

Instructor:
Target Audience (learners):

Observer:
Session Format/Location:

Date:

PEER FEEDBACK FOR CLINICAL TEACHING

Instructions for reviewer: this form is intended to be used as a checklist supplemented by qualitative comments where appropriate. **THIS FORM IS ONLY INTENDED TO BE USED FOR FORMATIVE PURPOSES.** The categories in “bold” have a number of behaviors that may be observed, however it is neither likely nor expected that a teacher will exhibit all of the listed behaviors in a single encounter. The observer may consider commenting on behaviors that were not observed during the feedback session, if appropriate.

<p>Establishing Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listens to learners <input type="checkbox"/> Encourages learners' participation <input type="checkbox"/> Asks learners to outline their diagnosis, assessment or management plans <input type="checkbox"/> Incorporates learners' ideas <input type="checkbox"/> Directly observes learners' clinical skills in interacting with patients <input type="checkbox"/> Provides constructive feedback to learners <input type="checkbox"/> Shows enthusiasm <p>Fostering Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces learner(s) and patient(s) <input type="checkbox"/> Involves patient(s) in discussion. <input type="checkbox"/> Encourages exchanges between learner(s) and patient <input type="checkbox"/> Maintains rapport with patient(s) 	<p>Comments:</p>
<p>Modeling Clinical Knowledge, Decisions, Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reveals broad knowledge-base <input type="checkbox"/> Shows relationships between theory and practice <input type="checkbox"/> Directs learners to useful literature <input type="checkbox"/> Demonstrates data- gathering, use of consultations, & interpretation of laboratory data <input type="checkbox"/> Demonstrates clinical procedures <input type="checkbox"/> Briefs learners to observe specific features of consultation/procedure <input type="checkbox"/> Provides learners with practice opportunities <input type="checkbox"/> Demonstrates clinical reasoning and decision-making skills <input type="checkbox"/> Objectively defines patient problems <input type="checkbox"/> Synthesizes patient problems <input type="checkbox"/> Demonstrates reflective practice <input type="checkbox"/> Shares insights from own practice 	<p>Comments:</p>

Please use the back to continue or add additional comments.

<input type="checkbox"/> Works effectively with health care team <input type="checkbox"/> Elicits feedback on his/her performance from learners	
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Promoting Professionalism	Comments:
<input type="checkbox"/> Shows respect (for learners and patients) <input type="checkbox"/> Recognizes own limitations <input type="checkbox"/> Shares ethical values and beliefs that guide him/her in patient care <input type="checkbox"/> Shares profession's legal boundaries <input type="checkbox"/> Shares insights about profession's relationship to society	