

The following is a “worksheet” for you to work through as you make your plans for the transition to CBD. It is designed to help you consider the various implementation elements that the PGME office feels are important for the successful launch of CBD in your program. Where possible, [hyperlinks](#) are provided to assist you with supplemental reference materials. Additional non-web based content can be found on the [implementation resources web page](#) on the CBME section of the PGME website. Please note that the Royal College is regularly revising the CBD section of their website. Included on this site is a searchable “Tools and Resources” section. We recommend checking it out:

www.royalcollege.ca/rcsite/cbd/cbd-tools-resources-e?N=10000023+10000026&Nrpp=6

1) Curriculum Map

- a) Outline how your curriculum will look for your new CBD residents – focus on their clinical educational experience (ie – clinical rotations/blocks) and orientation/bootcamp blocks if you plan on doing that. If you only have a curriculum for your transition to discipline and Foundations stages for now, that’s OK.
- b) Have you removed or reduced any clinical experiences that currently exist in your program? YES NO
- c) Will you require certain rotations to be completed at a certain time of year? (eg – must be done in first 3 months, must not occur in preceding 4 months of spring exams) YES NO
- d) If you answered YES to either b or c above:
 - (1) Has the receiving clinical service been notified of this anticipated change? YES NO
 - (2) Has the receiving clinical service expressed concern regarding this change? YES NO
- e) Have you reviewed the CanMEDs 2015 requirements, including the “special addendum”? YES NO

CanMEDs 2015 Interactive: <http://canmeds.royalcollege.ca/guide>

Special Addendum:

<http://www.royalcollege.ca/cs/groups/public/documents/document/ltaw/mtmx/~edisp/rcp-00131203.html>

Consider scanning your overall curriculum (clinical curriculum plus academic programming) to ensure that the required key competencies are taught somewhere in your program (many of them will be taught throughout). If you created your PSQ for the last accreditation, you will be familiar with scanning your curriculum to answer the questions...How does your program teach (CanMEDS role – communicator, collaborator etc)? So this work has likely already been done at the last accreditation cycle. If you are new to the PD role, please take a look at your program’s PSQ from accreditation. Please note that the competencies in the special addendum are new, so pay special attention to those as you may find a couple of gaps in your curriculum that require attention. Resources to support

programs in teaching patient safety and quality can be found on the PGME website.

<https://cumming.ucalgary.ca/pgme/home/canmeds-2015-0>

2) Assessment Map

- a) Outline your overall assessment strategy for your CBD residents. Include when you plan to conduct your EPA assessments. For example, for each rotation, indicate which EPAs will be assessed. Indicate which must be assessed on the rotation (ie – there is little opportunity to assess the EPA elsewhere) and which can be assessed. Indicate the number of successful assessments recommended for each EPA.
- b) Indicate what other assessment elements you intend to use for your CBD residents – eg. 360, OSCE, other exams, daily observations, ITERs etc
- c) Faculty will be asked to *Observe* residents in the workplace, *Coach* residents for performance improvement, and *Document* resident performance. Please comment on the anticipated demands on faculty time that your assessment plan will require. Consider the estimated time that each EPA assessment will require over and above what would likely be occurring now. For example, in some circumstances, residents are already routinely observed and coached and the only additional element will be integrating the documentation into a faculty member's workflow. In other circumstances, you might be asking a faculty member to observe and coach on an activity that previously the resident was generally left to do on their own. Working through this will enable you to have an answer when your staff ask how much extra time is going to be required. It will also enable you to adjust your assessment map to ensure that the workload on faculty is balanced and reasonable.

The Royal College has designed 4 CBD Assessment Templates that will be used within the RC ePortfolio to assess CBD residents. For more information, please see:

<http://www.royalcollege.ca/rcsite/cbd/assessment/wbas/cbd-assessment-templates-e>

A [Sample Assessment Map](#) has also been included on the implementation resources web page.

If you would like assistance creating your assessment maps, please contact Dr. Jason Lord, Director of Assessment, PGME (lordj@ucalgary.ca).

3) CBD Leadership Team

- a) Outline who your CBD leadership team members are. These are the people who will be helping you do the implementation. For example:
 - i) CBD lead
 - ii) Assessment Lead
 - iii) CBD Site Lead
 - iv) Other?
- b) Are you or any other educational leaders from your program participating in the CBD Working Group at PGME? YES NO

This group is open to all who are interested – it is a forum to brainstorm, share resources, and learn from those who are in earlier cohorts. All are welcome (PAs, PDs, CBD leads, faculty).



