December 2018

In this issue:

- Important Deadlines
- Website
- Resident Workshops
- Wellness – Holiday Stress
- Internal Transfer Match
- PA Sessions
- Resident Research and Leadership Travel Grants
- New Cancer Centre – Photos
- CBD Update

PGME will be closed December 24, 2018 and the team will return January 2, 2019

Important deadlines:

- Certificates: January Resident Certificate Requests Deadline to jglow@ucalgary.ca - December 15, 2018.
- Program Promotion Confirmations due January 3rd.

Visit our website:

Newly redesigned PGME website coming in 2019! Stay tuned for more information.

All issues of the PG Post can be found on the website: http://cumming.ucalgary.ca/pgme/home/news.
Wellness – Holiday Stress:

“When the thermometer gets all reddish, the temperature goes up. And when the temperature goes up, I start to melt!” So sayeth philosopher Frosty the Snowman, circa 1969, a sentiment that rings true for many right about now.

The holidays can be a time of personal space invasion of all the senses: things are louder, brighter, smellier, we eat more, and there are just so many encroaching bodies that the living-room can feel like Saturday at Ikea during a meatball sale.

Mental health has a Cognitive Behavioral Therapy tool to measure this rising distress that Frosty speaks of – it’s called the SUDS Scale and it’s a measurement of Subjective Units of Distress. We all have one – and the holiday season is a good time to pay attention to the ever-changing level of it.

Imagine your own thermometer where 10 is melt-down, 0 is joy, and 5 is every-day neutral. Maybe 6 is slight but controllable irritation; 7 is snapping at someone; 8 is being argumentative; at 9 we’re picking fights and at 10 we’re slamming doors, yelling, hurling frying pans, crying, isolating – whatever a blow-out looks like for you…

Now imagine – as residents – the vulnerabilities you already have well before the halls are decked: the debt; the match; demanding preceptors; the expectation of perfection; the fear of failure; the many hours worked; the few hours slept. If you’re not a walking-9 as it is, let’s face it, you’re just not working hard enough. And now add seasonal joy to your world.

As much as your sympathetic nervous system can seem like the enemy during this most glorious time of the year, the brain’s mechanisms also allow for some cheap tricks to yank yourself back into the moment. If you give your body something physical to pay attention to, it may just abandon the emotional response long enough to bring down the level of your SUDS – so you’re in a better head-space to solve the problem, let it go, or check the facts to see if what you’re responding to is true, or in your imagination (tips courtesy Dialectical Behavioral Therapy).

Try sucking on a lemon wedge while you’re ruminating and notice the physical sensation of ‘pucker’ overtake whatever it was you were thinking about. Using your senses forces you into the here and now. Go put your foot in the snow, or hold onto ice cubes until your hands are throbbing. Whatever movie your imagination was playing will come to an abrupt end. A cold shower has its reputation for a reason after all – there is no urge that freezing cold can’t conquer.
When you’re feeling “fight or flight” it means your body chemistry has changed. Do a wall squat for a minute until your thighs – one of the largest muscle groups in your body – burns off the adrenalin and cortisol your hypothalamus has directed be released so you can out-run the buffalo. Force your body to relax with paced breathing (in for 4 belly-filling counts, hold for 4, completely out for 4, hold for 4). Try doing paired muscle relaxation, where you tense muscles, hold and release, starting at your toes, moving up to your forehead, and back down. This triggers a relaxation response.

Will these techniques eliminate the trigger? No – but they might just give you the emotional room to cope for now. And sometimes that’s all you need.

Please stop in to the newly opened Office of Resident Affairs and Physician Wellness at HSC G259 for CBT, DBT or referral to another mental health resource, or email us at residentwellness@ucalgary.ca. Bring in this newsletter before Christmas for a special stress-busting gift you can tuck in your pocket until you really need it. Hint: It tastes bad enough to distract you from screaming babies on a plane.

Happy holidays from all of us.

