



## CAME Voice/Voix

### Drive your change!

**Jena Hall, PGY 2 OBGYN/CIP M.Ed. and Kristen Weersink, PGY 2 Emergency Medicine, on behalf of the Queen's CBME Resident Subcommittee [[cbme@queensu.ca](mailto:cbme@queensu.ca)]**

Competence by Design (CBD – the Royal College competency based medical education (CBME) curriculum) will be implemented for Royal College residency programs across Canada by 2022 on slightly differing schedules dependent upon specialty. CBD shifts the structure of residency away from short term, rotation-based objectives, towards long-term residency outcomes. This reform stems from a societal need for increased accountability and quality improvement in medicine; a need to redesign residency training to meet the standards of modern healthcare systems. Within an era of change in medical education, there is an unprecedented opportunity for learner involvement in the change process.

The questions then become; what do residents need more, or less, of in their training? How can we better blend service goals and educational objectives? And how can residents best be trained to work in the current healthcare climate? We posit that resident perspectives will be extremely valuable in developing solutions to these questions.

One way in which residents have become involved in the transition to CBD at Queen's University is through a CBME Resident Subcommittee. This committee was formed in collaboration with the postgraduate office and strives to represent the interests of the resident community at Queen's through the transition to CBD. The committee plays a central role communication between the postgraduate office and resident body, and in 'resident development', or resident education, in the basic principles of CBME and effective teaching, assessment and feedback practices. Within a curriculum change that places more emphasis on resident-driven education and assessment, we think that resident development will prove to be a critical contributor to effective implementation and resident buy in.

We want to encourage medical student and resident engagement in the CBME conversation across Canada. This is our opportunity to be collaborative in designing residency training programs that meet the needs of modern society and today's learners! There are many opportunities for innovation, development and scholarship. To begin, we suggest meeting with your program or institution CBME faculty lead, to gather more information on the change happening at your institution. There are also a number of Canadian and international conferences on medical education (such as the [International Conference on Residency Education](#), the [Family Medicine Forum](#), [The Canadian Conference on Medical Education](#), [An International Association for Medical Education](#), and [International Association of Medical Science Educators](#), among others) at which you could make resident and faculty connections around the world and engage the international community in work you may already be doing. You could create an infographic specific to your institution (see [RDoC CBME Infographic](#) as an example), or create a local Medical Education Journal Club. There are also a number of high impact medical education journals ([Medical Education](#), [Academic Medicine](#), [Journal of Graduate Medical Education](#)) where you can read about the latest innovations in medical education or publish your own work. Whatever you do, we encourage all learners to become involved in the move to CBD and to help to drive the change you want to see.

Get in touch with us at the Queen's CBME Resident Subcommittee ([cbme@queensu.ca](mailto:cbme@queensu.ca) ATTN: Resident Subcommittee in subject line), to let us know about your initiatives and to find out more about what we're doing at Queen's.