

**IMPLEMENTATION PLANNING FOR COMPETENCY BY DESIGN (CBD)**

# INTAKE QUESTIONNAIRE:

**Program:** PROGRAM # & PROGRAM NAME

**Program Director:** INSERT NAME

**Incoming Program Director (if applicable):** INSERT NAME

**Completed by:** Residency Program Director & PGME EIG

1. **PROGRAM OVERVIEW** (ADMINISTRATIVE)

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| **#** | **Question** | **Response** | **Notes** |
| 1. | What is the program number? |  |  |
| 2. | What is the preferred abbreviation for your specialty? |  |  |
| 3. | What is the current length of your postgraduate program? |  |  |
| 4. | How many residents are typically in your program:   1. in total? 2. at each PGY level? |  |  |
| 5. | How many core faculty members are in your program?   1. How many in total? 2. How many are actively involved with learners? |  |  |

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| **#** | **Question** | **Response** | **Notes** |
| 6. | How many different sites are affiliated with your postgraduate program?   1. How many of these are core teaching sites? 2. How many are located downtown? 3. How many are community sites? |  |  |
| 7. | What was the rate of employment for your residents after graduation:   1. last year? 2. over the past 5 years? |  |  |

# ABOUT PROGRAM ACCREDITATION(S)

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| **#** | **Question** | **Response** | **Notes** |
| 8. | When was your program last accredited? |  |  |
| 9. | When are the dates for your internal review? |  |  |
| 10. | Is your program currently U.S. specialty board eligible? |  |  |

1. **ABOUT RESIDENTS IN THIS SPECIALTY ACROSS PROVINCE & COUNTRY**

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| **#** | **Question** | **Response** | **Notes** |
| 11. | How many (and which) medical schools have postgraduate programs in your specialty   1. in Ontario? 2. in Canada? |  |  |
| 12. | What is the total number of residency spots for programs in your specialty across the country?  a. How many residency spots are there in Ontario? How are these broken down by program? |  |  |

# ABOUT RESIDENTS IN THIS SPECIALTY AT THE UNIVERSITY OF TORONTO

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| **#** | **Question** | **Response** | **Notes** |
| 13. | Do you have any international medical graduates (IMGs) in your program?  a. If yes, what proportion of your residents are IMGs? |  |  |
| 14. | How many fellows are in your program?   1. What types of fellowships are these (e.g. in a subspecialty; visa trainees)? 2. What proportion of your PGY5 residents go on to complete a fellowship? |  |  |

# ABOUT PROGRAM ORGANIZATION

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| **#** | **Question** | **Response** | **Notes** |
| 15. | How are your program’s academic half- days organized with respect to:   1. scheduling (e.g. day(s) of the week, before/after grand rounds)?    1. Are there different days/times for junior/senior residents? 2. time period (e.g. 9 a.m. until 12 p.m.)? 3. participating PGY levels? 4. duration of academic half-day “cycle” (i.e. does the curriculum repeat every year or is there a 2- yr cycle for topics etc.)? |  |  |
| 16. | On average, how many residents and faculty members attend the academic half-days? |  |  |

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| **#** | **Question** | **Response** | **Notes** |
| 17. | What activities are involved in the initial “Transition to Discipline” phase of the first year of your program (e.g. surgical skills prep, 3-4 days of orientation, etc.)?   1. Do you have structured ‘orientation’ prep camp, etc.? If yes, please describe. 2. What data points for evaluation are there for this phase to determine whether residents can be promoted to the next phase? 3. Are residents on service during this period? |  |  |
| 18. | When do residents start their rotations in the first year of your program? (i.e. the general day, week, and/or month –not the exact date; e.g. 3rd week OR first day, first week, OR day 1, month 2 etc.)   1. first rotation 2. all other rotations |  |  |
| 19. | How are residents prepared for their rotations in terms of [knowledge-based] content?  a. Is Blackboard currently being used? |  |  |
| 20. | How many months do PGY1 residents spend at the same site at a given time? |  |  |
| 21. | When is/are your program’s Research Day(s)/Research Training currently held?   1. block/day of week? 2. annual frequency? |  |  |

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| **#** | **Question** | **Response** | **Notes** |
| 22. | What is the planned duration of your program’s “Foundations of Discipline” phase?  a. When during the program does this phase begin and end? (i.e. the general day, week, and/or month –not the exact date; e.g. 3rd week OR first day, first week, OR day 1, month 2 etc.) |  |  |

# ABOUT CONTEXT

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| **#** | **Question** | **Response** | **Notes** |
| 23. | How are cases logged within your program? (I.e. Which electronic – e.g. POWER – and/or non-electronic – e.g. Excel – systems are used?) |  |  |
| 24. | What system(s) is/are used for academic half-days in your program? |  |  |
| 25. | Do you use program websites(s), portal(s) and/or other systems to communicate program information? If yes, please describe. |  |  |

1. **ABOUT FACULTY DEVELOPMENT**

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| **#** | **Question** | **Response** | **Notes** |
| 26. | Please describe faculty development (i.e. the types of initiatives, resources for faculty, etc.) in your program. |  |  |
| 27. | Who manages faculty development in your program? |  |  |
| 28. | Who is involved in:   1. developing, 2. planning and/or 3. administering   faculty development programs/ initiatives? |  |  |
| 29. | What have you found to be:   1. successful; and/or 2. unsuccessful   with faculty development in your program? |  |  |

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| **#** | **Question** | **Response** | **Notes** |
| 30. | What is the culture of openness to feedback in learners? |  |  |
| 31. | How does your program currently assess residents’ progress?   1. Do you meet formally or informally with residents? 2. How frequently do these meetings occur per year? 3. Who generally meets with the residents? 4. Is a formal agenda used for these meetings?    1. *If yes, what is the agenda for these meetings?*    2. *If no, what topics are generally covered during these meetings?* 5. Do residents need to submit a portfolio?    1. *If yes*, are residents provided with a list of documents that they need to include in their portfolio? If so, which ones? |  | Note: A ‘formal meeting’ is a meeting that is scheduled and structured, where both parties share a common agenda. |
| 32. | What are the criteria for promoting residents to the next PG year?   1. What types of assessments are considered in promoting residents to the next level? 2. How many each of “successful”, “underperforming” and “unsuccessful” residents have you had over the past 3 years (e.g. %)? 3. Please describe what kind of reports, averages, attendance records, etc. would lead a resident to be deemed “successful”, “underperforming” or “unsuccessful”. |  |  |

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| **#** | **Question** | **Response** | **Notes** |
| 33. | How many program based remedial or formal remediation cases (i.e. to Board of Examiners (BOE)) have you had in the last 3 years?  a. [On average], what proportion of all of your residents are BOE cases? |  |  |
| 34. | *Ask what tests/assessments are completed by residents at each month and year of the program. Interviewees will be given the curriculum map template to fill out and are to submit this to the team at a later date.* |  |  |
| 35. | Are formal decision rule guidelines used in determining the success of residents for RPC? |  |  |
| 36. | When are the decisions made for RPC? |  |  |
| 37. | When are the Royal College Examinations (RCE) **currently** held for your program?   1. written? 2. oral? |  |  |

# I. ABOUT ANTICIPATED CHANGES AS A RESULT OF CBD

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| **#** | **Question** | **Response** | **Notes** |
| 38. | Do you anticipate a change in the length of your program *after* incorporating competency by design? |  |  |
| 39. | Do you anticipate any changes to off- service rotations as a result of competency by design? |  |  |
| 40. | How do you anticipate the scheduling of the Royal College Examinations (RCE) will change (if at all) as a result of implementing CBD in your program?   1. written? 2. oral? |  |  |
| 41. | Which elements of CBD do you think we would be able to pilot right away to all PGY levels in your program? |  |  |

**OTHER NOTES/COMMENTS:**