# Conference

November 8 - 9 , 2017 Kingston, ON Canada





## **Program Agenda at-a-Glance**

## Wednesday 8 November 2017

| 08:00-08:30 | Registration & Breakfast                                 |
|-------------|--|
| 08:30-08:35 | Opening Remarks  |
| 08:35-09:30 | Keynote Address: Delivering on the Promise of CBME       |
| 09:30-09:40 | Transition to Concurrent Sessions                        |
| 09:40-10:25 | Concurrent Sessions 1                                    |
| 10:25-10:40 | Nutrition & Networking Break                             |
| 10:40-11:25 | Concurrent Sessions 2                                    |
| 11:25-11:30 | Transition to Panel                                      |
| 11:30-12:30 | Panel: Off-Service Residents: Challenges & Opportunities |
| 12:30-13:30 | Lunch  |
| 13:30-14:45 | Panel: Shifting the Assessment Culture                   |
| 14:45-15:00 | Nutrition & Networking Break                             |
| 15:00-15:45 | CBME at Queen's: Unfinished Business                     |
| 15:45-16:15 | Lessons Learned from Day One                             |
|             |  |

**Limestone City Reception & Dinner** 17:30 Cocktails & hors d'oeuvres **\*** 18:00 Dinner

|             | Thursday 9 November 2017  |
|-------------|---|
| 06:30-07:30 | Wellness by the Water Walk/Run (optional)                         |
| 08:00-08:30 | Breakfast   |
| 08:30-09:15 | Implementing CBME: Where the Self-Help Book Ends & Reality Begins |
| 09:15-10:00 | Panel: The Program Leader Perspective                             |
| 10:00-10:25 | Nutrition & Networking Break                                      |
| 10:25-11:10 | Concurrent Sessions 3   |
| 11:10-11:15 | Transition to Concurrent Sessions                                 |
| 11:15-12:00 | Concurrent Sessions 4   |
| 12:00-13:00 | Lunch   |
| 13:00-14:15 | Panel: Engaging Residents in the Transition to CBME, & Beyond     |
| 14:15-14:30 | Networking & Nutrition Break                                      |
| 14:30-15:30 | Closing Keynote: The Real Work of Leading Change                  |
| 15.20 16.00 | Classing Damaslas & Einst Talassana                               |

15:30-16:00 Closing Remarks & Final Takeaways





## Logistics



Tweet about the conference using the hashtag #CBMEready

Keep in touch: @Queens\_FacDev & @QueensPostgrad







## Wednesday 8 November 2017

#### 08:30-8:35 Opening Remarks

Leslie Flynn, MEd, MMus, MD, CCFP, FRCPC. Vice-Dean, Education, Faculty of Health Sciences; Psychiatry and Family Medicine

Land Acknowledgement:

Queen's University is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn, and play on these lands.

#### 08:35-09:30 Keynote Address: **Delivering on the Promise of CBME**

**Dean Richard Reznick**, MD, MEd, FRCSC, FACS, FRCSEd (hon), FRCSI (hon). *Dean, Faculty of Health Sciences; CEO, Southeastern Ontario Academic Medical Organization* Location: Limestone City Ballroom C

After ten years of talking about competency based medical education (CBME) in the world of medicine, and following on the heels of the RCPSC's decision to implement CBD by 2022, Queen's University applied to transition all of its 29 specialty residency programs to the CBME model years ahead of its counterparts. This keynote from Dean Richard Reznick will showcase how the faculty, staff, and students of Queen's School of Medicine strategized, created numerous teams, and used a systems-based approach to deliver on that promise.

- demonstrate an understanding of a systems-based approach to institutional change;
- identify key stakeholders to engage in the transition to CBME.







## Wednesday 8 November 2017 (Continued)

09:40-10:25 Concurrent Sessions 1

10:40-11:25 Concurrent Sessions 2

Choose two\*

a) Leveraging Technology to Support CBME

**Mary Bouchard**, MEd. *Educational Consultant: Pediatrics, Public Health, & Preventative Medicine* 

Andrew Dos-Santos. *CBME Technical Lead & Manager, Education Technology Unit* Melanie Jaeger, MD, FRCPC. *CBME Lead, Anesthesiology* Location: Ballroom A

This session will discuss how to develop and implement an electronic platform to support CBME. We will review the development of our platform, emphasizing the needs of the stakeholders, the challenges we confronted along the way, and the lessons learned. Participants will be shown our software highlighting the ease of data entry as well as the filtering capabilities and customization in data extraction.

