**Notes**

1. The CBD Implementation Activities listed below are intended to help integrate the new CBD standards (EPAs, Training Experiences and Competencies) into your existing Program, and to help identify any needed changes to your existing curriculum or program of assessment in order to sufficiently meet these standards. They will serve as ongoing references for your Program and important documents for accreditation.
2. While the Program Director (PD) may delegate some of this work to their Program Administrators or CBD leads, the PD is ultimately responsible for their development and satisfactory completion.
3. PGME staff will provide templates and appropriate resource documents for each activity
4. PGME staff will support the completion of each activity in accordance with known best practices and accreditation standards
5. **These documents must be updated on an on-going basis post-launch** (e.g., when you implement CBD for a new PG year, whenever you make curricular or assessment changes to your Program, etc.)

| **#** | **CBD Implementation Activity** | What is its **purpose**? | Who is it **developed for**? | How is it **distributed /** **accessed**? | **PGME Role(s)**  **PRIMARY:** Responsible for ensuring the completion of the CBD implementation activity  **Resource/Support:** Consulted about and/or informed of the CBD implementation activity during the process of completion |
| --- | --- | --- | --- | --- | --- |
| 1 | [Curriculum & Assessment Map](http://cbme.pgme.utoronto.ca/?ddownload=845) | To help visualize and integrate the elements of CBD (EPAs, Competency Stages, Competence Committee Meetings and Promotion/Progress Decision Points, ITARs) with the Program’s current curriculum and assessment plan (Rotations, OSCEs, In Training Exams, etc.).  This exercise can help identify any changes needed to better align the Program with CBD. It is an important reference document for your program, and for accreditation. | **Administration**   * Program Directors * CBD/Education Leads * Program Administrators * Accreditors (during accreditation) | **As a resource**   * PD/PA e-mail communications * Departmental/program shared drive * Departmental/program website (e.g. Quercus) | **PRIMARY**  PGME CBD Lead  **Resource/Support**  Accreditation Team |
| 2 | [Training Experiences](http://cbme.pgme.utoronto.ca/?ddownload=847)  [(TE) Plan](http://cbme.pgme.utoronto.ca/?ddownload=847) | To map your Specialty’s Training Experiences to your curriculum – including the competency stage, PGY, site, rotation, and educational context – and identify any gaps that need to be addressed prior to implementation.  This exercise can help identify any needed changes to better align the Program with CBD. It is an important reference document for your program, and for accreditation. | **Administration**   * Program Directors * CBD/Education Leads * Program Administrators * Accreditors (during accreditation) | **As a resource**   * PD/PA e-mail communications * Departmental/program shared drive * Departmental/program website (e.g. Quercus) | **PRIMARY**  PGME CBD Lead  **Resource/Support**  Accreditation Team |
| 3 | [Competency Map](http://cbme.pgme.utoronto.ca/?ddownload=1705) | To map your Specialty’s Competencies to your curriculum and identify any gaps that need to be addressed prior to implementation.  This exercise can help identify any needed changes to better align the Program with CBD. It is an important reference document for your program, and for accreditation. | **Administration**   * Program Directors * CBD/Education Leads * Program Administrators   Accreditors (during accreditation) | **As a resource**   * PD/PA e-mail communications * Departmental/program shared drive * Departmental/program website (e.g. Quercus) | **PRIMARY**  PGME CBD Lead  **Resource/Support**  Accreditation Team |
| 4 | Changes in Rotation Service  (as/if applicable) | Part of CBD implementation might entail making changes to your Rotation schedule to improve Residents’ educational experience, to better align with CBD and/or to address gaps in meeting your Specialty’s EPA, Training Experience, and/or Competency requirements. As these changes might impact other Programs and/or clinical services, Programs must assess the level of impact and communicate with those affected well in advance of their start date. | **Clinical sites**   * Program Directors to communicate changes to affected sites * Division / Departmental Leads, Site Directors / Coordinators to identify changes, discuss concerns, establish solutions | * PDs to reach out to affected programs, departments/divisions, and/or sites as/if applicable | **PRIMARY**  PGME CBD Lead  **Resource/Support**  CBD Leadership and PG Dean |
| 5 | [Entrustable Professional Assessment (EPA) Tool Template](http://cbme.pgme.utoronto.ca/?ddownload=1486) | To adapt the Royal College’s EPAs into an assessment tool format consistent with the [Royal College Guidelines](https://www.royalcollege.ca/rcsite/documents/cbd/cbd-technical-guide-1-epa-observation-forms-e.pdf) and [U of T PGME Guidelines](http://cbme.postmd.utoronto.ca/?ddownload=678)  The completed template will be passed onto the PGME Systems team to build your tools in Elentra. | **Clinical sites**   * Learners * Faculty | **As an assessment**   * Elentra | **PRIMARY**  PGME CBD Lead  **Resource/Support**  Systems Team (Elentra) |
| 6 | [Rotation Plan](http://cbme.pgme.utoronto.ca/?ddownload=849) | To act as a resource on the learning expectations / experiences a learner will encounter for a specific rotation, including key objectives, EPA and non-EPA assessments, and training experiences (required and recommended).  The Rotation Plan:   * Directly informs the development of the ITAR * Should be reviewed prior to completing the ITAR (in the field). | **Clinical sites**   * Learners to review for rotation training expectations * Faculty to review for learner training expectations, prior to completing the ITAR | **As a resource**   * POWER * PD/PA e-mail communications * Program Quercus shell * Departmental / program-specific website | **PRIMARY**  PGME CBD Lead  **Resource/Support**   * Accreditation Team * Educational Consultant (Dr. Marla Nayer) * Systems Team (POWER) |
| 7 | [In-Training Assessment Report (ITAR)](http://cbme.pgme.utoronto.ca/?ddownload=851) | To provide a summary of a resident’s performance and progress while on their rotation.  The ITARs should reflect the PGME [ITAR Guidelines](http://cbme.postmd.utoronto.ca/?ddownload=679) and be based on the assessment of clinical knowledge, judgement, and performance for the learner’s stage of training. | **Clinical sites**   * Learners * Faculty supervisor | **As a resource**   * PD/PA e-mail communications   **As an assessment**   * POWER | **PRIMARY**  PGME CBD Lead  **Resource/Support**   * Educational Consultant (Dr. Marla Nayer) * Systems Team (POWER) |
| 8 | Faculty & Resident Development Plan | To help orient Faculty and Residents to the expectations of CBD, any changes made to the curriculum (including Rotation structure), how to conduct EPA assessments, how to give and receive effective feedback and coaching, the Competence Committee process, and the assessment platform, Elentra. Planning should be done in consultation with one’s PGME CBD Lead. | * Learners * Faculty * Competence Committees * Residency Program Committees | * Presentations (during Rounds, Academic Half Day, Business meetings, RPC and CC meetings, Faculty retreats, Resident Orientations, etc.) * PGME led demonstrations * Royal College and PGME resources * PD/PA e-mail communications * Elentra Help Website (with resources organized by user group) * Quercus * Departmental / program-specific websites | **PRIMARY**  PGME CBD Lead |