Clinician as Both Teacher & Life Long Learner: Challenges and Opportunities

Clinical Academic Rounds
January 27, 2016
Dr. Heather Milliken
Dr. Margaret Rajda
Dr. Mark Bosma
Dr. Cheryl Murphy
Educational Objectives

At the end of this presentation participants will be able to:

- Define competency based continuing professional development and reflect on how to incorporate this into a plan for lifelong learning that also, for fellows, meets the requirements of the RCPSC Maintenance of Certification (MOC) program
- Describe the results of the “Barriers to Teaching Survey”
- Define competency based medical education and discuss implications for postgraduate training in the Department of Psychiatry
- Describe opportunities for participation in undergraduate education in the Department of Psychiatry
Part 1: Dr. H. Milliken

- “Competence by Design” and Continuing Professional Development
- Tips on Maximizing Credits in the RCPSC MOC program
Financial Disclosure (past 2 years)

- Clinical trials:
  - Janssen; Lundbeck; Otsuka;
  - Mental Health Foundation of Nova Scotia

- Advisory boards:
  - Janssen; Lundbeck; Otsuka; Sunovion

- CME honoraria:
  - Janssen
Which Statement is Correct?

1. Participation in the RCPSC MOC program is a mandatory requirement for medical licensure for all specialists
2. A maximum of 75% of MOC credits can be earned in any one section per MOC cycle
3. A minimum of 50 MOC credits must be recorded each year
4. A maximum of 350 credits can be earned in any one section per 5 year MOC cycle
What is the MOC Program?

- Evidence-informed educational program designed to “support, enhance and promote” continuing professional development (“commitment to lifelong learning”) for specialists practicing in Canada.

- Individualized, practice centered
  - Commitment to ensure on-going competencies relevant to individual professional roles and responsibilities.

- Mandatory for Fellows; annual dues depending on category.
What is the MOC Program?

- RCPSC Resident Affiliates can participate
  - Free!
  - On becoming a fellow, can transfer up to 75 MOC credits (25/Section) into 1st 5 year cycle within 2 years after certification

- Other Health Care Professionals can participate in MOC program
  - Annual dues; contact cpd@royalcollege.ca for details
Components of Lifelong Learning

- **Planning for defined outcomes**
  - Identify learning needs relevant to scope of your practice
  - Determine outcomes to be achieved through individual CPD

- **Learning across multiple professional practice contexts**
  - Learning activities linked to scope of practice
  - Wide range of potential learning activities and situations
Components of Lifelong Learning

- **Recording as part of learning**
  - Documentation of learning processes and outcomes enhances opportunity to review and plan future learning
  - Validation of learning activities (accountability)

- **Reflecting in, on and for practice**
  - Integration of acquired knowledge, skills or competencies into clinical practice
  - Encouraged by recent MOC program updates which emphasize self-learning and self-assessment
In the CBD model continuing professional development (CPD) is defined as follows:

“A physician (health care professional) maintains and enhances competence throughout practice in the following ways:”

- **Maintenance of competence.** A physician (health care professional) engages in CPD to remain up to date and sustain expertise within his or her scope of practice.

- **Enhanced expertise.** The physician (health care professional) acquires new or expanded skills and abilities so that his or her practice can evolve over time in response to practice needs and interests with the overall goal of providing the highest quality of care.
The Current MOC Program

Requirements

- 5 year cycle
- Minimum of 400 credits/cycle
- Minimum of 40 credits/year

- As of January 1, 2014, minimum of 25 credits/section/cycle beginning with new cycle (new Fellows) or next cycle
  - Section 3 credits now mandatory
  - ~ 8.5 hours/cycle; 1.7 hours/year

- No cap on % of credits that can be earned in any 1 section during 5 year cycle (maximum of 350 credits in any one section/cycle)
The Current MOC Program

- **More Flexible than Original Program**
  - Incorporates a blended credit system with certain learning activities earning credit based on time and other credits based on completion of an activity or program
    - Attending CPA annual conference: 1 credit/hour
    - Reading a journal article: 1 credit/article

