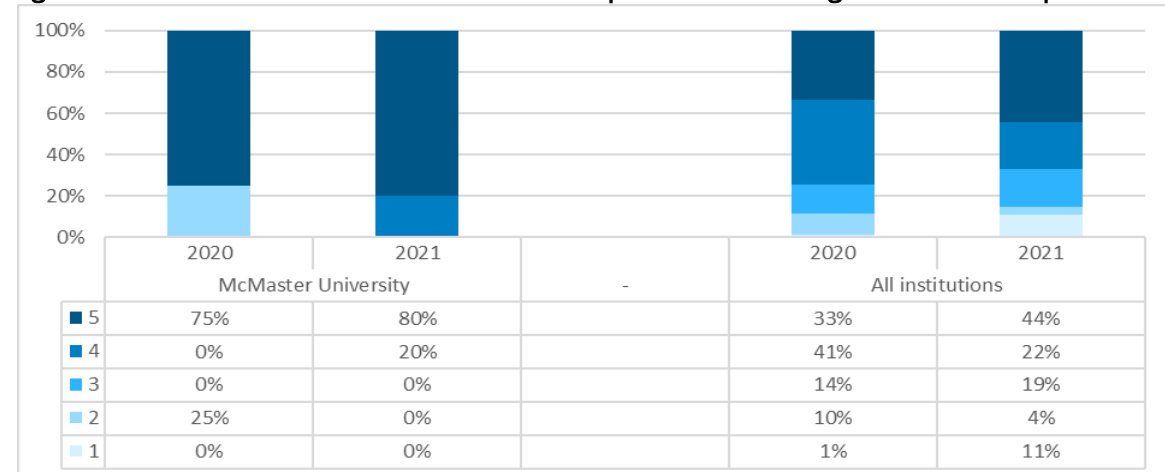
- 5 = An electronic portfolio is **consistently** used to record resident observations and **consistently** used to inform resident progression decision making.
- 4 = An electronic portfolio is **consistently** used to record resident observations, and **sometimes** to inform resident progression decision making.
- 3= An electronic portfolio is **regularly** used to record resident observations and **sometimes** to inform resident progression decision making.
- 2 = An electronic portfolio is **sometimes** used to record resident observations and **sometimes** to inform resident progression decision making.
- 1= An electronic portfolio is **not yet** being used to record resident observations.

Figure 12A. Annual Pulse Check Data - % of respondents selecting each level of implementation



McMaster University 2019: n=3 McMaster University 2020: n=3; McMaster University 2021: n=8
 All institutions 2019: n=32, All institutions 2020: n=83, All institutions 2021: n=143

Figure 12B. 6-month Pulse Check Data - % of respondents selecting each level of implementation



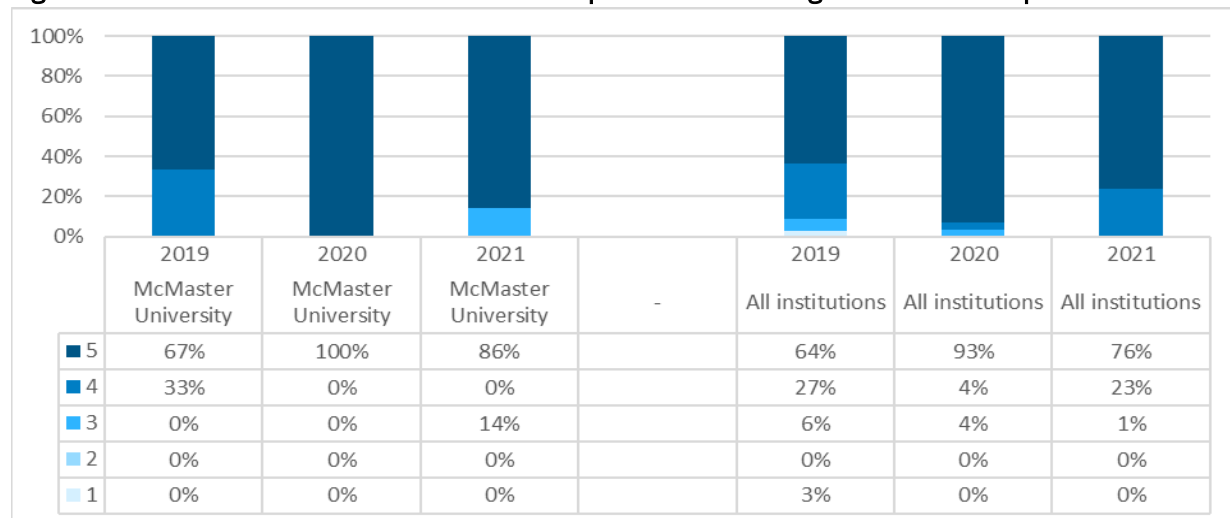
McMaster University 2020: n= 4 McMaster University 2021: n=5
 All institutions 2020: n=77, All institutions 2021: n=81

Competence Committee: Level of Implementation

Level of Implementation Anchors

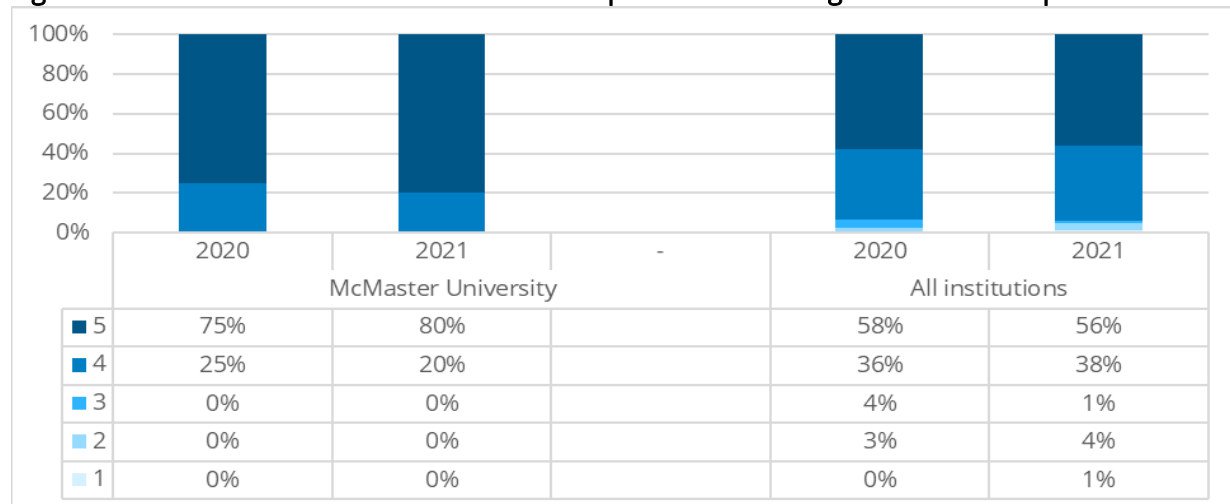
- 5 =The competence committee **regularly** reviews resident performance, and uses **robust data collated from multiple sources** for promotion decisions.
- 4 =The competence committee **regularly** reviews resident performance but uses **limited data** for promotion decisions.
- 3= A competence committee **regularly** reviews resident performance but **lacks data** to make promotion decisions.
- 2 = A competence committee has been established but does **not yet regularly review** resident performance.
- 1 = A competence committee has **not yet** been established.

Figure 13A. Annual Pulse Check Data - % of respondents selecting each level of implementation



McMaster University 2019: n=3 McMaster University 2020: n=3; McMaster University 2021: n=7
 All institutions 2019: n=32, All institutions 2020: n=83, All institutions 2021: n=143

Figure 13B. 6-month Pulse Check Data - % of respondents selecting each level of implementation



