

**Assessment in Competency Based Medical Education: A Faculty Development Program**

*Overall Learning Objectives*

At the end of the activity the participants will be able to:

1. Discuss the implications of competency based medical education
2. Employ tools for effective assessment and feedback
3. Apply techniques to improve direct observation

Friday May 22, 2026			
Time	Topic	Learning Objectives At the end of the activity the participants will be able to:	Presenter
12:00 pm - 1:00 pm	Registration and Welcome		
1:00 pm - 1:30 pm	Counter Productive Practices in Medicine	<ul style="list-style-type: none"> <li>• Identify counterproductive practices in medical education programs.</li> </ul>	Deema Al-Sheikhly
1:30 pm - 2:30 pm	Competency Based Medical Education - Theory to Practice	<ul style="list-style-type: none"> <li>• Discuss implications of competency based educational frameworks assessment</li> <li>• Define summative and formative assessment</li> <li>• Describe the differences between criterion - referenced and norm - referenced assessment - and implications for practice</li> </ul>	Deema Al-Sheikhly
2:30 pm - 3:15 pm	Speaking the Same Language: Milestones, Competencies, EPAs	<ul style="list-style-type: none"> <li>• Review and apply key concepts and theories in professional development and learning</li> <li>• Discuss the roles of competencies, sub- competencies or practice domains and milestones in learner assessment</li> </ul>	Mai Mahmoud Deema Al-Sheikhly
3:15 pm - 3:30 pm	<b>Break</b>		

**May 22-23, 2026**  
**WCM-Q**

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3:30 pm – 4:30 pm	<b>What Does a Good Assessment Look Like?</b>	<ul style="list-style-type: none"> <li>Review the key criteria for effective (“good”) assessment using the concept of utility and the Ottawa criteria</li> <li>Review key issues in rater cognition and their implications for faculty assessments</li> </ul>	Mai Mahmoud Deema Al-Sheikhly
4:30 pm – 5:30 pm	<b>Exploring Assessment Tools</b>	<ul style="list-style-type: none"> <li>Review key issues and concepts around the faculty assessment form or “tools”, building on lessons                             <ul style="list-style-type: none"> <li>Rethinking scales</li> <li>Faculty role in the “system”</li> <li>Need for faculty development</li> </ul> </li> </ul>	Sumeja Zahirovic
5:30 pm – 5:45 pm	<b>Break</b>		
5:45 pm – 6:45pm	<b>Narrative Feedback</b>	<ul style="list-style-type: none"> <li>Discuss the importance of narrative assessment</li> <li>Review effective behaviors in feedback as a bi-directional process, using key lessons from the literature and several useful models for structuring feedback</li> </ul>	Sumeja Zahirovic
<b>End</b>			

**Saturday May 23, 2026**

<b>Time</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Presenter</b>
9:00 am – 10:30 am	<b>Direct Observation and Shared Mental Model</b>	<ul style="list-style-type: none"> <li>Review the “why” behind direct observation to ensure learner development and safe, effective, patient-centered care</li> <li>Identify techniques to improve and apply direct observation.                             <ul style="list-style-type: none"> <li>Performance dimension training (PDT)</li> <li>Frame of reference training (FoRT)</li> </ul> </li> </ul>	Amine Rakab  <b>Facilitators</b> Deema Al-Sheikhly Amine Rakab Sumeja Zahirovic Mai Mahmoud  <b>SP</b> TBC

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			<b>Residents</b> TBC
<b>10:30 am – 10:45 am</b>	<b>Break</b>		
<b>10:45 am – 2:00 pm</b>	<b>Direct Observation: Hand-on “Feedback on your Feedback”</b>	<ul style="list-style-type: none"> <li>Apply lessons and skills learned in direct observation through live individual and group practice in simulation lab</li> </ul>	<b>Facilitators:</b> Deema Al-Sheikhly Amine Rakab Sumeja Zahirovic Mai Mahmoud  <b>SP</b> TBC  <b>Residents</b> TBC
<b>2:00 pm – 3:00 pm</b>	<b>Learning summary</b>	<ul style="list-style-type: none"> <li>Discuss lessons learned</li> </ul>	Deema Al-Sheikhly
<b>End</b>			