

## Interprofessional Teaching Observation Form

Observee's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer's Name: \_\_\_\_\_

Activity/Session Title/Topic: \_\_\_\_\_

Focus of observation (per advance discussion with observee):  
\_\_\_\_\_

*Describe specific observations for each element.*

LEARNING CLIMATE	NOTES
Introduced topic, offered rationale for learning content.	
Stated objectives, provided preview of session content/process.	
Asked all participants to introduce themselves and identify their profession. (if applicable)	
Assessed levels, goals, and needs of participants in all professions. (if applicable)	
Encouraged active participation from participants in all professions.	
Acknowledged/respected the diverse roles, experiences, and perspectives of participants in all professions.	
All contributions were acknowledged and questions welcomed and validated.	

STRUCTURE OF SESSION AND TEACHING DYNAMICS	NOTES
Taught session objectives as appropriate to level and needs of participants in all professions.	
Well-prepared, knowledgeable, provided clear explanations, and directed participants to other resources.	
Exhibited enthusiasm and stimulated interest in interprofessional collaboration.	
Demonstrated awareness of the impact of own statements/behaviors on the interprofessional group dynamics and outcomes achieved.	

STRUCTURE OF SESSION AND TEACHING DYNAMICS	NOTES
Tackled sensitive issues and challenged stereotypical statements while maintaining neutrality and sensitivity.	
Made profession-specific jargon explicit and understandable.	
Asked questions to facilitate participants' learning <i>about</i> other health providers' roles/responsibilities, as well as <i>from</i> their views, opinions, and experiences.	
Encouraged all participants to contribute to decisions and seek opinions from others in the group during case and decision-making activities.	
Provided appropriate feedback and encouraged reciprocal feedback among the participants.	
Optimized "teachable moments" for highlighting interprofessional concepts.	
In concluding the session, summarized key topical points <i>and</i> key interprofessional collaboration points.	

**NOTE:** Elicit observee perspective prior to sharing your perspective and tailor your feedback to area of focus that observee identified.

STRENGTHS	RECOMMENDATIONS

Adapted from:

1. The UCSF Haile T. Debas Academy of Medical Educators Teaching Observation Form based on work done by Kelley Skeff et al. from Stanford and David Irby et al. from UCSF.
2. Sargeant J, Hill T, Breau L. Development and testing of a scale to assess interprofessional education (IPE) facilitation skills. *J Contin Educ Health Prof.* 2010 Spring;30(2):126-31.
3. Howkins E, Bray J, eds. *Preparing for Interprofessional Teaching: Theory and Practice.* Abingdon, Oxon: Radcliffe Publishing; 2008.
4. 10 Tips for Interprofessional Facilitation. National Center for Interprofessional Practice and Education Website. <https://nexusipe.org/engaging/learning-system/preceptors-nexus-toolkit> within "Facilitating Interprofessional Discussions: Best Practices" module. Accessed July 9, 2021.