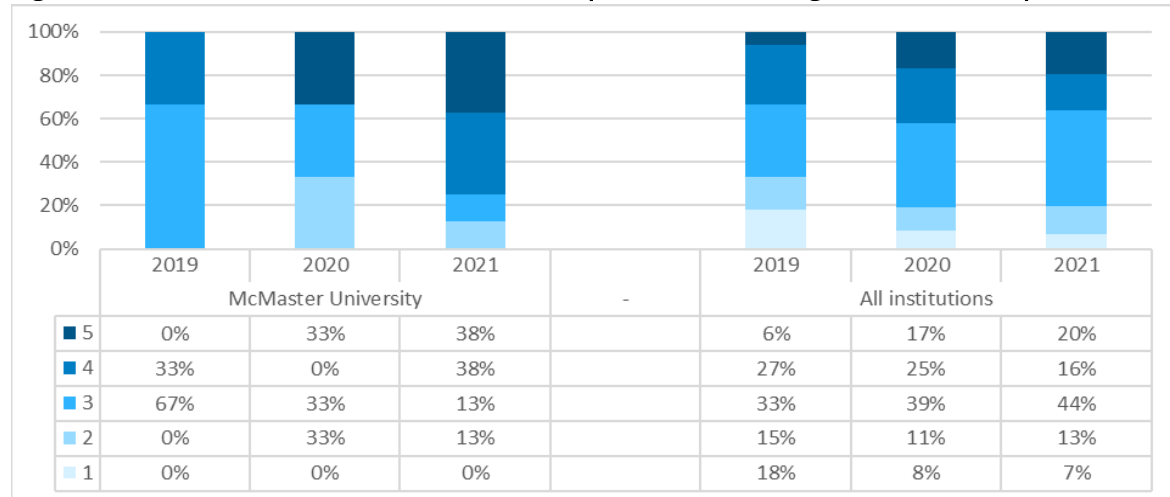
McMaster University 2020: n= 4, McMaster University 2021: n=5
 All institutions 2020: n=78, All institutions 2021: n=82

Individual Resident Learning Plans: Level of Implementation

Level of Implementation Anchors

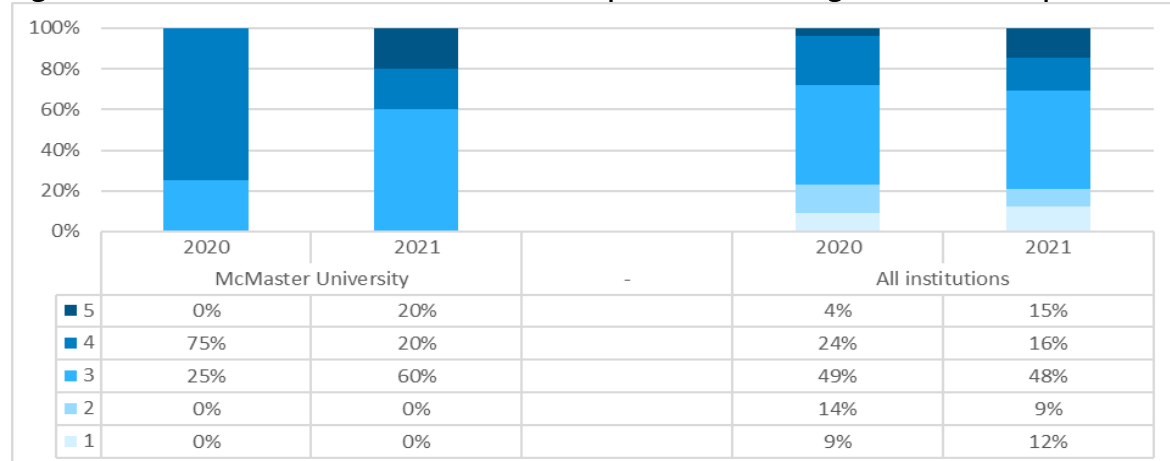
- 5 = Individual resident learning plans are **consistently** being used to guide or adjust personal learning experiences
- 4 = Individual resident learning plans are **frequently** being used to guide or adjust personal learning experiences
- 3 = Individual resident learning plans are **sometimes** being used to guide or adjust personal learning experiences
- 2 = Individual resident learning plans are **rarely** being used to guide or adjust personal learning experiences
- 1 = Individual resident learning plans are **not yet** being used to guide or adjust personal learning experiences

Figure 14A. Annual Pulse Check Data - % of respondents selecting each level of implementation



McMaster University 2019: n=3 McMaster University 2020: n=3; McMaster University 2021: n=8
 All institutions 2019: n=32, All institutions 2020: n=83, All institutions 2021: n=143

Figure 14B. 6-month Pulse Check Data - % of respondents selecting each level of implementation