Dr. Jaelene Mannerfeld, Director, Resident affairs and Physician Wellness
Karin Klassen, Mental Health Therapist
Manjari Shukla, Administrative Assistant

Internal Transfer Match:

Internal Transfer Match will be open to residents to submit applications starting December 17 – January 4. Available programs will be posted after the response deadline of December 10, 2018.

Application cycle is OPEN. Participating programs are:
Internal Medicine
General Pathology
Neurosurgery
Medical Oncology

Deadline to submit is January 3, 2019
PA Sessions:

PA update session dates for 2019. PA Update sessions are held in G43A HMRB (PGME Large Conference Room) from 8:30am – 10:00am.

- January 9, 2019
- February 13, 2019
- March 13, 2019
- April 10, 2019
- May 8, 2019
- June 19, 2019 ** Time and location TBD

Resident Research Travel Grant Application Deadline:

Just a reminder – the deadline for accepting Resident **RESEARCH** Travel Grant applications for conferences scheduled from January 1- March 31st, 2019 is December 15th, **2018**. Completed applications should be submitted to Jan Rose in the PGME office (G05B Heritage Medical Research Building) or electronically to jan.rose@ucalgary.ca.

Once again, to address the concern that residents may not have received notification that their abstracts have been accepted for presentation, Travel Grant applications will be accepted without the confirmation. Final approval however will be contingent on confirmation that the abstract has been accepted for presentation. Applications with other missing components (Program Director or Research Supervisor signature, etc.) will also be accepted however all requirements must be met prior to approval. **All applications must still be submitted by the deadline.**

The travel grant application and a list of successful Research Travel Grant recipients and their abstracts awarded for Quarter 3 of the 2018-19 fiscal year has been posted on the PGME website at the link below:

http://cumming.ucalgary.ca/pgme/current-trainees/resident-research-travel-grants

Please pass this information to your residents.

Resident Leadership Travel Grant Application Deadline:

Just a reminder – the deadline for accepting Resident **LEADERSHIP** Travel Grant applications for events scheduled from January 1st – March 31st, 2019 is **December 15th, 2018**. Completed applications should be submitted to Jan Rose in the PGME office (G05B Heritage Medical Research Building) or electronically to jan.rose@ucalgary.ca.

A limited amount of funding is available to facilitate and support resident leadership development opportunities. PGME recognizes that participation in conferences, seminars and meetings which
encourage trainees to cultivate and demonstrate this aptitude is beneficial for achieving academic success and realizing career goals. Applications with missing components (Program Director, etc.) will be accepted however all requirements must be met prior to approval. All applications must still be submitted by the deadline.

The travel grant application and a list of successful Leadership Travel Grant recipients awarded for Quarter 3 of the 2018-19 fiscal year has been posted on the PGME website at the link below:

http://cumming.ucalgary.ca/pgme/current-trainees/resident-leadership-travel-grants

Please pass this information to your residents.

New Cancer Centre:

We are going to do a timelapse of the construction of the new Cancer Centre at Foothills campus. Watch this space for monthly progress pictures.

October 23:
November 22:

CBD Update:

CBME Retreat – Save the Date

The PGME CBME team will be holding a CBME retreat on March 19, 2019 from 10:00 am – 6:00 pm at the amphitheater of the Alberta Children’s Hospital (ACH). Please save the date. An agenda will be released for this event in January of 2019.

CBD Implementation – Common Challenges

Several programs are now active in CBD and many more are approaching their launch date. As we embark upon CBD implementation, many programs face common challenges.
CHALLENGE: FACULTY DEVELOPMENT

Faculty engagement and development is the most commonly identified challenge programs face as they prepare to transition to CBD. With any large-scale organizational change, it is imperative to start faculty development early on and with small progressive steps. As such, we suggest beginning by mentioning CBD at RPC meetings, making CBD a topic at retreats and regional or site-based business meetings, developing local champions in your program and having casual elevator/hallways chats with colleagues about CBD.

The PGME CBD Team is here to help with your faculty development by offering a variety of informational/educational sessions about CBD including the following presentations and workshops: CBD 101, Workplace based assessment and feedback (WBA), R2C2 Facilitated Feedback (for academic advisors), Receiving Feedback (for residents) and resident lunch and learns. The team is also happy to provide individualized sessions for programs at retreats, grand rounds, Department meetings, etc... please email pgmecbd@ucalgary.ca for further information on these activities.

