Faculty of Medicine, Pontificia Universidad Católica de Chile
International accreditation—Strategies for implementation of the CanMEDS framework in PUC-Chile residency programs: What works for us

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

- To certify compliance with the highest international standards in residency education, the School of Medicine of the Pontificia Universidad Católica de Chile (PUC) has decided to incorporate the Royal College of Physicians and Surgeons of Canada (RCPSC) CanMEDS framework in our programs.

- We have 65 programs (29 specialties, 36 subspecialties), and more than 600 residents.

- PUC has been training residents for almost 50 years.
**Methods**

- A progressive, multilayer strategy was planned for the incorporation of the CanMEDS Framework and RCPSC International Standards at PUC residency programs.

- Our goal is to ultimately reach a cultural change in residency education among PUC faculty members and residents.

- This is to be achieved by demonstrating the benefits of the model, not by imposing it.
Results (1)

- We started with a **diagnostic review** by RCPSC (2010, 2011 & 2012) of a sample of 19 residency programs, to identify programs’ strengths and weaknesses.

  - **Main strengths**: PDs dedication and leadership; faculty and teachers involved in teaching; excellent clinical resources; academic environment.

  - **Main weaknesses**: protected time for PDs; value of residency teaching in academic career; faculty development; incorporate CanMEDS framework.
Next steps planning/areas:

“PUC School of Medicine commitment”: Dean, School Director, faculty

- **PGME:**
  - Support-budget-new administrative positions.
  - Advocate for PDs protected time; value for academic career.

- Education for CanMEDS roles implementation: knowledge- basic-advanced. Teaching and assessment.

- Med Education office: reinforce work in postgraduate/residency education for faculty development
Results (3)

- **PGME** Administrative and financial (budget) management changes:
  - accreditation coordinator
  - wellness program support (new psychol)
  - new program administrators
Results (4)

- **Education**
  - **Faculty development** in CanMEDS: PDs, program committee members, front line clinician educators, etc.

- **Teaching activities for residents:**
  - **workshops** - for all 1st year residents, included in introduction program; for other residents offered in cross courses;
  - **B-learning CanMEDS courses** (2015-2016): leadership; collaborator role; ethics and professionalism.
    Next: health advocate; academic role; management and leadership.
LACRE 2013, 2015, 2017
Latin American Conference on Residency Education
Results (5)

- Preparing **Institutional Review**:
  - Discuss/update main policies: residents assessment, promotion, dismissal and appeal; resident safety; etc
  - Review/restructure some functions of Institutional Education Committee
  - Review of resident counselling and wellness program
  - Educational environment assessment.

- PUC Institutional Evaluation: Nov 30- Dec 1, 2015.
  **Category of Accreditation: Recognized Institution (June 20, 2016)**
Results (6)

- Preparing **Programs evaluation pre-accreditation:**
  - PDs+ P Adm: Update programs: review objectives & incorporate missing Can MEDS competencies
  - Review assessment instruments, and development of new instruments as needed (resident´s competencies evaluation, rotation´s evaluation, teachers evaluation- MEDUC PG14)
  - Annual Resident Survey (includes evaluation of: program, teaching methods, feedback, assessment, educational environment, safety, etc).
Program Directors & PGME committee meeting

- Update in “International Accreditation”/ Institutional review and planning of programs’ international accreditation.
- Workshop: Effective Feedback
Conclusions

- The multilayer strategy for the implementation of the RCPSC International standards and CanMEDS roles in our School of Medicine has been an interesting challenge (e.g. Large institution, new educational model, etc)

- It has been a great opportunity for reviewing processes and for improvement and innovation in residency education.

- A great challenge was the coordination of faculty members, residents and administrative staff. This is also a great opportunity for team work.

- Changes are being well accepted and valued by faculty members and residents. The CanMEDS framework seems to work for our culture.
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