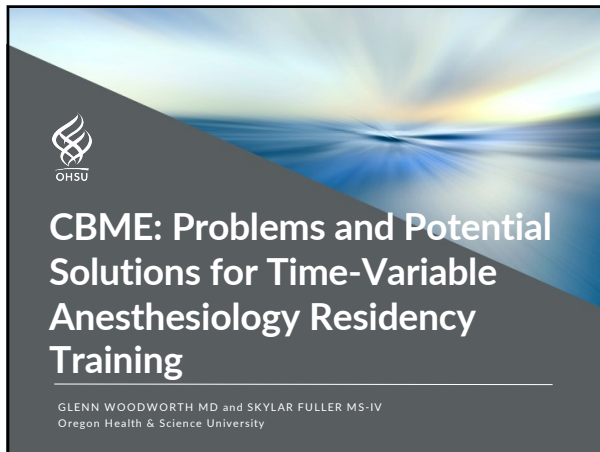




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Disclosures

- None

2

2

Learning Objectives

Upon completion of this presentation, participants will be able to:

- Identify the main principles of Competency-based Medical Education (CBME)
- Describe the role of Time-Variable Training (TVT) in CBME
- Identify potential problems and solutions to the implementation of TVT Anesthesiology training

3

3

Principles of CBME



4

Time-variable Training

Advancement and transitions in training occur with demonstration of achievement of competencies **rather than by time**



Lucy CR, et al. Competency-based, time-variable education in health professions: crossroads. Acad Med. 2018;93:51-55.



5

Time-Variable Training, CBME, and the Pandemic



Schumacher DJ, et al. Competency-based time-variable training internationally: ensuring practical next steps in the wake of the COVID-19 pandemic. Med Teach. 2021;43(7):810-816.



6

Why do I care about CBME and TVT?



Has the train left the station?



7

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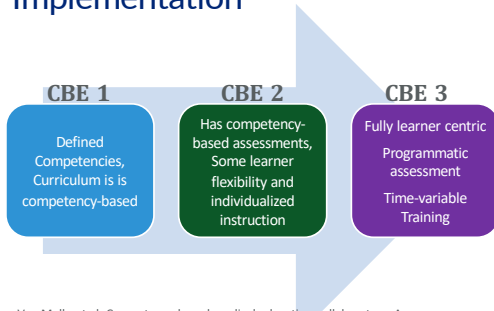
ACGME and CBME

- 1999 - ACGME core competencies
- 2013 - Milestones



8

Progression of CBME Implementation



Van Melle et al. Competency-based medical education collaborators. A core components framework for evaluating implementation of competency-based medical education programs. Acad med. 2019;94:1002-9.



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ACGME and ABMS Joint Meeting on CBME



RRCs and Boards asked what it would take to implement



10

Time-Variable Training is likely a VERY Heavy Lift



Who will staff the ORs?



11

TVT Implementation Issues

1. Identify potential barriers to the implementation of TVT
2. Rank the importance of these problems, perceived difficulty
3. Propose solutions to the problems



Van Rossum TR, et al. Effects of implementing time-variable postgraduate training programmes on the organization of teaching hospital departments. Med Teach. 2018;40(10):1036-1041.



12

Important Stakeholders (past or present member)

ACGME or RRC Member
ABA Board Member
Anesthesiology Dept Chair
Anesthesiology Vice Chair for Education or Program Director
Anesthesiology Residency Program Administrator
Designated Institution Official
Anesthesiology Fellowship Director
Anesthesiology Resident
Anesthesiology Sub-specialty Fellow
Anesthesiology Community Practice Leader
Clinical Operations Director
Other



13

Problems: Assessment

1. Competency assessment

- Milestones may not be sufficient
- Lack of valid unbiased assessment tools
- Honest assessment
- Assessment burnout



14

Problems: Incentives

2. Mis-alignment of Incentives

Incentives to graduate early but.....

- Affect on learning
- Affect on culture
- Affect on program



15

Problems: Regulatory

3. Regulatory/Organizational

- ACGME and ABA
- CMS
- Funding mechanisms for training



16

Problems: Resources

4. Requires Lots of Resources

- Replace resident work force
- Faculty/Program time
- Technology



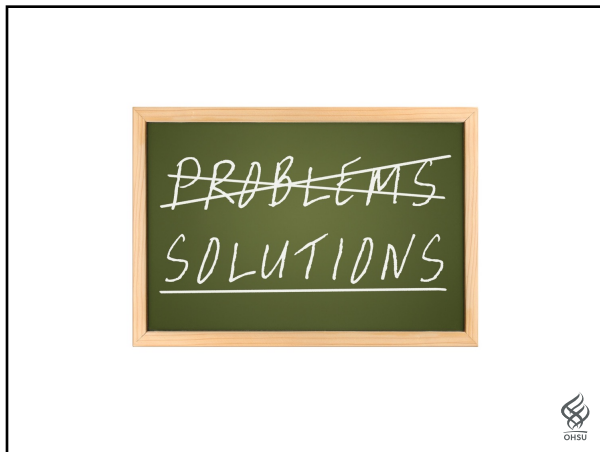
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Some Initial Progress

- Workplace-based assessments
- Online-learning
- Programmatic system of assessment



18



19

Regulatory Solutions

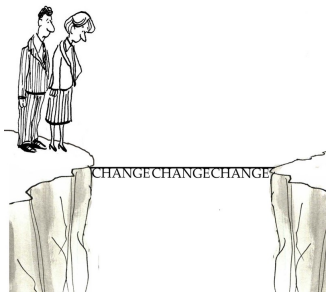
ACGME and ABA

- Time in training
- Procedure minimums
- Exam schedules
- Assessment tools
- Training materials



20

Culture Change: Assessment



- Role in advancement
- Frequency
- Culture of feedback

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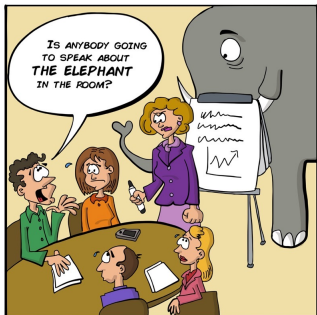
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Precision-guided Education



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Variable Graduation Dates

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Promotion-in-Place

- Staffing
- Additional development time
- Increase autonomy
- Peer teaching
- Meet Resident financial goals
- Fellowship matching



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Faculty Time and Resources

- Almost all solutions require faculty time
- Departments, Deans, will need to fund CBME

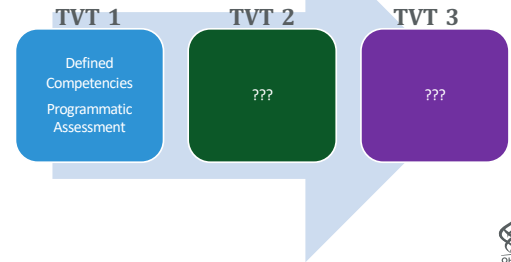


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Phased Time-Variable Training Implementation



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Pilot Testing



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Questions



28

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29



29

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