4) Competence Committee (CC)

- a) Describe who will sit on your CC – indicate their role (if relevant), including who will chair
- b) When will your CC meet?
- c) How will you structure you deliberations?
- d) Consider what your terms of reference will be – you may use the generic RC version, or may choose to personalize it.
- e) Have you reviewed the Royal College Resources on Competency Committees?
YES NO

<http://www.royalcollege.ca/rcsite/cbd/assessment/competence-committees-e>

5) Faculty Development Strategy

Your faculty will require education on a number of CBD related faculty development elements. These include:

- “CBD 101” (a broad overview)
 - Ideally delivered early
 - PGME can deliver, or you can
 - Consider inviting us to rounds, a division meeting, a retreat etc
- Effective workplace-based “coaching” and assessment (ie. Giving effective feedback)
 - Delivered in the year prior to launch and ongoing
 - PGME can deliver a 1 hour presentation or a 2 hour workshop
 - Many of you have local faculty with an interest in this area – please use them (and let us know who they are!!!)
- Your assessment strategy as it applies to the faculty
 - Delivered in the 6-7 months prior to launch
 - Tell the faculty what they will be asked to do – what, when, how often, estimated time commitment
- Electronic Assessment platform
 - Delivered in the months leading up to the launch

Some programs may choose to do these elements separately, and some may prefer to combine into a larger session.

a) Enter your planned Faculty Development Events below

Date	Focus	Site	Audience	Delivered by

6) CBD Academic Advisor Program

Academic Advisors are not required for CBD, but are strongly encouraged by our office. A description of an [academic advisor program](#) can be found on the implementation resources tab of the website.

a) Do you have an academic advisor Program? YES NO

b) If YES:

i) Have you identified your AAs ? YES NO

ii) Have you arranged to have them trained (PGME can do)? YES NO

iii) How often will they meet with your residents?

iv) Have you notified PGME if they will require funding? (ie – not AARP, not GFT) YES NO

v) Have you customized the learning change plan for your program? YES NO

vi) Do you have a written description/vision for your AA program? YES NO

c) If NO, please outline how residents will receive regular high level review of their progress, assistance to make learning plans, and review of upcoming learning experiences to ensure they will meet the resident's learning needs

The PGME office can provide a workshop to train your Academic Advisors. The training is based on the R2C2 model of Evidence Informed Facilitated Feedback. Included in this workshop is the introduction of a Learning/Change Plan. To arrange training, please contact pgmecbd@ucalgary.ca

7) Engagement

a) Off service: *(there is some duplication here from section 1 – but it is very important – so it is repeated!)*

i) Have you notified any off service rotations if you are planning any changes to the structure of the rotation? YES NO

ii) Have you notified PGME if a desired change in resident service delivery may lead to patient care staffing shortages? (Please do this as early as possible – even if you are not sure, please notify us) YES NO

iii) Have you met with the off service rotation education representatives to discuss any desired changes to the current assessment strategy? (ie – replacing an ITER with a specific EPA assessment). YES NO

iv) Have you provided any needed faculty development for off-service faculty/rotations? YES NO

b) On service:

i) We recommend allowing your faculty the opportunity to provide input and feedback on your curriculum and assessment plans as you develop them – for example...consider having a fall education retreat.

Have faculty been given the opportunity to provide input on the proposed curriculum and assessment plans? YES NO

c) Other stakeholders

i) We recommend touching base early and regularly with other stakeholders. Have you met with:

(1) Your department head (and/or deputy dept head for education) YES NO



- (2) Your department manager YES NO
- (3) Your current residents YES NO
- (4) Allied health care workers who you might like to have provide feedback to your residents YES NO
- (5) Others??

d) Incoming CBD Residents

- i) Getting buy-in from your CBD residents will be essential for the successful implementation of CBD.

Have you generated some orientation materials for CBD residents (templated versions are available from the RC)? YES NO

Have you created a “how to” or program manual that outlines the expectations for your CBD residents? YES NO

8) Administrative

- a) Program Administrators – please do your best to keep your administrators apprised of your vision and plans for CBD. We encourage you to include them in your faculty development sessions and leadership meetings. The PGME office has provided and will continue to provide information sessions to the PAs on CBD topics.
- b) Funding – please take advantage of the funding that we have secured to support the implementation of CBD. A description of the various kinds of CBD funding we offer as well as eligibility guidelines can be found in the [CBD Funding Memo](#) document on the Implementation resources tab of the CBME website. If you would like to access CBD funding or are struggling to come up with ways to utilize these funds, please contact pgmecbd@ucalgary.ca to arrange a meeting to discuss.
- c) In the fall, each program who is a candidate to launch CBD the following July will be asked to provide a brief summary of their implementation progress to the CBME committee (15-20 min, may be done via teleconference). In advance of this presentation, you will be asked to provide some written materials for the committee to review. (These materials will be a selection of the items included on this worksheet). For additional details and assigned dates, please see the [“Guidelines for reporting to the CBME committee”](#) document on the implementation resources tab of the website.

All of the resources in this document will be uploaded to the PGME website shortly.