



## CAME Webinar Template



**Date:** Tuesday, January 26, 2021 - **This webinar will be delivered in English**

**Delivery1 :** 12:00pm-1:00pm EST (9:00am-10:00am PST)

**Delivery2 :** 12:00pm-1:00pm PST (3:00pm-4:00pm EST)

**Title:** With great power comes great responsibility: Designing assessment systems to meet many needs

**Presenter:** Dr. Kevin Eva, University of British Columbia

**Biography:** Dr. Kevin Eva is Associate Director and Senior Scientist in the Centre for Health Education Scholarship, and Professor and Director of Educational Research and Scholarship in the Department of Medicine, at the University of British Columbia. He completed his PhD in Cognitive Psychology (McMaster University) in 2001 and became Editor-in-Chief for the journal Medical Education in 2008. Dr. Eva maintains a number of

international appointments including visiting professor at the University of Bern (Switzerland), Honorary Professorial Fellow at the University of Melbourne (Australia), and Honorary Skou Professor of Health Sciences Education at Aarhus University (Denmark). He has consulted broadly around the globe including advisory roles for the National Board of Medical Examiners (US) and National Health Services Education (Scotland), and he works extensively with the Medical Council of Canada and College of Physicians and Surgeons of British Columbia.

**Brief Overview:** As health professional educators we have an obligation to protect patients from substandard and unsafe care. It can be counterproductive in that regard, however, to enforce high stakes and rigorous assessment practices given that engagement can be expected to be a key determinant of continuing competence. To achieve a successful balance requires coordination across levels of training and practice. In this talk we will explore how well-developed programs of assessment, coordinated across the continuum, may serve to improve physician learning and support healthcare without sacrificing wellness or undermining motivation.

### Learning Objectives:

Participants will be asked to:

1. Review a number of tensions present in our assessment/education practices;
2. Consider the double edged nature of performance data provision;
3. Imagine how we might continue to evolve Canadian assessment systems in ways that support the principles of normalized processes and shared accountability.