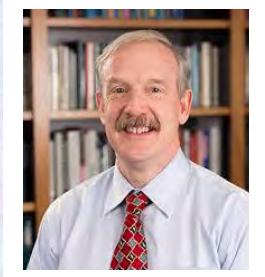


**University of Rochester School of Medicine and Dentistry
Office for Faculty Development
Education Grand Rounds**



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Chief Research, Milestone Development, and Evaluation Officer
Accreditation Council for Graduate Medical Education

***The Lasting Importance of Assessment:
Rethinking Faculty Development
in Medical Education***

March 11, 2020 | 12:00 p.m. – 1:00 p.m.

University of Rochester Medical Center
Ryan Case Method Room | 1.9576

To register: <https://redcap.urmc.rochester.edu/redcap/surveys/?s=ATYKHTH3LY>

Accurate assessment is essential to robust professional development. Assessment provides the critical information, or substrate, needed for effective feedback, coaching, and decisions about advancement and supervision. Finally, and related to supervision decisions, assessment is essential to ensure patients are receiving safe, effective, and patient-centered care within the teaching setting. Yet, most faculty find assessment an uncomfortable, challenging and unwelcomed activity.

There are multiple reasons for this state of affairs. Assessment is a complex skill and most faculty have received little training on how to perform assessments well. This lack of training intersects with many faculty's lack of self-efficacy in assessment. Time is certainly a factor given the growing pressures on faculty, but research has shown there are many opportunities for focused assessments within the context of daily faculty supervision and work. Finally, faculty often struggle on how best to use an assessment tool, partly due to lack of preparation but also because of a lack of shared mental models of what they are being asked to assess. This lack of shared understanding is particularly prevalent some of the newer competencies.

In this grand rounds, we will explore the importance of training in assessment and new models and approaches for faculty development in assessment.

Learning Objectives

After this session, participants will be able to:

1. Discuss the current challenges in effective assessment and the need to enhance work-based assessment approaches.
2. Explore longitudinal approaches to faculty development using a developmental lens.
3. Discuss co-production as an alternative model for faculty development and resident engagement.

Open to All Faculty, Staff and Students | Light lunch provided

To join remotely:

<https://rochester.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=48100f2c-4d2d-4668-a5c7-ab5a014986eb>

ACCREDITATION The University of Rochester School of Medicine and Dentistry is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians
CERTIFICATION the University of Rochester School of Medicine and Dentistry designates this live activity for a maximum of 1 *AMA PRA Category 1 Credits(s)*TM. Physicians should claim only the credit commensurate with the extent of their participation in the activity.