At the end of this session, participants will be able to

- understand the complexities of developing an electronic platform to support CBME;
- identify and potentially mitigate challenges along the way;
- appreciate the benefits of an evolving electronic platform that incorporates feedback from all stakeholders.

b) Coaching at the Bedside: Redefining Opportunities for Trainee Feedback\*

Jean Côté, PhD. Professor, School of Kinesiology & Health Studies Damon Dagnone, MD, FRCPC, MMEd. CBME Faculty Lead; Emergency Medicine Jennifer Turnnidge, PhD. Post-Doctoral Fellow, School of Kinesiology & Health Studies Location: Ballroom B

\*Please note: the Coaching session will run from 9:40-11:25.

This interactive presentation will enhance your understanding of yourself as a leader and help you to develop leadership skills that will inspire, empower, and bring out the best in others. Interactive and reflective activities will increase your understanding of the principles of Transformational Coaching and your ability to develop strategies for implementing Transformational Coaching behaviours in your practice.









At the end of this session, participants will be able to:

- understand effective coaching behaviours and the principles of Transformational Coaching;
- develop strategies for implementing Transformational Coaching behaviours into clinical practice.

#### c) Faculty Development: Strategies to Prepare Faculty

**Kendall Garton**, PhD. Postdoctoral Fellow: Office of Faculty Development & Postgraduate Medical Education

**Richard van Wylick**, MD, FRCPC. *Director, Office of Faculty Development; Pediatrics* Location: British American Room

Faculty support and development is essential to the successful transition to CBME and requires time, careful planning, and the input of all stakeholders. During this session, we will share some practical strategies – what worked and what didn't – that we have used to develop a cohesive CBME FD plan at Queen's. Special attention will be paid to the challenge of supporting the unique needs of: executive leaders, program leaders, regional faculty, academic advisors & competence committee members, and frontline clinical faculty.

At the end of this session, participants will be able to:

- describe and apply practical strategies to support faculty development for a variety of stakeholders engaged with CBME including at the program level and across distributed sites
- identify strategies to support faculty to be active agents during program transformation;
- design faculty development opportunities at the central office versus supporting programlevel faculty development.

#### d) Constructive Alignment in a CBME Environment

Melissa Andrew, MD, MEd, FRCPC. CBME Lead, Geriatric Psychiatry; Director, Resident Affairs

**Rylan Egan**, PhD. Director, Office of Health Sciences Education **Trevor Stone**. CBME Training & Development Coordinator, Education Technology Unit Location: Room 204

This session explores strategies for aligning educational activities (e.g. rotations, academic half days) with entrustable professional activities (EPAs) in Competency Based Medical Education.







Participants will learn about the approaches to constructive alignment taken at Queen's University, and discuss the application of these and other approaches within their institutional settings. In particular, this session will focus on developing and responding to measures of curriculum alignment within and across specialty areas.

At the end of this session, participants will be able to:

- negotiate the pros & cons of aligning educational interventions to EPAs;
- establish methods of curricular reform based on alignment data.

#### e) Building Capacity for Scholarship

**Leslie Flynn**, MEd, MMus, MD, CCFP, FRCPC. Vice-Dean, Education, Faculty of Health Sciences; Psychiatry and Family Medicine

**Denise Stockley**, PhD. Professor and Scholar in Higher Education, Office of the Provost (Teaching & Learning) and Faculty of Health Sciences Location: Room 201

The implementation of an innovation such as CBME provides unique opportunities for research and scholarship. Often, however, when new initiatives are implemented, time, effort, and resources are front-loaded during the development and implementation phases, leaving little to no time left over for scholarship which document, articulates, and theorizes the innovations and outcomes. It is often the case that by the time an innovation or program is sustainable or complete, energy to do scholarship is waning. In this session, we argue for the need to build a scholarship plan to ensure that capacity is built across various stakeholder groups.

- identify why we need to build capacity for scholarship;
- differentiate between various approaches towards scholarship and CBME;
- create and initiate a plan for their own CBME scholarship implementation.







