

# Building Foundational Competencies for Residency Faculty

## Description

Assessment is an essential component of any education process, including those preparing for undertaking teaching in residency programmes. With the introduction of competency- and outcomes-based education, and with the ACGME's current accreditation model that includes the Milestones, the urgency for high quality GME programs to meet the needs of learners and the public has grown substantially.

This highly interactive 1.5-day course will explore the fundamentals of developmental assessment in competency-based medical education including hands-on activities to allow participants to apply, align and integrate these tools to the Milestones and Clinical Competency Committee discussions. Participants will learn and employ multiple assessment tools and strategies, including an experiential component developing skills in feedback and direct observation with frame-of-reference training.

## Duration

1.5-day

## Programme Content

This Programme will cover the following topics:

1. Introduction to Milestones, Competencies and Entrustable Professional Activities (EPAs)
2. Practical and effective application of multiple assessment methods and tools;
3. How to create effective assessment systems;
4. How to effectively run your Clinical Competency Committee;
5. Direct Observation: feedback on your feedback

## Target Audience

Faculty seeking to increase their knowledge and skills around the topic of assessment including Residency Programme Directors, Associate Programme Directors, Chairs and members of Clinical Competency Committees (CCCs), core clinical faculty members (CCFMs) and any teaching faculty with major responsibility for the assessment of residents and medical students.

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## Learning Outcomes

At the end of the programme, participants will be able to:

1. Understand and apply milestones and EPAs in line with goals and principles of CBME;
2. Evaluate and adapt educational methods, principles and assessments to achieve the goals of Competency based medical education;
3. Evaluate, design and adapt the range formative and summative assessment tools to assess learners for clinical practice;
4. Understand and apply the model of programmatic assessment and the underlining theoretical assumptions and principles to monitor and manage the complex learning environment;
5. Design a programmatic assessment model to map assessment modalities to learning outcomes and assessment blueprint/ desired competencies;
6. Developing and managing effective Clinical Competency Committees (CCCs);
7. Understand and apply the principles of feedback and feedback methods/models and actively providing effective feedback while facilitating reflective practice;
8. Enhancing supervisory skills in direct observation and provision of high quality feedback

## Methodology

Methodologies for this programme include:

1. Facilitated small group learning;
2. Group presentations;
3. Practical sessions and rounds in simulated workplace-based settings

## Training Capacity

30 participants per run

## About the Organiser

Officially established on 19 July 2002, the National Healthcare Group (NHG) College plays an instrumental role in facilitating the continuous learning and development of our workforce, as well as, promoting systems improvement and driving leadership development in NHG. NHG College collaborates with renowned institutions and industry partners to build the pipeline and collective capacities of our leaders, educators, healthcare professionals and staff to support NHG in serving and managing the health of our patients and the population.