

## A snapshot on the competency-based medical education in surgical specialties at Faculty of Medicine, University of Alberta, Canada; Where to start?

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### Abstract

**Introduction:** The University of Alberta as well as many Canadian universities is starting Cohorts of competency-based medical education (CBME)-training of residents soon. The last couple of years were spent on intensive resource preparation for this initiative. Grand rounds for faculty development and open sessions for questions and answers have been running. The Royal College of Canada has provided a parallel intensive training for the program directors and a tremendous support with the e-portfolio. Where are we heading in the coming decade of medical education with this initiative? Is it going to change the face of surgical training, and what are the expectations of our surgical educators? This is a short talk about the conceptual framework of competency by design (CBD) and CBME, efforts that have been put into this change in medical education, and some questions waiting for answers.

**Background:** To address this, we led a requirements evaluation in January 2017 in which we studied our occupants (56 of 99 reacting), requesting that they rate their consent to explanations with respect to their comprehension of the reason and procedures of CBME, and their comprehension of EPAs and procedure to gain them. Remark boxes were given to occupants to expound on any obstructions. Our examination morals board affirmed these information assortment systems just as a subsequent overview. The outcomes showed a couple of territories that should have been focused on. To begin with, occupants didn't completely comprehend what an EPA was and which to get at some random time. Second, inhabitants felt they and their preceptors were

Uncertain of their job in CBME, for example who is driving this procedure. At long last, inhabitants didn't see how CBME was being operationalized, explicitly, how singular appraisals would be utilized to close down EPAs and permit occupant progress through stage.

**Method:** In fall of 2017, a quarter of a year into another scholastic year, we rehashed our past review with 68 of 99 inhabitants reacting. We had accomplishment with improving inhabitants' information on their job in CBME (medium impact size), and their view of their preceptors' comprehension of CBME (medium impact size), yet not their preceptor's comprehension of their job in CBME (non-huge increment). Occupants had a superior comprehension of what EPAs were (enormous to extremely huge impact size), and how evaluations were utilized to close down EPAs (medium to huge impact size), however lamentably, we couldn't improve inhabitant's information on which EPAs to get or distinguishing great chances. Since this last study, we have built up some different recordings to support occupants and preceptors comprehend the phases of order explicit to our forte, just as different tips to help smooth out the EPA structure process. Our recordings have been imparted to our postgraduate clinical training office, which supervises all residency programs at the University of Alberta, and they have started utilizing the recordings to help the other nine projects which have propelled CBME in July 2017 and July 2018. As of September 2019, in view of the individual view check of the 11 recordings we made, there have been 1817 sees.

**Results:** The resources we have developed have helped our residents' transition to CBME and have begun

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helping other residency programs locally. There is still work to be done in terms of optimizing our assessment system to meet the needs of residents with features like a search function, and we need other strategies to help faculty understand their role in CBME.

**Biography:** Nahla Gomaa has interest in Para-surgical leadership by studying Quality Assurance in Medical Education. With her fellowship at the University of Iowa, USA, and working in other international medical institutes, she became interested in surgical education. Since her appointment as an Assistant Professor at University of Alberta, Canada, she has spearheaded a

number of leadership and students lead projects. She is representing the Department of Surgery in the Faculty Development Committee, and Strategic Planning at the Faculty level, specifically Competency-Based Medical Education (CBME). She is currently a member of the international collaborators of CBME, and serving on the Human Research Ethics Board (HREB) at University of Alberta.

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