**Version 6: May 30, 2025**

Clinician Educator

*AFC Program*

CE

**McMASTER UNIVERSITY & UNIVERSITY OF SASKATCHEWAN: Clinician Educator Program Training Track Record**

**UNIT: ASSESSMENT**

**Name:**

**Unit Supervisor:**

**Unit participation dates:**

**At the end of this unit the CE candidate is able to:**

* *Apply principles of assessment in developing a system of assessment for a program*
* *Select assessment instruments that are relevant and appropriate for the learning context*
* *Describe the challenges of self-assessment*

**Prerequisite units:** Foundations part 1, curriculum (co-requisite)

**Learning Activities & Evidence:**

[ ] Complete a minimum of **6 hrs** of a formal learning activity or a series of activities related to the learning objective outlined for this unit. Activities should include interactions with other learners and teachers. Activities will facilitate a deeper engagement with the material. Can include: workshops, courses, e-learning program or other faculty-development programs, national specialty or educational conference, or a free-standing course, such as the Canadian Association for Medical Education Principles of Assessment for the Continuum of Clinical Competence (CAME-PACC).. \*\* Please discuss your course selection with Director or AFC committee prior to enrolling. T-TIME, Gwena Moss workshops, Medical Education conferences, webinars, podcasts, journal reading, etc. can all count towards formal learning.

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| --- | --- | --- | --- |
| **Activity** | **Date** | **Hrs** | **Description** |
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 **Total hours:** \_\_\_\_\_\_\_\_\_

 \*\* *Must submit proof of successful completion of these formal learning activities*

[ ]  (Milestone 4.1) Write an essay or multi-media report on the development of or improvement**/analysis** of a system of assessment for a program (e.g. Residency, clerkship). **This should include an assessment blueprint, where objectives and various assessment instruments are cross-referenced in a table (ie. think 'macro' or big picture approach).**Provide**critical analysis** of the strategy and **chosen assessment tools** using modern validity theory. Please also include your approach to remediation where appropriate.

|  |  |
| --- | --- |
| Objective | Assessment Instruments |
| MCQ | SAQ | Essay | EPA | OSCE | Portfolio |   |
| 1 |   | X |   | X | X |   |   |
| 2 | X |   |   |   |   |   |   |
| 3 |   |   | X |   |   | X |   |

[ ]  (Milestone 4.2) Provide a written essay or multi-media report about your active involvement in the development/improvement of one or more assessment instruments relevant to a particular context, which appropriately assess the following elements: knowledge, skills, attitudes. **You may find it helpful to use the work you did in milestone 4.1 above to identify a need for developing or improving a specific assessment instrument. (ie. think 'micro' or specific approach). This is however, not a requirement.**

[ ]  (Milestone 4.3) Write a reflective report (academic essay or multimedia presentation) on self-assessment based on a life-long learning activity. Specifically reflect on the challenges of self-assessment, particularly when you are no longer in a training program.

[ ]  A Final Unit Report: narrative report from the unit advisor using the prescribed template for this unit, indicating that the candidate has successfully completed the unit and all its requirements.

**Unit Supervisor Meetings:**

Minimum requirement for this unit is **4 x 30 minutes** meetings. Purpose of meetings to discuss and received feedback on understanding of key ideas in assessment; check progress in achieving unit learning objectives; monitor progress in applied learning activities.

**Dates & times of meetings:**

|  |  |
| --- | --- |
| **Date & Duration** | **Discussions & Outcome** |
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**Reading:**

Track and record your reading activities.

**End of Unit:**

[ ]  Supervisor End of Unit report received

[ ]  CE candidate End of Unit & Supervisor Evaluation received

[ ]  Discussed at AFC committee