Longitudinal monitoring in residency programs

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Background:

Residency programs have embraced the CanMEDS Physician Competency Framework and Faculty must teach and assess the different roles of that framework: Medical Expert, Communicator, Collaborator, Manager, Health Advocate, Scholar, and Professional. Working in silos is no longer possible, it has become essential to work together to develop a global vision of the program, aiming at the same target and orchestrating efforts to achieve them. We must develop and make available various tools (rubrics, observation tools, guidelines, formative assessment tools, etc.) to support the team's efforts.

Summary of work:

We have developed pedagogical websites for residency programs in a common technological architecture, making available different tools allowing longitudinal monitoring of residents accomplishments throughout their program. Learning goals and pedagogical opportunities are mapped, allowing the development of the skills and abilities required of the specialist physicians. Discussions forums can be used by Faculty to communicate about the program or a resident competency level for example (upon consent of the resident); or Clinician Educators and residents can discuss cases or other important questions. Pedagogical websites also offer opportunities for residents to set up a portfolio in which they gather evidence of their competency level.

Summary of results:

Fifteen programs have adopted this approach and are satisfied with the results. A more formal survey will be sent to all participants (program directors, clinician educators and residents) over the next weeks. We want to learn about: improving communication between the different stakeholders, the ease of finding the right tool at the right moment and benefits of centralized information.

Discussion:

We aim at maximizing the pedagogical effectiveness. Sometimes, less is best. The danger with the popularity of some solutions is to cross the barrier of "too much". Also we keep in mind that we have to adapt to solutions that will emerge from the Royal College or other institutions.

Conclusions:

A global vision of the program and the orchestration of efforts throughout the different programs can increase its efficiency.

Take-home message: The whole is more than the sum of its parts.