Building Relationships and Fostering Community
The Transition to Competency-Based Medical Education:
Results from a Three-Year Longitudinal Study

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I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Background

• In 2015, all 29 Postgraduate Medical Education (PGME) programs at Queen’s University began the transition from a traditional time-based curriculum model to one of Competency-Based Medical Education (CBME)

• CBME official launch date July 2017

• Three-year longitudinal study (2015 to 2018)
Research Questions

1) How do we prepare programs for the adoption of CBME?

2) Are we implementing CBME as intended?

3) What strategies are required to sustain the adoption of CBME across the institution?

4) How has (or is) CBME contributing to changes in behaviours across all levels of the institution?
CBAM Levels of Use (LoU)

- CBAM (Hall & Hord, 2015) was built to measure educational change.

- Levels of Use (LoU) interview protocol provides insight into each individual’s level of use in the following 7 categories: knowledge, acquiring information, sharing, assessing, status reporting, planning, and performing.

- LoU is determined by the responses to questions in a standardized interview guide.
We added Queen’s-specific questions…

1) Roles
2) Perspective on preparing and implementation
3) Strategies required for sustainability
## Interview Data

<table>
<thead>
<tr>
<th>Sample Group</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executives</td>
<td>N=11</td>
<td>N=8</td>
<td>N=8</td>
</tr>
<tr>
<td>Program Directors</td>
<td>N=28</td>
<td>N=25</td>
<td>N=20</td>
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<tr>
<td>CBME Leads</td>
<td>N=0</td>
<td>N=11</td>
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<td>Educational Consultants</td>
<td>N=0</td>
<td>N=6</td>
<td>N=7</td>
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<tr>
<td>Residents</td>
<td>N=0</td>
<td>N=2</td>
<td>N=2</td>
</tr>
<tr>
<td>Total</td>
<td>N=39</td>
<td>N=52</td>
<td>N=44</td>
</tr>
</tbody>
</table>
Data Analysis

- Inductive analysis
- Deductive analysis
Year 1 Findings

Program Director concerns about scarcity of resources:
  • Time
  • People
  • Money

Concerns re: implementing prior to the Royal College
Findings Over 3 Years

Increases in:

- Knowledge about CBME
- Communication
- Positive attitudes re: CBME
- Collaboration
- Empathy
- Leadership (especially bottom-up and horizontal)
- Accountability
- People feeling valued at all levels
We found that…

Successful CBME implementation at Queen’s involved building relationships and fostering community, which resulted in people who are…

1. Supported
2. Empowered
3. Accountable
Supports

- New role of CBME Lead
- Educational consultants
- Financial resources
- Paid and protected time for CBME work
- IT supports
- Faculty development
- Strong, consistent, and distributed leadership
- System-level supports
Empowerment

- Accessible CBME knowledge
- Ample opportunities to provide feedback
- Participation in working groups responsible for various aspects of CBME implementation
- Sharing experiences with others across department specialties
- Sharing power/leadership
- Knowledge about who to consult when confronted with challenges
Accountability

• New roles and responsibilities

• On-going faculty development

• Valuing resident perspectives about design and implementation

• Residents more actively involved in their education

• CBME curriculum perceived as more ‘socially accountable’ for quality of graduating residents
Conclusion

✓ CBME received the “cold shoulder” at Queen’s in Year One

✓ Despite the initial “cold shoulder,” positive rewards were reported over three years about CBME implementation process, including building relationships and fostering community

✓ Successful CBME implementation requires making people feel supported, empowered, and accountable

✓ Three-year program evaluation using CBAM LoU protocol significantly helped us monitor the implementation process and respond to challenges in a timely fashion.