

Editor's Note: The following abstracts are the Top 3 abstracts selected by the JGME and the International Conference on Residency Education (ICRE) for the 2014 ICRE meeting in Toronto, Canada. A full listing of submitted abstracts appears on the JGME website at www.jgme.org. Underlined author names indicate presenting author at the conference.

Updating CanMEDS in 2015: Ensuring Quality in the Change Process

Background: The Royal College of Physicians and Surgeons of Canada (RCPSC) will launch CanMEDS 2015 after a 3-year process to revise and refine the CanMEDS 2005 Framework. To engage multiple stakeholders, the RCPSC distributed an online survey to its fellows, trainees, and other interested stakeholders in 2013.

Methods: Educators at the RCPSC developed a survey using an iterative, reflective process. The mixed methods survey, administered electronically, consisted of open- and close-ended questions related to the 7 CanMEDS Roles. The results were analyzed by 2 RCPSC clinician educators and 2 RCPSC education scientists.

Results: Of 1204 respondents, 60% were fellows and 19% were trainees, representing all but 2 disciplines within the RCPSC. Forty-seven percent were university-based and 64% considered themselves to either know the framework or be an expert in applying 1 role. The depth and breadth of responses varied greatly and qualitative analysis revealed 5 overarching themes: simplify the descriptions of roles; clarify the roles; reduce overlap between roles; assist with implementation; and include patient safety.

Conclusions: Stakeholders are very interested in participating in the revision and renewal of the CanMEDS Framework. Responses align with themes found through other consultation methods and validate the importance of reaching out to stakeholders in the process of framework revision.

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