- **Expanded Program**
  - Includes wider range of learning activities
  - Promotes self-assessment and practice assessment activities including simulation activities
The Current MOC Program

- **Outcome rather than process focused**
  - Outcome is a description of conclusions reached after reflecting on a completed learning activity
  - Learning outcome for practice must be identified in MAINPORT for each learning activity
Recording Outcomes

Royal College of Physicians and Surgeons of Canada

Section 3 - Assessment Activities: *

How many hours did you spend participating in this activity? *

Describe the question, focus or title for this activity. *

What date did you complete this activity? (MM/DD/YYYY) *

The CPD planning tool in your MAINPORT account enables you to create a goal(s) and develop a learning plan.

The following questions were created to guide reflection on what you learned or the anticipated outcome(s) or impact of this activity for your practice. Please respond to at least one of the following questions. *

What did you learn or confirm?

What additional learning are you planning to complete?

What changes are you planning to implement in your practice?

This section is used to upload any relevant documentation for personal use rather than for credit validation purposes. Please proceed to the next screen to upload required supporting documentation for credit validation.

Uploaded Files

No files uploaded.
The Current MOC Program

- **Streamlined**
  - Simplified Framework of CPD activities (number of learning sections reduced from original six to three)
    - Section 1: Group Learning
    - Section 2: Self-Learning
    - Section 3: Assessment Activities
## Current Framework of CPD Activities

### Section 1: Group Learning

<table>
<thead>
<tr>
<th>Accredited Group Learning Activities (Adhere to Royal College standards) (Can occur face to face or online)</th>
<th>Accredited rounds, journal clubs, small groups</th>
<th>Accredited conferences</th>
<th>1 Credit per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unaccredited Activities (Not submitted for accreditation &amp; have no industry sponsorship)</td>
<td>Unaccredited rounds, journal clubs, small groups</td>
<td>Unaccredited conferences without industry support</td>
<td>0.5 Credits per hour (max. of 50 credits per cycle)</td>
</tr>
</tbody>
</table>
# The Current Framework of CPD Activities

## Section 2: Self-Learning

<table>
<thead>
<tr>
<th>Planned Learning</th>
<th>Fellowships</th>
<th>100 credits/year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formal courses</td>
<td>25 credits/course</td>
</tr>
<tr>
<td></td>
<td>Personal learning projects</td>
<td><strong>2 credits/hour</strong></td>
</tr>
<tr>
<td></td>
<td>Traineeships</td>
<td>2 credits/hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scanning</th>
<th>Reading a book</th>
<th>10 credits/book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading a book chapter</td>
<td>2 credits/chapter</td>
</tr>
<tr>
<td></td>
<td>Reading a journal vol.</td>
<td>2 credits/vol.</td>
</tr>
<tr>
<td></td>
<td>Reading a journal article</td>
<td>1 credit/article</td>
</tr>
<tr>
<td></td>
<td><strong>Bulk journal reading with transcript</strong></td>
<td>1 credit/article</td>
</tr>
<tr>
<td></td>
<td><strong>Bulk online reading; scanning with transcript</strong></td>
<td>1 credit/hour</td>
</tr>
<tr>
<td></td>
<td>Podcasts, audio, video</td>
<td>0.5 credits/activity</td>
</tr>
<tr>
<td></td>
<td>Internet searching</td>
<td>0.5 credits/activity</td>
</tr>
<tr>
<td></td>
<td>InfoPOEMS</td>
<td><strong>0.25 credits/activity</strong></td>
</tr>
</tbody>
</table>
The Current Framework of CPD Activities
Section 2: Self-Learning

| Systems Learning | • Clinical practice guideline development  
|                  | • Quality care/patient safety committee  
|                  | • Curriculum development  
|                  | • Examination development  
|                  | • Peer assessment  | • 20 credits per year  
|                  |                  | • 15 credits per year  
|                  |                  | • 15 credits per year  
|                  |                  | • 15 credits per year  
|                  |                  | • 15 credits per year  |
## The Current Framework of CPD Activities

