

PEER OBSERVATION OF AMBULATORY/OUTPATIENT TEACHING FORM

Observer:	Faculty Member:	<i>Observation/Notes/Quotes:</i>
Learning Environment		
Demonstrates interest in/enthusiasm for teaching		
Gets to know the learner and assesses his/her learning needs and experiences		
Demonstrates respect for the learner		
Encourages learner to ask questions and voice uncertainty		
Models "thinking out loud"		
Learner Engagement		
Elicits and discusses learner's thought processes (e.g. through questioning and problem solving)		
Facilitates appropriate learner autonomy		
Asks learner to investigate a relevant clinical topic and report back		
Solicits and provides timely feedback		
Balance of Patient and Learner Needs		
Models respect for patients and staff		
Helps learner to manage his/her time		
Addresses social, ethical, and economic aspects of medicine		
Discusses rationale/evidence for clinical decision making		
Teaching Method		
Asks learner to observe important doctor-patient interactions and discuss together afterwards		
Observes learner interact with patients and provides feedback		
Demonstrates or observes physical diagnosis skills		
Asks learner to discuss differential diagnosis, assessment, plan -- probes for supporting evidence		
Reasons through issues of medical uncertainty and provides necessary direction		
Cites evidence from the medical literature		
Makes explicit plan for future learning		

Additional Comments: