

AEM Education and Training Editor's Pick

McMaster Modular Assessment Program Through the Years: Residents' Experience With an Evolving Feedback Culture Over a Three-year Period

The Editor's Pick for the first issue of Academic Emergency Medicine Education and Training (AEM E&T) is an article by Drs. Li, Sherbino and Chan describing their experience with changing a culture as they rolled out a new work-based assessment program that they dubbed "McMAP," which stands for McMaster Modular Assessment Program. This study takes a close look at the impact of implementing frequent post-graduate-year specific task assessments, as well as daily global assessments by faculty on resident self-assessments. The authors used qualitative research methods with focused groups to better understand the impact of their new assessment program to inform a competency based education model. Multiple themes were identified by the residents when asked about the modular assessment program. Not surprising, there were pluses and minuses identified. According to this study, residents appreciated criterion-based global rating scales in addition to the task-based assessments. The learners felt that these scores helped identify areas where they were "weaker" and needed their attention. Of note, learners stated that with the implementation of this program they received more feedback than what was captured by the system. At the end of the day, it is our job as teachers to provide feedback that informs future performance and ultimately helps to assure we graduate competent physicians who have the knowledge and skills to perform the tasks necessary to care for patients who come through the doors of our emergency departments. We must insist on a culture where feedback is the norm.

I encourage you to spend some time reading this article and the other articles in our first issue of AEM Education and Training.

Best Wishes,
Susan Promes MD, Editor
AEM Education and Training