### Section 3: Assessment

<table>
<thead>
<tr>
<th>Knowledge Assessment</th>
<th>Performance Assessment</th>
<th>3 Credits per Hour</th>
</tr>
</thead>
</table>
| • Accredited self-assessment programs (SAPs) | • Accredited simulation activities  
• Chart audit & feedback  
• Multi-source feedback  
• Direct observation  
• Feedback on teaching  
• Annual performance review  
• Practice assessments (PAR programs) | 3 Credits per Hour |

3 Credits per Hour
MOC Program
Section 3: Resources

- Accredited self-assessment programs (SAPs) and simulation programs
  - Royal College website [www.royalcollege.ca](http://www.royalcollege.ca)
  - MAINPORT eLearning links

- 2016 CPA Annual Conference
  - Each course, symposium & workshop abstract submission will require submission of 3 MCQs for creation of a Section 3 self-assessment test
Examples of valid Section 3 Performance Assessment activities

- Review/audit of your charts with ≥10 charts
- Peer review of a submitted publication
- Peer review of a grant submission
- Annual performance review by clinical leader
- Feedback on teaching/supervision
  - Time spent reviewing evaluation of a clinical academic rounds presentation
  - Time spent reviewing teaching evaluations by residents
- Direct observation of practice by a colleague
Register for “How to Write Good Quality MCQs” workshop
Earn 6 Section 3 Performance Assessment credits

When: Thursday, March 31, 2016; 9:00 – 11:00 am
Where: Rm 4074, Abbie J. Lane Building
Facilitators: Dr. M. Bosma & Dr. C. Murphy

• Registration limited to 15 participants
• Register by March 1, 2016
• Registration is available on the DoP website
• Email tracy.fraser@nshealth.ca with questions
Dr. Heather Isabel Milliken
Current Cycle: Jan 1, 2011 - Dec 31, 2015

Royal College MOC Program

Entering 2016 CPD activities in MAINPORT

If your cycle ended in 2015, it will remain open until the January 31, 2016 deadline. To record 2016 activities, you will need to save them to your holding area until your current cycle closes after the deadline. You will then be able to complete and submit your holding area activities so that the credits are applied to your new cycle.

Royal College Services Centre extended hours for January 25 to 31, 2016

Monday to Friday: 8 a.m. to 7 p.m. (EST)
Saturday and Sunday: 9 a.m. to 5 p.m.
MAINPORT Mobile Apps

MAINPORT is the ePortfolio through which Maintenance of Certification Program participants can document their learning activities, manage their continuing professional development and access learning resources and programs.

Download and access the MAINPORT ePortfolio Mobile app to support your learning on the go.

iPhone / iPad  Blackberry  Android

MAINPORT ePortfolio mobile site

Download on the App Store  ANDROID APP ON Google play
Department of Psychiatry Faculty Development Fund

- Available to physician and non-physician faculty
- Goal: To “promote the department’s vision, reputation and skills development...improve clinical care and/or enhance the department’s education and research deliverables’

Examples:
- Royal College skills training
- Measurement and rater training
- Post secondary education in defined area of education or research
- Training for new models of service delivery

www.psych.dal.ca
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Part 2: Dr. M. Rajda

- Summary of the results of the “Barriers to Teaching Survey”
Financial Disclosure
(past 2 years)

- No personal receipt of industry funding
- Not involved in any industry funded research
- No participation on industry supported advisory boards
Who is a Clinician Teacher?

1. Any faculty member in the Department of Psychiatry
2. A faculty member who develops educational programs
3. A faculty member who spends majority of their time in teaching activities and provides some clinical work
4. A faculty member who spends majority of their time in clinical care and remainder of time in teaching, research or administration
Motivations and Barriers to Teaching Survey

- 2014/2015 academic year
- Demographics:
  - 98 invited to complete the survey
  - 49 responded (50%)
  - 35 answered all questions
  - All clinical settings (gen. adult, CAP, subspecialty)
Motivations and Barriers to Teaching Survey

- Career tracks:
  - 70% teacher
  - 14% educator
  - 6% researcher
  - 8% administrator
Motivations and Barriers to Teaching Survey

- Do you identify yourself as an academic physician?
  - 77% Yes
  - 23% No
Motivations and Barriers to Teaching Survey