#### 11:30-12:30 Panel:

### Off-Service Residents: Challenges & Opportunities

Facilitator: Andrew Hall, MD, MMEd, FRCPC. CBME Lead, Emergency Medicine
David Alcoloumbre, MD. PGY5, Orthopedic Surgery
Barry Chan, MD, FRCPC. Associate Program Director, Core Internal Medicine
Christopher M. Davidson, MSc, MD, FRCPC. Program Director, Anatomical Pathology Residency Program

**Melinda Fleming**, MD, FRCPC. *Program Director, Anesthesiology & Perioperative Medicine* Location: Limestone City Ballroom C

At the end of this session, participants will be able to:

- identify opportunities to support off-service residents in a CBME-environment;
- describe interdisciplinary strategies for residents and faculty to address off-service rotation challenges.

#### 13:30-14:45 Panel: Shifting the Assessment Culture

Facilitator: Laura McEwen, PhD. Director, Assessment & Evaluation, Postgraduate Medical Education
Susan Chamberlain, MD, FRCSC, MEd. CBME Lead, Obstetrics & Gynecology
Peggy DeJong, MD, FRCPC. Program Director, Cardiology
Alessia Gallipoli, MD. PGY1, Pediatrics
Anna Tomiak, MD, FRCPC. CBME Lead, Oncology
Kristen Weersink, MD, MSc. PGY3, Emergency Medicine
Location: Limestone City Ballroom C

- identify how stakeholders engage in programmatic assessment in different ways across different phases of assessment activities;
- apply the principles of programmatic of assessment to CBME implementation in their program or institution.





15:00-15:45 Plenary: CBME at Queen's: Unfinished Business

**Leslie Flynn**, MEd, MMus, MD, CCFP, FRCPC. *Vice-Dean, Education, Faculty of Health Sciences; Psychiatry and Family Medicine* Location: Limestone City Ballroom C

The Queen's path to transitioning to CBME did not end on July 1, 2017. Instead, our systemsbased approach was designed to support both the initiative of CBME and its ongoing evolution of residency education at Queen's. This plenary will address what we have learned to date, what we propose as next steps in our implementation, and suggestions for other programs/schools embarking on this venture.

At the end of this session, participants will be able to:

- describe the benefits of a systems-based approach when embarking on a major educational transition;
- identify key players needed for your CBME transitional team;
- consider how they might adapt this model to meet the needs of their home institutional.

# 17:30 Limestone City Reception (*Optional*)18:00 Dinner (*Optional*)

Cocktails & hors d'oeuvres & dinner in the Old Stones Private Dining Room. Closed Reception and Dinner for those who purchased a dinner ticket.







## **Thursday 9 November 2017**

#### 06:30-07:30 Wellness by the Water Walk/Run (optional)

### 08:30-9:15 Plenary: Implementing CBME: Where the Self-Help Book Ends & Reality Begins

**David Taylor**, MD, MHPE, FRCPC. *Program Director, Core Internal Medicine* Location: Limestone City Ballroom C

This talk will provide a frank discussion of the challenges facing those implementing competencybased postgraduate medical education programs. Further, using specific examples from our Queen's experience, we will look at strategies to be successful in leading change.

At the end of this session, participants will be able to:

- understand the organizational challenge of implementing CBME;
- identify strategies that can be used to implement the change to CBME successfully.

#### 9:15-10:00 Panel: **The Program Leader Perspective**

Facilitator: Damon Dagnone, MD, FRCPC, MMEd. CBME Faculty Lead; Emergency Medicine
Catherine de Metz, MD, FRCPC. Program Director, Radiation Oncology
Paul M. Heffernan, MD, MSc, FRCPC, FCCP. Program Director, Respirology
Kirk Leifso, MD, FRCPC. Program Director, Pediatrics
C. Janet Lui, MD, FRCPC. CBME Lead, Hematology
Location: Limestone City Ballroom C

- describe the strategies used by program leaders to address the challenges and opportunities of transitioning residency programs to CBME;
- consider how to support program leaders in their own institutional programs.





## Thursday 9 November 2017 (Continued)

10:25-11:10 Concurrent Sessions 3 11:15-12:00 Concurrent Sessions 4

Choose two

a) Developing Academic Advisors & Competence Committees Amy Acker, MD, FRCPC. *CBME Lead, Pediatrics* Andrew Hall, MD, MMEd, FRCPC. *CBME Lead, Emergency Medicine* Location: Limestone City Ballroom A

In this interactive session, participants will review relevant literature and best-practices in Competence Committee development and process. Lessons learned in the process of Academic Advisor selection and training, and Competence Committee implementation at Queen's will be discussed to inform program leaders in their own process of implementation and improvement.

