CBME implementation: Are we transforming the culture of assessment?

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Situating the research along our CBME implementation timeline...

- 2010: Start of CBME implementation: FNs, AAs
- 2011: Electronic Field Notes
- 2013: EPAs incorporated into Field Notes
- 2016

Part 1: 12/20
Part 2: 9/19

Change management

Grounded Theory, Thematic analysis, Constant comparative method
Theory U

Scharmer CO. 2016

Suspending

Transforming

Shifting
Results: 3 Themes

1. Shifts in the assessment culture
2. Outcomes from the shift in assessment culture
3. Factors supporting the shift in assessment culture
Theme 1: Shifts in the Assessment Culture

- Understanding of CBME
- Learner role shift
- Preceptor role shift
- Academic Advisor role shift

Suspending

Transforming

Shifting

“I find it a little bit, um, uh….there’s this term. What is it….learning objects or something?”

“They have to…not just show that they know, but they have to show us their competence, you know, the right thing at the right time for different patients and across all the domains.”
Theme 1

Suspending

Understanding of CBME

Transforming

Preceptor role shift

Academic Advisor role shift

Learner role shift

Shifting

Shifts in the assessment culture

“In theory Field Notes are an excellent concept—I might get 4 done in 2 months....that would be a good effort.”

“There’s a lot more of this direct observation....more breaking it down to smaller, individual components. I’m doing it more and doing it better, having a focus on it.”

Theme 2: Outcomes due to the shift in assessment culture

- Suspending
- Transforming
- Shifting

Outcomes due to the shift:
- Enhanced learning
- Enhanced teaching
- Use of standards
- Broader picture of performance
- Central repository of assessments
- Better tracking and documentation

“It’s yet another task…it’s an extra. It doesn’t necessarily change the feedback or interactions.”

“It enables the resident to build a portfolio across the different domains to see…their strengths, their weaknesses, what they need exposure to.”

Theme 2

Suspending

Transforming

Outcomes due to the shift

 Enhanced Learning

 Enhanced teaching

 Use of standards

 Better tracking and documentation

 Central repository of assessments

 Broader picture of performance

“Decisions are just your gut. I don’t really have firm benchmarks for it.”

“I primarily use my internal sense but if I’m teetering, I’ll get into the descriptors”

Shifting

Theme 3: Factors supporting the shift in culture

Mandated

Faculty Development

IT Improvement

Departmental Support

Leadership
Conclusions

• A shift in attitude towards assessment, even when it takes more effort, can happen
• Support (external and internal), engaged responsive leadership, IT and FD are factors that facilitate this
• With this we can see:
  • Better understanding of CBME, better articulation of key competency-based assessment principles
  • Participants see the value of increased thoroughness of assessment
  • Participants describe residents as being engaged and benefiting from the changes in assessment
  • Participants describe being able to make level of performance decisions supported by standards
  • Participants describe having more confidence in making competency decisions
  • Participants see the value in the approach to them personally as teachers, as well as for the learners
• Next steps: learner perspectives
Questions/Comments?

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Theme 3: Factors supporting the shift in assessment culture

- Mandated
- Departmental Support
- Faculty Development
- IT Improvement
- Leadership
Theme 1

“I don’t know that I could assess competency without seeing it.”

“We get a better compiled picture with the little pieces of the puzzle together together in the end for the whole….changed my whole idea of how we assess competency.”

Theme 3: Factors supporting the shift in assessment culture

Mandated

Faculty Development

IT Improvement

Departmental Support

Leadership

“I think there’s pressure from accreditation to make sure these are in place.”
“Having financial support ...the assessment director’s got time, she’s got a department head who’s supportive. She has an IT person who she works well with...that’s been huge.”
Theme 3: Factors supporting the shift in assessment culture

Mandated

Faculty Development

IT Improvement

Departmental Support

Leadership

“The assessment director...her energy, enthusiasm, trying to make it fun like with the FN competitions, really listening to people, trying to make this as efficient as can be.”
Theme 3: Factors supporting the shift in assessment culture

Mandated

Departmental Support

Faculty Development

IT Improvement

Leadership

“The functionality is better...it’s nice now, with a click of a button, to know exactly what you need to review with them.”
“There have been a lot of FD sessions on assessment and supervision and that’s been quite helpful.”
Purpose

• To describe the change in the culture of assessment over a 3 year period implementing a CBME system
Method

- Grounded theory
- Conceptual framework: CBME, Theory U

Data Collection
- Faculty Interviews:
  - Part 1 ($n = 12/20$)
  - Part 2 ($n = 9/19$)

Data Analysis
- Thematic analysis
- Constant Comparative Method