

# PROGRAM ADMINISTRATOR CHECKLIST

## COMPETENCY BASED MEDICAL EDUCATION

This checklist is designed as a template to assist Program Administrators as they move through the continuum of change in the implementation of Competence by Design (CBD). Users should feel free to modify the checklist to meet their needs.

### **AWARENESS PHASE:**

Things you can do to help educate yourself about CBME / CBD: this will help you build your support team to assist you throughout the change process.

- Attend a conference with your colleagues where CBD is a topic.
- Talk to your Postgraduate Medical Education Office.
- Talk to your CBME Faculty Lead(s) at your school.
- Walk yourself through the Royal College CBD on-line module:  
<http://www.royalcollege.ca/rcsite/cbd/cbd-tools-resources-e>
- Understand the basic CBD terminology – EPA's and milestones, Competence Committee.
- Talk to your Program Director.
- Talk to other Postgraduate Administrators at other schools in your discipline as well as Program Administrators at your own school.

### **Tips:**

- o Remember, it is okay to say that 'you don't know' - CBD is evolutionary; we're all learning.
- o Learning about competency based medical education will help to reduce the feelings of disorientation, discomfort etc.

### **UNDERSTANDING / GAINING COMMITMENT PHASE:**

Now that you have knowledge about CBD, you will feel better prepared and more confident to involve the other key stakeholders in your program. You will be better positioned to ask questions and contribute to the conversation.

Involvement with:

- Residency Training Program with resident representation
- Chief Residents
- Residents in the traditional stream
- All Faculty
- Off-service faculty

### **Tips:**

- o People contact you as the front-line person so you have the opportunity to inspire and create a positive culture for change.
- o Education of others can be time consuming but will go a long way in the end; will help to create a sense of 'buy in', 'we're-in-this-together' from the stakeholders.
- o Learning as you go along will create a strong sense of teamwork.
- o Many types of communication may be most effective; email often doesn't do it and face-to-face has been shown to work best.

## **PLANNING PHASE:**

Take some time to map out the key responsibilities of your job that will need to be reviewed with a CBD lens; so you can discuss with your Program Director. You likely will need to involve key individuals who are affected and discuss any changes to processes etc. Review your current responsibilities and see how (or if) they are affected by CBME.

Examples:

- Creating a description of your program for applicants e.g., CaRMS description.
- Answering and fielding questions from applicants regarding CBD.
- Setting up the interview schedule.
- Communicating with candidates who are accepted into the program.
- Coordinating and developing the rotation schedule.
- Coordinating and managing academic half day events.

### **Tips:**

- Consultation with key stakeholders in your program. Be sure to consult with Program Director, CBD Lead, Chief Resident(s), off service PAs where your residents rotate.
- The PGME Office / CBME office at your school may have resources that can assist you. Always a good place to check.
- If your school has a forum where the program administrators meet; this is a great place to raise questions.
- If your discipline has a national network where you can raise questions, this is a great resource as well.
- There are many levels of work being done on CBME and it is important to remember that each school manages things in their own way, has their own processes etc., and sometimes information has to be distilled and filtered.

## **ACTION PHASE:**

Once you have developed a plan, for example, on how your schedule might look for your CBD residents, you will have a key list of tasks in order to implement.

- Communication, communication, communication along the way.
- Develop a repository of information where people can easily access information.
- Discuss at regularly scheduled meetings
- Schedule a workshop or retreat where people have dedicated time to consider.
- Newsletter.
- Committee infrastructure to support CBD.
- Additional administrative support.