

Competence by Design Faculty Development Update: Cultivating confidence within a new curricular framework

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Background:

- **Competence by Design (CBD)** — a model of competency-based medical education (CBME) being implemented by the Royal College of Physicians and Surgeons across Canadian residency training programs — has now been fully integrated into the University of Toronto’s Department of Psychiatry.
- This **novel approach to medical education and assessment** focuses on outcomes and emphasizes demonstration of **competence in key areas deemed essential for future practice**, with the goal being to enhance patient care by ensuring physicians have the skills required to continuously meet evolving societal needs.
- Within the CBD framework, training is divided into distinct stages with residents being **directly observed, assessed, and provided with feedback** in a more timely, frequent, and constructive manner to aid in growth and progression.
- This shift has necessitated adjustments on the part of both faculty and residents, with many finding it challenging to adapt and stay apprised of best practices.

Goals/Intention:

In light of this significant change to the residency training program, the Department of Psychiatry’s **Faculty Development Committee** designed a **series of interactive sessions** to provide both faculty and residents with information to support them in navigating and thriving within a CBD-based curriculum.



“Great overview of theory behind the newer assessment methods, clarified expectations of supervisors”

“Innovative and practical”

PART 1: 60 participants

“Educational spirit/tone and content — very well organized session and those leading were clearly motivated to support supervisors in addressing their learning needs related to CBD”

PART 2: 56 participants

“Dynamic, excellent speakers [...] who are both clearly knowledgeable on the topic and engaging facilitators”

“Opportunity to reflect on supervision, coaching, mentoring and teaching as inter-related and different activities that I engage in”



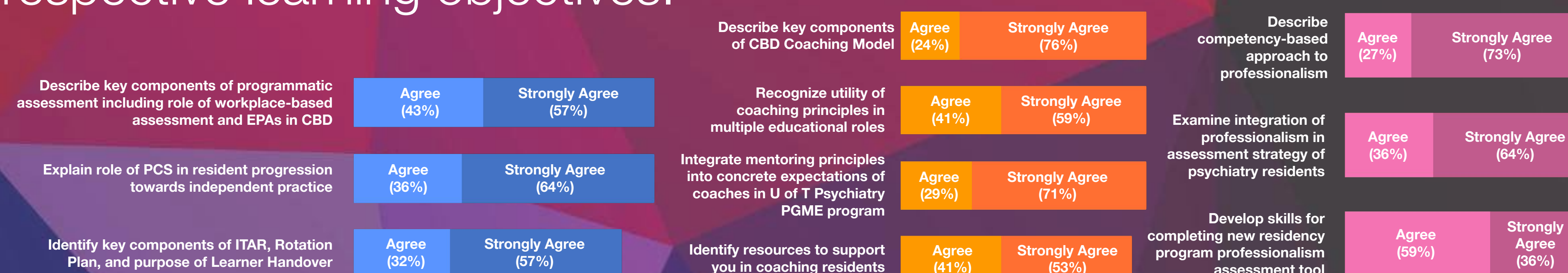
“Clear review of relevant content related to professionalism and its assessment”

“Content was excellent and well thought out, met my learning needs”

PART 3: 50 participants

“Truly excellent introduction to professional values referencing history and now, and incorporating ideas of race and gender in medical education and practice.”

Feedback received on all three sessions was **highly positive overall**, with attendees generally selecting either “**Agree**” or “**Strongly Agree**” when asked whether the workshops met their respective learning objectives.



The majority found the information was **relevant to their needs (79%, 100%, 95%)**, described the format as **interesting/engaging (75%, 88%, 91%)**, rated the workshop as **excellent (85%, 100%, 96%)**, and noted the session encouraged them to **consider changes to their current practices (64%, 94%, 86%)**.

Speaker evaluations were laudatory — **no speakers received a rating below 4 out of 5** (on a scale where 4 was identified as “**very good**” and 5 as “**outstanding**”).