- Do you perceive teaching to be an important part of your role?
  - 98% Yes
  - 2% No
Motivations and Barriers to Teaching Survey

- Do you feel supported by the Department in your teaching role?
  - 65% Yes
  - 35% No

- Themes:
  - Lack of communication
  - Lack of time
  - Lack of recognition
Motivations and Barriers to Teaching Survey

- How could the Department support you in your teaching role?
  - Meaningful recognition
  - Time
  - Control and choice
  - Skills
Motivations and Barriers to Teaching Survey

- What motivates you to teach?
  - Internal reward
    - Enjoyment
    - Personal development
  - Sense of responsibility
Motivations and Barriers to Teaching Survey

- What are the barriers to your participation in teaching?
  - Competing clinical service demands
  - Lack of time
  - Tension between clinical expectations and teaching responsibilities – perception of values and recognition
Motivations and Barriers to Teaching Survey

Next steps:
- How to find time for teaching?
- Do we value teaching?
- Do we see teaching as an academic activity?
- How do we recognize teaching?
- Training in educational skills?
Who is a Clinician Teacher?

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PART 3: DR. M. BOSMA

- Definition of competency based medical education
- Implications of competency based medical education for postgraduate training in the Department of Psychiatry
FINANCIAL DISCLOSURE (past 2 years)

- No personal receipt of industry funding
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How do you know when a resident is competent to practice independently?

A. They have been in residency for 5 years
B. They pass all of their rotation evaluations
C. They pass the Royal College Examination
D. They seem like a really good resident
HOW DO WE KNOW OUR RESIDENTS ARE COMPETENT TO PRACTICE?
CURRENT MODEL

- Time based
- “Tea-steeping”
WHAT ARE THE POTENTIAL PROBLEMS WITH THIS MODEL?
TIME-BASED MODEL

- Focuses on time spent in a rotation
- Focuses on knowledge
- Not focused on abilities/outcomes
- Highly variable definition
- Key concepts:
  - Focused on abilities
  - Driven by outcomes
  - Competence is a contextual construct
    - Physician is not “forever competent”
    - Physician has “a unique constellation of abilities at any time in any one context”
DEFINITIONS

- **Competence**
  - The array of abilities across multiple domains or aspects of physician performance in a certain context

- **Competency**
  - An observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes.
  - “Entrustable Professional Activity” (EPA)
RATIONALE FOR CBME

• **Focuses on outcomes**
  - More transparent
  - Prepares trainees for practice

• **Emphasizes abilities**
  - Avoids over-emphasis of knowledge

• **De-emphasizes time-based training**
  - Learners may progress at different rates

• **Promotes greater learner-centredness**
  - Learner is more engaged
  - Assessment “drives” learning
MILLER’ S PYRAMID OF ASSESSMENT
HOW MIGHT THIS AFFECT YOUR ROLE AS A SUPERVISOR?
PLANNING FOR CBME CURRICULA

1. Identify the abilities needed of graduates
2. Explicitly define the required competencies (“EPAs”)
3. Define milestones to reach the competencies
4. Select educational activities, experiences, and instructional methods
5. **Select assessment tools to measure progress**
6. Design an outcomes evaluation of the program
WHAT IS BEING DONE IN CANADA?
COMPETENCY BY DESIGN

• Royal College multi-year initiative
• Time will be a “resource”
• More targeted learning objectives
  o “Milestones”
• More frequent formative assessment
CanMEDS 2015

- Foundation project of CBD
- Will align existing framework with CBME
- New milestones for each role
- ICRE 2015
CBD STAGES

The Competence Continuum

<table>
<thead>
<tr>
<th>Traditional stages</th>
<th>Proposed CBD stages</th>
<th>Medical education phases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicing physician</td>
<td>Transition to practice</td>
<td>Learning in practice</td>
</tr>
<tr>
<td>Senior resident</td>
<td>Core of discipline</td>
<td>Discipline-specific residency</td>
</tr>
<tr>
<td>Junior resident</td>
<td>Transition to discipline</td>
<td>Early clinical activity</td>
</tr>
<tr>
<td>Senior medical student</td>
<td>Foundations of discipline</td>
<td>Medical school</td>
</tr>
<tr>
<td>Junior medical student</td>
<td>Medical school fundamentals</td>
<td></td>
</tr>
</tbody>
</table>

