

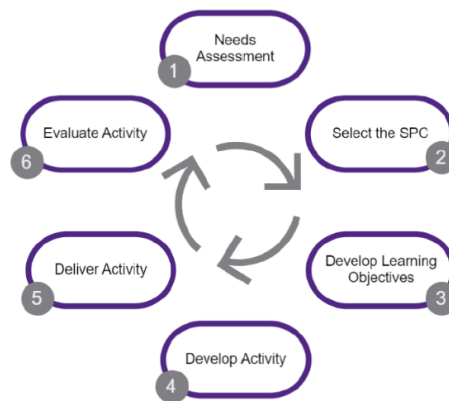
[EDI Checklist Introduction Video](#)

EDI Considerations in CPD

An EDI Checklist for
Continuing Medical Education (CME) & Faculty Development (FD) Educational Planning

The following checklist is provided for consideration when planning educational activities for CME or FD. It includes key questions that are aimed at supporting the development of programs that embed equity, respect learner diversity, accommodate different abilities and needs, and foster an inclusive environment free from stereotypes and harmful biases Adapted from: [Health Equity and Inclusion Framework for Education and Training](#)¹

The Checklist follows the Model of Instructional Design used in the [Schulich CPD Activity Planning Guide](#)



1 – Needs Assessment

In the Needs Assessment Phase, a process is undertaken to identify perceived and unperceived gaps in knowledge, competence, and/or performance within a target audience.

2 – Select Scientific Planning Committee

The Scientific Planning Committee (SPC) is the group responsible for the entire educational cycle. It must contain members who represent the target audience for the educational activity.

3 – Develop Learning Objectives

In this stage, the instructional goals and objectives are established, the learning environment is identified, and the suitability and feasibility of the education is determined.

4 – Develop Activity

The educational activity is developed based on the target audience, as well as the learning objectives that have been developed.

5 – Deliver Activity

The activity is delivered using the format, location and content as determined by the SPC

6 – Evaluate Activity

Evaluation is the process of collecting information at every phase and using that information to improve your education. Evaluation measures the quality, efficiency and effectiveness of the education.

¹ Health equity and inclusion framework for education and training. Agic, B., Fruitman, H., Maharaj, A., Taylor, J., Ashraf, A., Henderson, J., Ronda, N., McKenzie, K., Sockalingam, S. March 2021.

EDI Checklist for Scientific Planning Committees

1. Needs Assessment

Is the context, backgrounds, experience, availability and needs of the target audience considered?

2. Select Scientific Planning Committee

Does the planning committee represent the intended audience and include representatives with lived experience?

Is there balanced representation for gender, race, ethnicity, and sexual orientation/identity on the SPC, where possible?

Are the subject matter experts (SMEs) unbiased, objective, and inclusive?

3. Develop Learning Objectives

Have members representing diverse backgrounds had the opportunity to provide input on learning objectives?

Where relevant, do learning objectives respect differences in gender, race, ethnicity, sexual orientation/identity and ability?

4. Develop Activity

Are there alternative solutions provided to learners with technological or location-related challenges?

Is plain language used throughout the educational material?

Is the language respectful, non-discriminatory, and inclusive?

Does the content, including learning activities, demonstrate considerations and respect for racial, ethnic, cultural, gender diversity as well as other identities?

Is the content free of stereotypes and bias based on gender, race, ethnicity, culture, religion, age, sexual orientation, ability, and other identities?

Does the visual and audio material (illustrations, images, videos, audios) reflect racial, ethnic, and cultural diversity, and gender fluidity?

Is the intended education appropriate and feasible for the intended audience in terms of geographic location, ability, access to technology, resources, work schedule, etc.?

Are the learning activities designed to accommodate different learning preferences, abilities, challenges, interests, and background knowledge?

5. Deliver Activity

Is the learning environment and materials accessible to all learners regardless of age, ability, or other factors?

Is the learning environment respectful and supportive?

6. Evaluate the Activity

Does the education evaluation capture feedback related to an inclusive learning environment?

Does the education evaluation include specific questions related to health equity?

What changes to the education can be made to make it more equitable and inclusive?