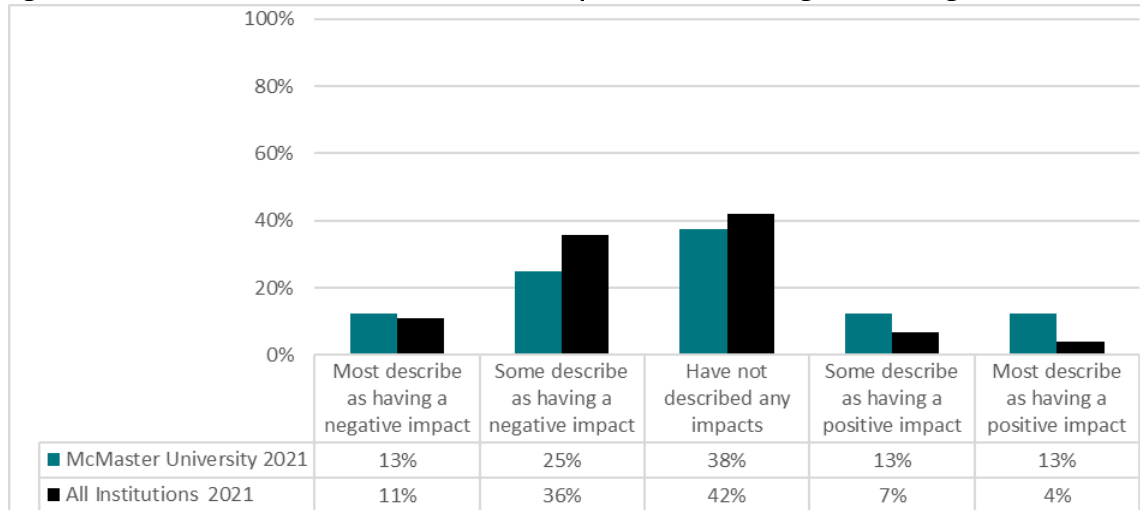
McMaster University 2020: n= 4, McMaster University 2021: n=5
 All institutions 2020: n=78, All institutions 2021: n=82

Resident Wellness

Program directors were asked to indicate how residents describe the impact of CBD on their health and wellness using a five-point scale from 1 – most residents describe a negative impact to 5-most residents describe a positive impact. Figure 7 shows the distribution of ratings by study. The question was not included in the 2019 Annual Pulse Check

Figure 15: **Resident Wellness** – Distribution of agreement ratings

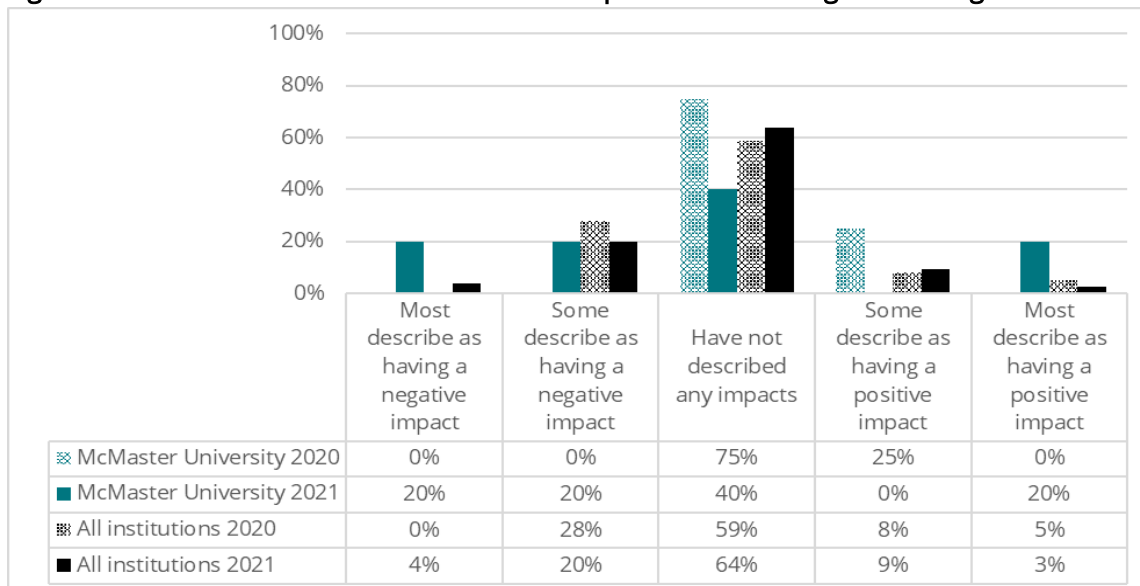
Figure 15A. Annual Pulse Check Data - % of respondents selecting each rating



McMaster University 2020: n/a, McMaster University 2021: n=8

All institutions 2021: n=145

Figure 15B. 6-month Pulse Check Data - % of respondents selecting each rating



McMaster University 2020: n=4, McMaster University 2021: n=5

All institutions 2020: n=75, All institutions 2021: n=75