Develop an Assessment Plan

Competence by Design for Program Directors

Complete each of the sections in this worksheet to help you develop an assessment plan.

[Section 1: WBA and Coaching 2](#_Toc536435027)

[Section 2: Engage your Faculty in WBA and Coaching 3](#_Toc536435028)

[Section 3: Map your Assessment Plan 5](#_Toc536435029)

## Section 1: WBA and Coaching

1. Based on your understanding of WBA and coaching, what elements of WBA and coaching are your clinician teachers already incorporating in their interactions with residents?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

1. How does your assessment strategy need to change to incorporate WBA and coaching?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

##

## Section 2: Engage your Faculty in WBA and Coaching

**Part 1.** Map out your faculty development plan. See below for recommendations on where to focus your faculty development efforts.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Goal/Learning Objectives** | **Strategy** | **Resources** | **Timeline** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

We suggest focusing faculty development on understanding the following:

* How to use an [entrustment scale](http://www.royalcollege.ca/mssites/entrustability/index.html#/?_k=q59ofy);
* That independence for particular EPAs is expected at each stage (e.g., a first-year resident will achieve a 5 for certain activities) with an appropriately defined EPA;
* That timely feedback is essential for learning;
* Coaching feedback;
* How to write quality narrative feedback;
* The role of the CC as it pertains to decision making on EPA achievement;
* That WBA can impact on their current daily workflow less then they expect (show them how to integrate feedback and documentation into their day)
* That faculty need to develop their approach to clinical teaching to include the elements of the [RX-OCR model](http://www.royalcollege.ca/rcsite/cbd/implementation/wbas/coaching-and-cbd-e); and

**Note:** See the “Engage your faculty in WBA and coaching” section of the **Develop an Assessment Plan** module for key messages, resources and activities you can use in your faculty development efforts.

**Part 2.** Developing a strategy to provide feedback to your clinical teachers about their documented observations is key to ongoing improvement. You are likely already providing your clinicians with regular feedback, so how will you address how they're doing with documented observations?

|  |  |
| --- | --- |
| **How will I collect feedback?** | **How will I communicate feedback to my faculty?** |
| * Ask your residents. Excellent coaching should be identified by learners and rewarded through departmental efforts.
* Work with the competence committee. Ask members to pay attention to which clinicians are providing consistently meaningful data and which clinicians are not providing meaningful feedback, not differentiating learners, etc.
 |  |

## Section 3: Map your Assessment Plan

1. Gather your curriculum mapping team.
2. Retrieve your curriculum map.
3. Add a column for “Assessment”.
4. Work with your team to choose appropriate assessment tools for each of your training experiences.

**Note:** See the “Map your CBD assessment plan” section of the **Develop an Assessment Plan** module for some examples.