

CBD CHECKLIST: WORKSHOP 2

Starting 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 second 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 Two

In Workshop Two your specialty committee:

- came to consensus on the [Entrustable Professional Activities \(EPAs\)](#) for the discipline;
- discussed EPAs in detail, including information that a [competence committee](#) would need in order to make decisions on a resident's progress;
- reached a consensus on the EPAs and linked them to an overall assessment plan that includes training experience, context and number of assessments;
- provided material to develop the specialty specific document suite;
- discussed [your program's launch date](#), your role in [leading CBD \(change\) for your program](#);
- discussed CBD [exam timing](#) and came to understand the utility of the exam in relation to all small stakes assessments. As part of this discussion we had an opportunity review the implications of pedagogy, logistics and other related specialties in reference to choosing a CBD exam date;
- identified strategies (a plan) to [build readiness for implementation](#);
- other _____.

Program Specific: To Do at Home

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

- Continue to [increase your knowledge in CBD](#). [Engage faculty](#) and [residents](#) in discussions about CBD and its impact on teaching and learning (use your specialty-specific story). Change will be easier if those around you understand and see the [benefits of CBD](#).
- Introduce the four national assessment templates to your faculty and residents so you can familiarize your faculty with the templates and potentially field test one or two of them.
- Incorporate work-based, low-stakes assessments into your existing rotations; try to use draft EPAs to [observe, coach and document](#) a resident's progress.
- Start to [map your local curriculum](#) (i.e., rotations and training experiences) and assessments to the new framework.
- Identify [local resources/support](#) to help with faculty development, [competence committee formation](#), assessment roll out and so on. You may even consider forming a small steering committee to support you with local implementation.
- Deliver more detailed faculty development, particularly around assessment and the concept of "[coaching](#)" — assessment for learning.
- Encourage your [competence committee](#) to begin discussing resident's performance within your existing process.

