Child Study Center Grand Rounds

*Presented by*

Yale School of Medicine’s Department of Child Study Center

**" For All Classrooms: SEL Assessment and Intervention**

**for Traditionally Underserved Students and Educators"**

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**Date: March 31, 2020 @ 1:00**

**Location: Cohen Auditorium, NIHB E02**

**Course Director: Andres Martin, MD, MPH**

***There is no corporate support for this activity***

This course will fulfill the licensure requirement set forth by the State of Connecticut

**ACCREDITATION**

The Yale School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

**TARGET AUDIENCE**

Trainees in child psychiatry, psychology, and social work, faculty, clinicians, scientists

**LEARNING OBJECTIVES**

At the conclusion of this activity, participants will:

1. Explain the empirical and practical significance of SEL assessment and intervention.
2. Describe barriers to effective SEL assessment and intervention for traditional underserved learners and their educators.
3. Identify critical entry points for future research to build and promote the sharing of evidence-based SEL for underserved learners and their educators.

**NEEDS ASSESSMENT**

In our era of educational accountability, not all classrooms are treated equitably. The narrative of underserved students, their teachers, and their education and treatment in our society is one of profound intersectionality - race, class, gender, ethnicity, and disability interact to create overlapping and interdependent systems of disadvantage. Despite the overwhelming consensus that social and emotional learning (SEL) is critical to human learning and development, in our current educational climate rigorous, evidence-based SEL assessment and programming is least accessible to our most vulnerable students and the teachers who educate them.

**DESIGNATION STATEMENT**

The Yale School of Medicine designates this live activity for 1 AMA PRA Category 1 Credit(s)™. Physicians should only claim the credit commensurate with the extent of their participation in the activity.

**FACULTY DISCLOSURES**

Christina Cipriano: NONE

Andres Martin: NONE

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