*Certification by Design (CBD)
* Milestones at each stage describe terminal competencies
TIMELINE

- 2015 early adopters
  - Medical oncology and ENT
- Psychiatry – 2017
- Subspecialties – 2018
REFERENCES

- Snell and Frank. “Competencies, the tea bag model, and the end of time.” Medical Teacher 2010; 32:629-630.
How do you know when a resident is competent to practice independently?

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D. They seem like a really good resident
Part 4: Dr. C. Murphy

Undergraduate Education at Dalhousie
How Does Psychiatry Fit?
Financial Disclosure 
(past 2 years)

- No personal receipt of industry funding
- Not involved in any industry funded research
- No participation on industry supported advisory boards
How many hours of formal, non-clinical undergraduate teaching does our department provide each year?

1. Less than 500 hours
2. Between 600 – 700 hours
3. Between 900 – 1000 hours
4. Between 1500 – 1600 hours
5. Over 2000 hours
Overview

- Medical school admits approximately 110 students / year
- 2 main campuses
  - Halifax (Tupper)
    - 80 students
  - Saint John (DMNB)
    - 30 students
Objectives of Dalhousie Undergraduate Curriculum

Dalhousie Faculty of Medicine Undergraduate Educational Outcomes

COMMUNITY CONTRIBUTOR

PROFESSIONAL

LIFE-LONG LEARNER

SKILLED CLINICIAN

Approved by Curriculum Committee Jan 28, 2010
Summary of Psychiatry
Undergraduate Education

- Med 1
  - Elective opportunity

- Med 2
  - 3 weeks during neurosciences unit
    - Case based and lecture
  - Clinical skills – interviewing/MSE
    - 4 X 4 hours in small groups
  - Embedded in Professional Competencies unit
  - Elective opportunity
Summary of Psychiatry
Undergraduate Education

- Med 3 (core clerkship)
  - 6 week clinical experience
    - 3 + 3 weeks in metro
    - Continuous 6 weeks in Saint John, Fredericton, Sydney, Charlottetown, Moncton, Amherst, Truro
  - On call
  - ECT
  - Seminar series
Summary of Psychiatry Undergraduate Education

- Med 4
  - Elective opportunity
    - Total of 18 weeks
    - Typically 2-3 weeks duration
What Does Our Department Contribute?
MED 1 and 2

- Elective preceptors
  - Shadowing/rotating electives
  - Electives
    - \( \frac{1}{2} \) day per week for 4 months
    - Provided 3 of 4 requested

- Case Based Tutors
  - May be any unit
    - Duration varies, typically 2 – 4 hours/week

- Skilled clinician - teachers / examiners

- Asked to provide 1490 hours, provided 1658 hours
MED 1 and 2

- Neurosciences Unit
  - Lectures – 12 hours/year

- Skilled Clinician (med 2)
  - Psychiatric interviewing skills
  - Group of 4 students
  - 4 X 4 hour sessions
  - Total 320 hours in HRM
MED 3

- Seminar series
  - 24 hours/rotation, offered every 6 weeks
  - total 192 hours / year

- Clinical teaching
  - 81 Halifax clerks for 6 weeks each
    - 68 in HRM
    - 13 in NS/PEI
  - 30 DMNB clerks
  - Total hours ???/year
MED 4

- Elective requests
  - 71 received
    - 25 Dalhousie
    - 41 other Canadian schools
    - 5 International
  - Accepted 47 electives
  - Delivered 29 electives
  - Currently do not have capacity to accommodate numbers requested (average 40-60 %)
Other Contributions

- Skilled Clinician OSCE examiners
- RIM preceptors
- Administrative roles
  - Component heads / clerkship director
  - Committee membership
- Development of educational tools
  - MCQs, OSCE stations
  - Curriculum development
How many hours of formal, non-clinical undergraduate teaching does our department provide each year?

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