Q: How can we get faculty to give good feedback?
A: Timely, formative feedback is one of the central tenants of CBD as it is used to coach residents to improve their skills and performance. Recognizing this, we think it is beneficial for programs to provide their preceptors with opportunities for faculty development in Workplace Based Assessment and Feedback. The PGME office can assist in delivering presentations and workshops for your faculty that will provide them with an overview of CBD concepts, tips on how to do workplace based assessment and strategies to optimize the quality of the feedback that they provide to residents.

Please email pgmecbd@ucalgary.ca for further information on these activities.

Q: How do we address the culture of reluctance around giving “negative” feedback?
A: CBD requires a shift in the culture of assessment as we move away from high stakes infrequent time based assessments (ITERs) to low-stakes, frequent, brief observational assessments. It is imperative for faculty to understand that these assessments for learning are low-stakes and formative in nature and should

Tips for writing high quality WBA narrative comments:

- Provide performance improvement recommendations in a supportive manner,
- Give specific examples of behaviour
- Provide the supportive rationale for the WBA performance ratings assigned
- Give enough detail for an independent reviewer to understand the issues

O-SCORE Entrustability Scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 1     | “I had to do”  
|       | i.e., required  
|       | complete  
|       | hands-on  
|       | guidance,  
|       | did not do,  
|       | or was not  
|       | given the  
|       | opportunity  
|       | to do |
| 2     | “I had to talk them through”  
|       | i.e., able  
|       | to perform  
|       | tasks but  
|       | required  
|       | constant  
|       | direction |
| 3     | “I had to prompt them from time to time”  
|       | i.e.,  
|       | demonstrates  
|       | some independence,  
|       | but require  
|       | intermittent  
|       | direction |
| 4     | “I needed to be in the room just in case”  
|       | i.e.,  
|       | independence  
|       | but requires  
|       | supervision  
|       | for safety  
| 5     | “I did not need to be there”  
|       | i.e.,  
|       | complete  
|       | independence,  
|       | understands  
|       | role and  
|       | performs  
|       | safely,  
|       | practiced  

- 7 -
be used to assist residents in their progress from a point of learning to one of entrustment/mastery. When a resident is in the process of learning a skill or procedure it would be normal and expected for them to need a senior resident or faculty to have to demonstrate, talk them through, or prompt during the EPA (left side of o-score), people do not do things perfectly on their first go. However, as the resident reaches a point of entrustment or mastery it would be expected that they are able to perform the EPA with minimal supervision or independently (right side of o-score). In this way, CBD encourages the o-score of any given EPA to move from the left to the right with time through practice and coaching.

**CHALLENGE: PRE-LAUNCH ACTIVITIES**

A number of pre-launch activities may be valuable to programs in the year(s) leading up to their CBD launch. Commonly adopted pre-launch activities include piloting EPA assessments and piloting a competence committee.

Q: How do I pre-launch EPA assessments?
A: Most programs will have access to a *draft* of their specialty specific EPAs about a year in advance. Using these draft EPAs, programs may elect to trial EPA observations in their workplace on their current residents. This allows faculty to familiarize themselves with some of the new terms (EPA, Milestone, Stage of Training) as well as the new entrustment scale. It also facilitates a culture shift towards workplace based assessment.

To prepare programs for CBD implementation, the Royal College is aiming to allow RC ePortfolio access several months prior to launch. This will enable programs to pilot their EPAs within their setting(s) and allow exposure of faculty and residents to the upcoming assessment tools. However, the timing of access to RC ePortfolio is variable and some programs would like to trial soft launch activities prior to getting access to RC ePortfolio. As such, the Post Grad office has developed a solution using One45 to enable programs to do CBD readiness activities. If you are interested in setting up one45 to facilitate prelaunch activities, please contact pgmecbd@ucalgary.ca for assistance.

