

Growing together: Developmental implementation of competency-based assessment and feedback processes

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Abstract

Background

When implementing and innovating competency-based assessment and feedback processes, post-graduate medical education leaders face many challenges. Program leaders and faculty assessors do not become experts overnight, and trainees can be unreceptive to programmatic changes.

Why is the topic important for practice?

Emphasizing varying contextual programmatic forces, this workshop will enable program leaders and faculty assessors to understand their own unique developmental challenges and point them toward 1) improving the efficiency of their assessment and feedback processes and toward 2) fostering trainee engagement and receptivity to such changes.

Workshop format

Participants will learn the characteristics of three stages of implementation: 1) the resource intensive early implementation stage of assessment and feedback innovations, resource expenditures tend to be high while stakeholder (trainee and faculty) engagement tends to be low; 2) the transitional implementation stage where programmatic processes begin to show signs of efficiency and some modest stakeholder engagement is demonstrated; 3) the later implementation stage where processes are highly efficient and trainees and assessors are highly engaged and perceive programmatic assessment and feedback processes to be highly valuable. By sharing examples from relevant literature, discussing their own challenges and successes with peers, and employing a data-driven developmental rubric, participants will create achievable developmental goals for their programs.

We will use a combination of educational strategies to maximise the interaction and engagement of participants:

- Brainstorming
- Mini-didactic presentations
- Small group exercises

Who should participate?

Post-graduate medical education program and institutional leaders, faculty assessors

Level of workshop

Intermediate

Take-home messages

Implementing and innovating assessment and feedback systems are developmental journeys for programs and institutions.

Process efficiency and stakeholder engagement improve steadily and iteratively.

Characterizing your current programmatic or institutional challenges can signal how best to target resources for further development.

Maximum number of participants

40

References (maximum three)

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