At the end of this session, participants will be able to:

- discuss the potential roles for academic advisors;
- provide examples of structured framework for academic advisor meetings;
- discuss the roles and responsibilities of competence committees.

b) CBME Made Ridiculously Simple: Tools to Engage Faculty & Residents

Eric Prost, MD, FRCPC. CBME Lead, Psychiatry

**Jessica Trier**, MD, FRCPC. *CBME Lead, Physical Medicine & Rehabilitation* Location: Limestone City Ballroom B

The recently deceased editor of the New York Review of Books, Robert Silvers (1929-2017), believed that an educated person could understand, and even enjoy, any topic. Could this be true for competency-based medical education? Are you – and your faculty and residents – skeptical of CBME? Feeling like you're paddling in a bureaucratic fog? This session will showcase practical tools to engage faculty and residents – for the non-experts, but also by the non-experts. Together, we can support our faculty and residents to do more than just muddle through.

- discuss the challenges of engaging residents and faculty in CBME;
- demonstrate the tools to help with this engagement.







## Thursday 9 November 2017 (Continued)

c) Educational Consultants: Supporting Program Development & Implementation Robert Aucoin, EdD. Educational Consultant: Pathology Mary Bouchard, MEd. Educational Consultant: Pediatrics, Public Health, Preventative Medicine Jennifer B. Dare, MA. Educational Consultant: Psychiatry Tessa Hanmore, MEd. Educational Consultant: Physical Medicine & Rehabilitation, Ophthalmology Martha Munezhi, PhD. Educational Consultant: Internal Medicine Elizabeth Pero, MEd. Educational Consultant: Nephrology, Obstetrics & Gynaecology Rebecca Pero, PhD. Educational Consultant: General Internal Medicine, Hematology, Rheumatology Location: Gibraltar Room

Educational Consultants offer expertise in competency-based design to support program development, implementation, and ongoing improvement. A panel of Educational Consultants discuss the overarching patterns and subtle intricacies of CBME development and implementation, across a variety of residency training programs, at Queen's University.

At the end of this session, participants will be able to:

- describe the roles of an educational consultant in the CBME process;
- recognize the complexity of the unseen tasks involved in the CBME process;
- consider how the roles vary depending on the needs of each specialty.

#### d) Building the Program Leadership

**Damon Dagnone**, MD, FRCPC, MMEd. *CBME Faculty Lead; Emergency Medicine* **Ross Walker**, MD, FRCSC, FACS. *Associate Dean, Postgraduate Medical Education; Surgical Oncology* Location: Room 204

The creation of twenty-nine program teams made up of program directors, program CBME leads, educational consultants, program resident leads, and program administrators were critical to the successful implementation of CBME in postgraduate medical education. After two years of preparation, and in partnership with existing resident program committees, the accelerated path to CBME implementation had become a reality through shared work, strategic planning, central executive team support, and organic collaboration.







## Thursday 9 November 2017 (Continued)

At the end of this session, participants will be able to:

- define the leadership structure of postgraduate programs at Queen's;
- outline change management approaches to operationalizing CBME program leadership;
- consider how to customize the Queen's approach to their own intuitional programs.

#### e) Integrating Simulation into Trainee Programs

**Tim Chaplin**, MD, FRCPC. *Simulation Education Lead, Emergency Medicine* **Boris Zevin**, MD, PhD, FRCSC. *Medical Education Scholar; Surgery* Location: Room 201

This session will focus on using simulation within the CBME environment. Participants will be provided with examples of curricula in EM and Surgery where simulation have been incorporated and will conduct an interactive group discussion of challenges and successes with implementation.

At the end of this session, participants will be able to:

- discuss the use of simulation in a CBME environment;
- discuss the challenges and barriers to the implementation of simulation in a CBME environment with examples from Emergency Medicine and Surgery.

#### 13:00-14:15 Panel: Engaging Residents in the Transition to CBME, & Beyond

Facilitator: Jena Hall, MD. PGY2, Obstetrics & Gynaecology
Liora Berger, MD. PGY2, Psychiatry
Daenis Camiré, BScN, RN, MD. PGY1, Anesthesiology & Perioperative Medicine
Amar Chakraborty, MD. PGY1, Internal Medicine
Stephen Mann, MD, FRCSC. Orthopedic Surgery
Location: Limestone City Ballroom C

- identify the importance of learner engagement and collaboration in postgraduate curriculum change;
- consider strategies and initiatives to represent resident interests during the transition to CBME.