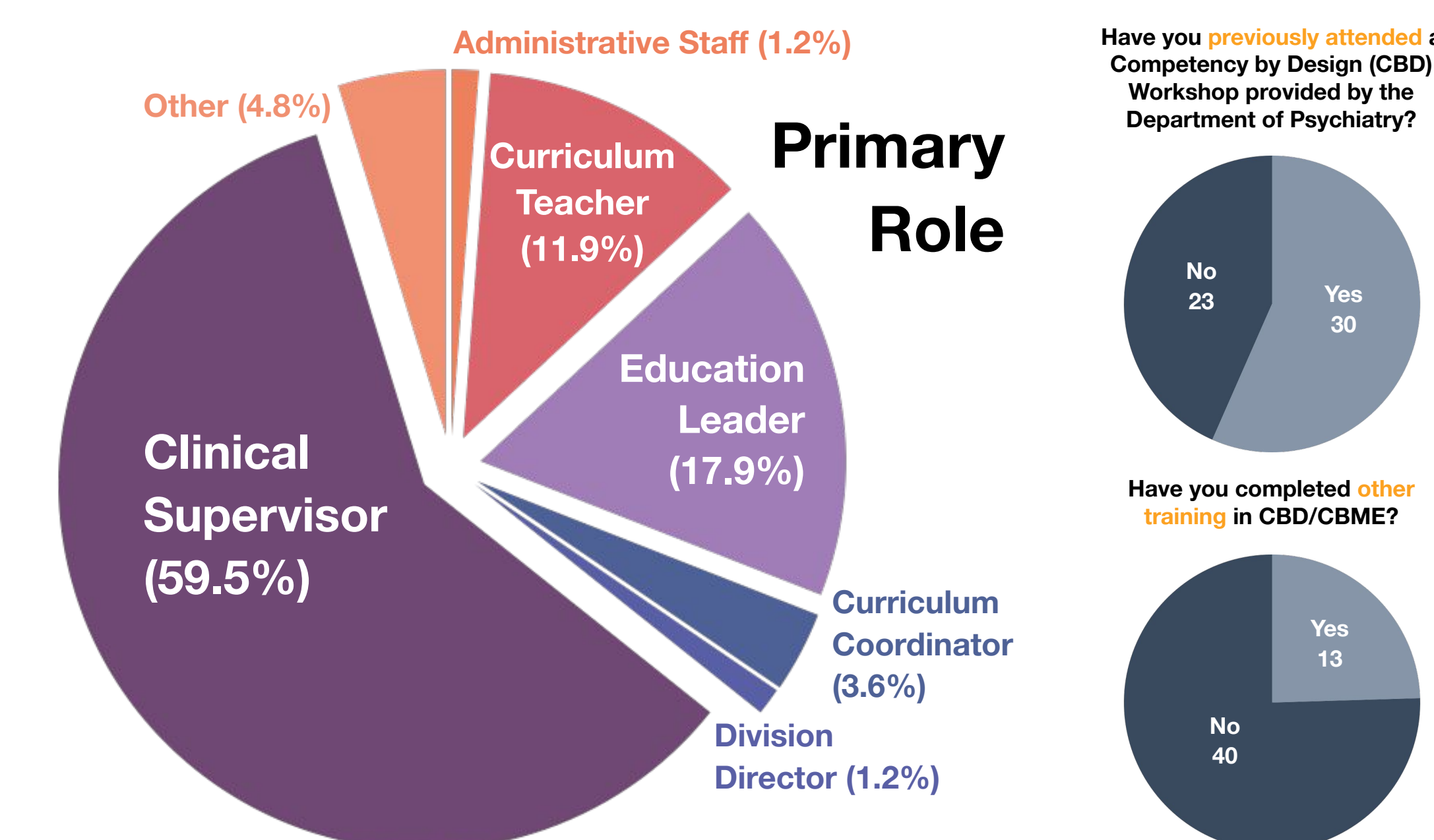
NEXT STEPS:

The feedback surveys allowed for free-text responses regarding suggested **workshop modifications** and **future topics of interest**; these will be utilized to design additional sessions moving forward.

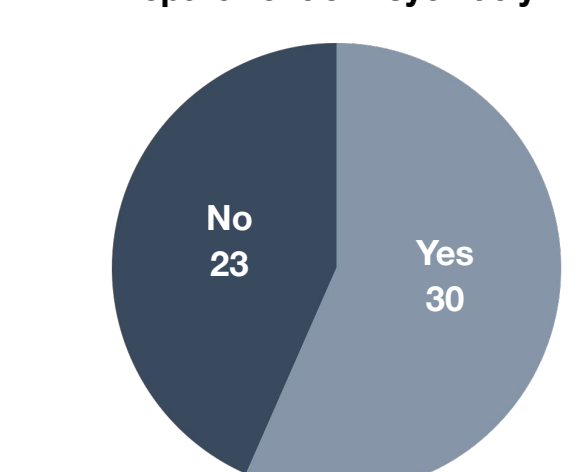


Methods:

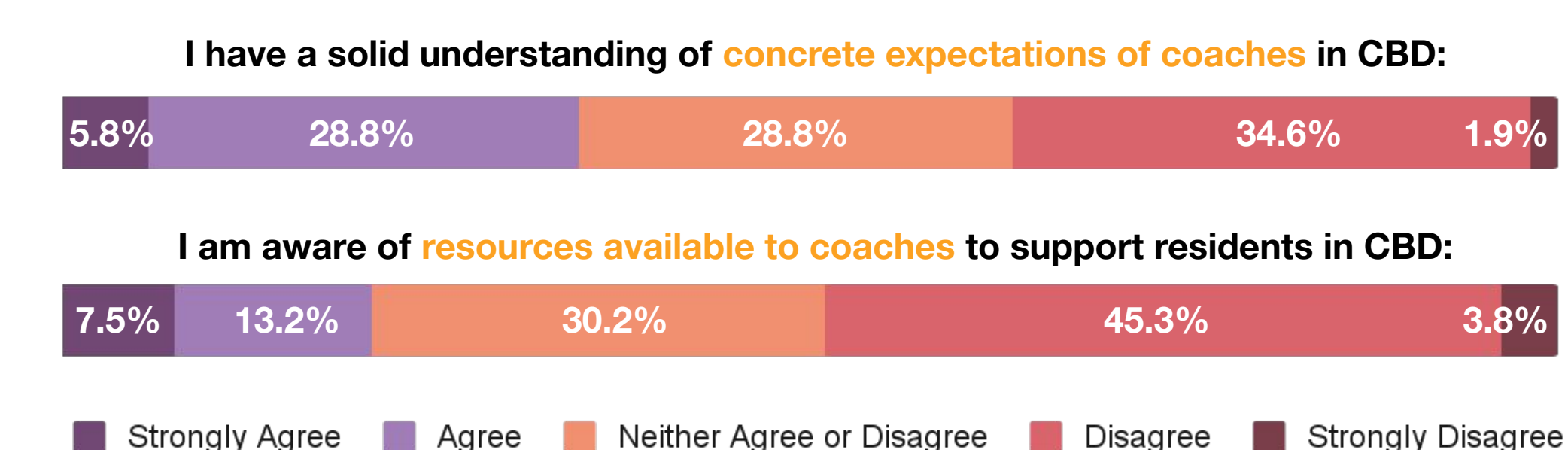
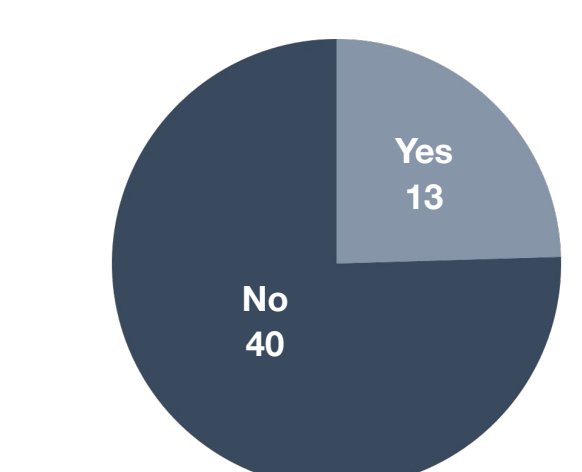
- A **preliminary needs assessment** (N=53) was administered to clinical supervisors, education leaders, curriculum teachers, and coordinators to determine their experiences with previously offered CBD training and solicit specific topics of interest to be addressed.



Have you previously attended a Competency by Design (CBD) Workshop provided by the Department of Psychiatry?



Have you completed other training in CBD/CBME?



- The series (“**CBD Faculty Development Update**”) was developed based on this and comprised **three virtual workshops**, with preeminent educators acting as speakers and moderators.

22 JULY 2021

1 CBD & Assessment

Topics: EPAs, role of the Psychiatry Competence Committee (PCS), In-Training Assessment Reports (ITARs), Rotation Plans

09 SEPTEMBER 2021

2 CBD Coaching Model & Mentoring Principles

30 SEPTEMBER 2021

3 Competency-Based Approach to Cultivating Professionalism