

## Development and implementation of a competency-based curriculum in orthopaedic surgery

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Calls for competency-based training programs to replace the current time-based system have emanated from medical schools, certifying bodies and licensing authorities. The progressive reduction of duty hours and greater resident independence has provided the stimulus to consider alternative methods of curriculum delivery.

The orthopedic surgery residency program at University of Toronto has developed a competency-based curriculum consisting of 21 modules that cover all of orthopedics. Progression from one module to the next is based on when the competencies in that module have been achieved and not on time spent. The modules progress from basic surgical skills to more advanced techniques, each successive module building on the skills emphasized in the previous one. Longitudinal maintenance and repetition of skills will also be accomplished by participation in regular orthopedic on-call experiences. Extensive use will be made of cadavers, a skills laboratory and simulation activities to ramp up the pace of technical skills acquisition.

Multiple methods of formative and summative assessment of all the CanMEDS Roles will be used to evaluate progress of the residents in the competency-based program.

When all of the modules have been completed, a comprehensive assessment of the competency-based residents will be carried out and compared with the regular stream of graduating residents to ensure non-inferiority of the pilot program. Although this is not the primary goal, there is significant potential to reduce training time in this program. Three postgraduate year 1 residents will start a pilot project of this new curriculum on 1 July 2009. This talk will review the development of this competency-based curriculum, the approval process, the challenges of implementation and the results of the first 3 months of the program.