## Thursday 9 November 2017 (Continued)

14:30-15:30 Closing Keynote: The Real Work of Leading Change

**Rhonda St. Croix**, MBA, CMA. *Change Initiative Advisor, Royal College of Physicians & Surgeons of Canada* Location: Limestone City Ballroom C

This is an exciting time in medical education as July 1, 2017 marked the official start of CBME implementation in Canadian residency programs. For the foreseeable future change is an inevitable part of our life demanding practical and effective ways to lead change. There is no better time for a reality check on what it will take to usher in the new era in medical education and empower stakeholders to build energy and readiness. Change is often referred to as something you "roll out," and we all use terminologies that imply it is neat and linear, driven, managed and controlled. Drawing on the successful practices of global change leaders this session will attempt to bust these myths about change and turn the conventional approach on its ear. This closing keynote will highlight the latest thinking on the practice and skills required to mobilize people towards a new future

- recognize change theories, practices, and skills;
- appreciate what it takes to lead change and apply change strategies to increase the effectiveness of the transition to CBME curricular models.





#### **Accreditation Information**

#### **Credits for Family Physicians:**

This Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Queen's University for up to 11.75 Mainpro+ credits.

#### **Credits for Specialists:**

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of The Royal College of Physicians and Surgeons of Canada, and approved by Queen's University Office of CPD. You may claim a maximum of 11.75 hours (credits are automatically calculated).

#### **Credits for Others:**

This is an accredited learning activity which provided up to 11.75 hours of Continuing Education.









#### **Program Speakers & Contributors**

Amy Acker, MD, FRCPC. CBME Lead, Pediatrics David Alcoloumbre, MD. PGY5, Orthopedic Surgery Melissa Andrew, MD, MEd, FRCPC. CBME Lead, Geriatric Psychiatry; Director, **Resident** Affairs Robert Aucoin, EdD. Educational Consultant: Pathology Liora Berger, MD. PGY2, Psychiatry Mary Bouchard, MEd. Educational Consultant: Pediatrics, Public Health, Preventative Medicine Daenis Camiré, BScN, RN, MD. PGY1, Anesthesiology & Perioperative Medicine Amar Chakraborty, MD. PGY1, Internal Medicine Susan Chamberlain, MD, FRCSC, MEd. CBME Lead, Obstetrics & Gynecology Barry Chan, MD, FRCPC. Associate Program Director, Core Internal Medicine Tim Chaplin, MD, FRCPC. Simulation Education Lead, Emergency Medicine Jean Côté, PhD. Professor, School of Kinesiology & Health Studies Jennifer B. Dare, MA. Educational Consultant: Psychiatry Damon Dagnone, MD, FRCPC, MMEd. CBME Faculty Lead; Emergency Medicine Christopher M. Davidson, MSc, MD, FRCPC. Program Director, Anatomical Pathology Residency Program **Peggy DeJong**, MD, FRCPC. *Program Director*, *Cardiology* Catherine de Metz, MD, FRCPC. Program Director, Radiation Oncology Andrew Dos-Santos. CBME Technical Lead & Manager, Education Technology Unit Christopher M. Davidson, MSc, MD, FRCPC. Program Director, Anatomical Pathology Residency Program Rylan Egan, PhD. Director, Office of Health Sciences Education Melinda Fleming, MD, FRCPC. Program Director, Anesthesiology & Perioperative Medicine Leslie Flynn, MEd, MMus, MD, CCFP, FRCPC. Vice-Dean, Education, Faculty of Health Sciences: Psychiatry and Family Medicine Alessia Gallipoli, MD. PGY1, Pediatrics Kendall Garton, PhD. Postdoctoral Fellow: Office of Faculty Development & Postgraduate Medical Education Andrew Hall, MD, MMEd, FRCPC. CBME Lead, Emergency Medicine Jena Hall, MD. PGY2, Obstetrics & Gynaecology Tessa Hanmore, MEd. Educational Consultant: Physical Medicine & Rehabilitation, Ophthalmology Paul M. Heffernan, MD, MSc, FRCPC, FCCP. Program Director, Respirology Melanie Jaeger, MD, FRCPC. CBME Lead, Anesthesiology & Perioperative Medicine Kirk Leifso, MD, FRCPC. Program Director, Pediatrics.





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Thank You Program Sponsors & Supporters

This program has received an educational grant or in-kind support from:





















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