

CBD CHECKLIST: WORKSHOP 3

Focussing on Implementation

This handout is a quick summary of the work you have done as a specialty committee member who has now participated in the third specialty workshop in your discipline's transition to Competence by Design (CBD). It also serves as a checklist of activities that you can do when you get home.

Summary of Workshop Three

In Workshop Three your specialty committee:

- re-confirmed the final version of [Entrustable Professional Activities \(EPAs\)](#) and reviewed and validated the overall assessment plan;
- validated milestones linked to the EPAs;
- reviewed the elements and status of the [specialty specific document suite](#);
- focused on the plan to [build readiness for implementation of CBD](#) locally by (insert Go date) and identified gaps/ actions required;
- finalized discussions on CBD [exam timing](#) and reviewed the implications of pedagogy, logistics and other related specialties in reference to choosing a CBD exam date;
- other _____

Program Specific: To Do at Home

There are a number of program-related things that program directors can work on immediately after the third CBD workshop. Here are some examples:

- Continue to [increase your knowledge in CBD](#). Engage faculty and residents in discussions about CBD and encourage them to engage in discussions with others (encourage them to develop their specialty-specific story). Change will be easier if people understand and see the benefits of CBD.
- Continue using the assessment tools, these may be the [four national assessment templates](#), or local tools your school is using, modifying the approach on the basis of your field test so far.
- Ensure you have tested how to incorporate [work-based assessments](#) into your existing rotations, based on the new EPAs; use existing EPAs to [observe, coach and document](#) a resident's progress.
- Finish [mapping your local curriculum](#) (i.e., rotations and training experiences) and assessments to the new framework, identify gaps and make recommendations on changes.
- Start thinking about the [logistics and implications of implementing the new curriculum](#) and making any scheduling changes.
- Continue to [engage local resources/support](#) to help with ongoing faculty development, competence committee formation and function, assessment roll out, and so on. Recruit others to help you.
- Continue to [engage your faculty](#) particularly around assessment and the concept of "[coaching](#)" – assessment for learning. Deliver needed [faculty development](#).
- [Encourage your Faculty to engage their residents](#) and residents to engage their faculty in discussions about CBD and how it will impact them. Continue to orient residents to CBD and encourage them to "own" their learning.
- Empower your [competence committee](#) to not only [deliberate about a resident's progress](#), but also [provide quality feedback to the resident](#) and develop plans to maximize each resident's learning.

