

# CBD CHECKLIST: WORKSHOP 1

## Thinking Ahead to Implementation

This handout is a quick summary of the work you have done as a specialty committee member who has now participated in the first 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 One

In Workshop One your specialty committee:

- learned about Competence by Design (CBD) and the [rationale for the change](#) including some of the evidence (i.e. articles from CBD Bibliography including Asch, Hauer, Holmboe and ten Cate);
- identified and defined each stage of training described in the [Competence Continuum](#) (Transition to Discipline, Foundations of Discipline, Core of Discipline and Transition to Practice);
- reimagined the scope of your discipline and determined how the stages of training apply to your discipline;
- started discussing the clinical and related activities that might be included in the different stages;
- started drafting [Entrustable Professional Activities \(EPAs\)](#) for each stage of training;
- started thinking about what training experiences might be needed to achieve competence in the various EPAs;
- discussed [your program's launch date](#), your [role in leading CBD \(change\)](#) for your program, and identified strategies/a plan to [build readiness for implementation](#); and
- other \_\_\_\_\_

### Standards: Homework for Workshop One

Designated working groups will work on the EPAs, including their key features and clinical presentations.

You are part of working group \_\_\_\_\_. Your first teleconference will be booked by \_\_\_\_\_.

### 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:

- Learn more about CBD by reading the [rationale](#) and background materials on the Royal College website and share the rationale with your local stakeholders (faculty, residents, department head). Bring feedback to your second workshop.
- Review the [Meantime Guide](#) and formulate a plan to address any gaps that you identify locally.
- Think about some things you can do between workshops to move towards CBD. Here are some examples:
  - Do some initial faculty development with your colleagues to [introduce CBD](#) at home
  - Review the coaching model to identify best strategies for coaching and giving and receiving feedback
- Look for opportunities to [observe, coach and assess](#) your residents making sure to give them meaningful feedback
- Try out any [EPAs](#) that were identified and drafted during or after Workshop One. Watch for what works and what doesn't
- Incorporate some work-based, low-stakes assessments into your existing rotations
- Set up a [competence committee](#) to discuss your residents' progress
- Connect with your postgrad office or your local [CBME Lead/Team](#), as they will be a good source of support. Determine how your school will track assessment data.
- Think about starting a local CBME committee for your program to help plan implementation.
- Find a CBD Lead for your program to share the load and support your efforts.
- [Connect with other disciplines](#) implementing CBD locally, who can help you to navigate choppy waters and chat about "lessons learned."