



## Competence by Design: Program Director CBD Implementation Overview

This is a high-level overview for Program Directors / CBD Leads to use as a guide as you transition your program to Competence by Design. There are various resources, templates that can be found on the PGME CBME website: <http://cmbepg.mcmaster.ca> Throughout the transition you can:

- Continue to learn about Competence by Design
- Connect with the CBME office for support, questions etc.
- Look for opportunities where you can introduce work based assessment(s), initially low stakes and build on that.
- Review the Meantime Guide (link); it is a helpful resource.

RC Workshops	Program Infrastructure	Faculty Development	Learner Development	Curriculum Planning
After RCPSC Workshop 1 – summary of workshop 1 (link)				
Workshop 1 – CBD Intro-duction , starts about 2 years before launch	<p><u>Things to start thinking about:</u> Building your CBD team eg. CBD Lead, PA.</p> <p>Competence committee membership.</p> <p>Academic coaches – will you have AC or will the PD do?</p> <p>Electronic assessment platform.</p>	<p>Large group session CBD 101 eg. Grand Rounds.</p> <p>Introduce some strategies re coaching and giving feedback.</p> <p><u>Resources available from CBME Office:</u> ACE. Slide deck that can be tailored to your specialty. CBME Office Guide.</p>	<p>Concurrently, information can be disseminated to the traditional residents with the goal of creating overall awareness.</p>	

RC Workshops	Program Infrastructure	Faculty Development	Learner Development	Curriculum Planning
After RCPSC Workshop 2 – summary of workshop 2 (link)				
Workshop 2 – EPA consensus and developing assessment plan.	<p>Continued development of core group.</p> <p>Electronic platform development, as required.</p> <p>Encourage your Competence Committee by starting to discuss learner performance within existing process.</p>	<p>A second, more specific session for faculty: showing what an EPA looks like, how it will be assessed, how the EPAs fit with in with what you're currently doing.</p> <p>Introduce the four assessment forms.</p> <p>Continued development around coaching.</p>	<p>Concurrently, information can be disseminated to the traditional residents with the goal of creating overall awareness.</p> <p>Preparing information for the candidates for the upcoming recruitment cycle of CaRMS e.g., OneNote template.</p> <p>Preparing faculty and resident interviewers so that they have basic understanding of CBD and can answer questions from candidates.</p>	<p><b>Curriculum Mapping</b> is a major component and will require dedicated time. Curriculum maps are critical so that your faculty and learners have an overall understanding of where the EPAs are found and can drill down to level of each training experience.</p> <p>Even if your EPAs are not quite finalized, it is key to get started.</p> <p><u>Curriculum Planning: building a CBD program:</u></p> <p>Programmatic assessment strategy – how do the EPA's fit into your curriculum map as a whole. What are the other requirements e.g., research project, ATLS, log book etc. Are they still relevant?</p> <p>Types of Curriculum map templates (samples attached):</p> <ol style="list-style-type: none"> <li>1. Year at a glance – annual calendar</li> <li>2. Direct mapping – EPAs mapped by rotation</li> <li>3. Reverse mapping of the above</li> <li>4. Non-EPA learning experiences</li> </ol> <p>PGME offers an annual Fall workshop for program directors/ CBD leads the Fall leading up to the transition.</p> <p>Review of your training experiences – some of your training experiences may not have an EPA attached to it; will need to review in terms of educational value.</p> <p>Review of Academic curriculum – does your academic curriculum align with the structure of your training experiences?</p>

RC Workshops	Program Infrastructure	Faculty Development	Learner Development	Curriculum Planning
After RCPSC Workshop 3				
Workshop 3 – finalizing EPAs and assessment plans.	<p>Continued development of core group.</p> <p>Electronic platform development, as required.</p> <p>Competence committee should deliberate about Learner's progress but also provide quality feedback.</p>	<p>Interactive, very specific session demonstrating the triggering of an EPA, how to login eg. Possibly a workshop format.</p>	<p>Concurrently, information can be disseminated to the traditional residents with the goal of creating overall awareness. Could do a joint workshop with learner and faculty depending on size of the program.</p>	<p>Develop a communication strategy for the relevant, key components of your curriculum plan.</p> <p>It is critical that both faculty and residents know which EPAs they need to get assessed on a specific training experience.</p> <p>Suggestion to categorize EPA's into:            Primary EPA – this is an EPA you will see on this training experience and should / must get assessed.</p> <p>Secondary EPA – this is an EPA you might see on this training experience but you will have lots of other opportunities to get this assessed.</p> <p>The faculty and learners do not have the knowledge of the entire EPA map, so it is important that they know what they are looking for.</p>

Resources:

1. McMaster CBME Guide: Everything you wanted know about Competence by Design (link).
2. RCPSC Meantime Guide
3. Royal College CBME Tools and Resources
4. McMaster PG CBME website:

Attachments:

Types of curriculum maps: templates