**PRACTICE BASED TEACHING ACTIVITY ASSESSMENT FORM**

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| **Resident:** | **Date:** |
| **Teaching Activity Description:** | **Audience/Learner(s) incl. discipline:** |
| **Assessment by:  Resident  Evaluator** |

**1= Unsatisfactory, 2 = Needs Improvement, 3 =Satisfactory, 4 = Good, 5 = Excellent**

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| **Direct Instruction** | **NA** | **1** | **2** | **3** | **4** | **5** |
| Creates an effective training/teaching plan |  |  |  |  |  |  |
| Incorporates/outlines relevant learning goals and objectives for learner |  |  |  |  |  |  |
| Selects the appropriate instructional format  |  |  |  |  |  |  |
| Structures the training/teaching session in a logical manner |  |  |  |  |  |  |
| Sets the content at an appropriate level for learner |  |  |  |  |  |  |
| Provides appropriate training/teaching within the required timeframe |  |  |  |  |  |  |
| Additional Comments: |
| **Modelling** |
| Primes learner on aspects of task(s) to observe and provide comments |  |  |  |  |  |  |
| Performs the task while “thinking out loud” to inform and educate the learner |  |  |  |  |  |  |
| Solicits feedback from learner and probes for learner’s comprehension of the observed task/activity  |  |  |  |  |  |  |
| Summarizes task/activity and effectively answers questions |  |  |  |  |  |  |
| Additional Comments: |
| **Coaching** |
| Ensures that patient safety is maintained while learner is involved in patient care |  |  |  |  |  |  |
| Effectively explores the learning needs and goals of the learner |  |  |  |  |  |  |
| Supports learner in setting appropriate goals and methods of assessing progress in relation to these goals |  |  |  |  |  |  |
| Selects appropriate patient(s) for learner to perform designated task/activity |  |  |  |  |  |  |
| Provides effective and constructive feedback on learner’s performance |  |  |  |  |  |  |
| Uses effective questioning skills to facilitate learner’s thought process to identify gaps in learner’s knowledge and skills |  |  |  |  |  |  |
| Maintains an open, supportive view of learner at all times |  |  |  |  |  |  |
| Evaluates learner’s learning outcomes using objective measures to ensure the learner is achieving his/her desired learning goals and objectives |  |  |  |  |  |  |
| Additional Comments: |
| **Facilitation** |
| Promotes learner’s self-reflection/self-assessment |  |  |  |  |  |  |
| Promotes learner’s critical thinking and problem-solving |  |  |  |  |  |  |
| Uses effective communication skills (active listening, attentiveness to verbal and non-verbal cues) to facilitate learner discussions |  |  |  |  |  |  |
| Promotes effective group discussion and collaboration |  |  |  |  |  |  |
| Ensures active, balanced participation from all group members |  |  |  |  |  |  |
| Ensures group discussions stay on task and on time |  |  |  |  |  |  |
| Additional Comments: |
| **Things that went well in the teaching activity/session:** |
| **Suggestions for areas to focus for next time:** |
| **If this is a resident’s self-assessment, how did this teaching activity meet your overall teaching goals and objectives?** |

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| **Overall Assessment** |
| **1** | **2** | **3** | **4** | **5** |
| **Unsatisfactory** | **Needs improvement** | **Satisfactory** | **Good** | **Excellent** |
| * Resident is unable to perform key components involved in the teaching role. Skills need significant improvement.
 | * Resident is able to perform some components involved in the teaching role. Skills need improvement.
 | * Resident displays an acceptable level of skill in the key components involved with the teaching role.
 | * Resident displays high level of skill in the key components involved with the teaching role but requires some assistance.
 | * Resident displays exceptional level of skill in the key components involved with the teaching role and requires no assistance.
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| Resident Signature: | Evaluator Signature: |
| Date:  | Date: |

Adapted from UWaterloo Family Heath Team Residency Program  *Updated August 2020*