Q: How do I pre-launch a competence committee?
A: Many programs are electing to set up their competence committee in the year prior to launch. We recommend reviewing the Royal College resources on competence committees at: http://www.royalcollege.ca/rcsite/cbd/assessment/competence-committees-e

Make sure to review the following important resources within the above website when you are deciding on the composition and function of your committee:

- Competence Committees — Guidelines for the Terms of Reference
- Competence Committees — Process and Procedures in Decision Making: A framework

Pre-launching your competence committee will allow you time to reflect on the data sources that will be available to you, to decide how decisions of EPA achievement and promotion will be made, and to familiarize yourselves with the RC ePortfolio competence committee dashboard when it becomes
available to you. We also encourage you to consider using the “Mock Competence Committee Cases for Practice Deliberation” available on the website above to assist your committee prepare for launch.

**CHALLENGE: IT PLATFORMS**

**Q: What evaluation tools and platforms will be used in CBD?**

**A:** The University of Calgary has decided to utilize the Royal College ePortfolio as the electronic assessment platform for our CBD residents. As such, observations of CBD resident EPAs will be conducted and documented in the RC ePortfolio. We anticipate that EPAs will make up about 70% of a resident’s assessment data, but there will be other assessments elements (e.g. exams, presentation assessments, scholarly work, program specific assessments, etc…) that are not directly captured in the RC ePortfolio. There is the option of uploading a pdf of these elements into the RC ePortfolio or simply continue using whatever method of capture/documentation is used currently. For example, if a program has a customized assessment tool in one45 that is working well and is not replaceable by EPAs, they may continue to use one45 to capture this assessment. This data can be considered alongside the RC ePortfolio data by the competence committee.

Please note that all soft launch activities in One45 are optional. If you have questions about when you should use One45 vs. RC ePortfolio please consult the table below.

<table>
<thead>
<tr>
<th></th>
<th>Pre-launch – no RC eportfolio access</th>
<th>Pre-launch – RC eportfolio access (date variable, range 7-4 months in advance)</th>
<th>Launch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RC eportfolio</strong></td>
<td></td>
<td><em>May use to trial EPA assessments on existing (non-CBD) residents</em></td>
<td><strong>Must</strong> use for EPA assessments for CBD residents <strong>Must</strong> use for competence committee deliberations and documentation for CBD residents <strong>May</strong> use for non-CBD residents</td>
</tr>
<tr>
<td><strong>One 45</strong></td>
<td><em>May use to trial EPA assessments</em></td>
<td><em>May use to support pre-launch competence committee</em> (PGME can assist with set up within one45 to optimize reporting features)</td>
<td><em>May use for non-EPA assessment data to supplement EPA assessments (e.g. some programs may elect to maintain some daily assessments or rotation assessments)</em> Continue to use to support administrative functions, faculty evaluations etc</td>
</tr>
</tbody>
</table>

**Contact Us**
PGME CBD TEAM
pgmecbd@ucalgary.ca
[https://cumming.ucalgary.ca/pgme/cbme](https://cumming.ucalgary.ca/pgme/cbme)
PGME will be closed December 24, 2018 and the team will return January 2, 2019

Thank you for reading!

Stay tuned for the January 2019 PG Post!

Image References:
1. https://www.google.ca/search?q=christmas+images&rlz=1C1GCEA_enCA819CA819&tbm=isch&sourc=iu&ictx=1&fir=EnyAPDQAuoAd-M%253A%252C6-8c5vecAPqdbMN%252C_%26usg=A%21AI4_-iQ79bre9QexNJDIlizkYT8sQ0DA&sa=X&ved=2ahUKEwimrqW__ODeAhVLz1QKHcBqAmUQ9QFwAHoECAMQBAM&imgurl=yGMnCNu7bnFboM

2. https://www.google.ca/search?q=christmas+images&rlz=1C1GCEA_enCA819CA819&tbm=isch&tbo=u&source=univ&sa=X&ved=2ahUKEwimrqW__ODeAhVLz1QKHcBqAmUQsAR6BAgDEAE&biw=1920&bih=969&imgurl=yUUuRUSzioMuMM