

**UNIVERSITY OF CALGARY
RESPIRATORY TRAINING PROGRAM
PRECEPTOR / CLINICAL TEACHING EVALUATION**

FELLOW NAME: _____ **PRECEPTOR NAME(s):** _____

FOR DATES: _____

It is essential that you complete and submit this form promptly at the end of your rotation.

Background: In order to ensure excellent and optimal educational experiences for students and residents, the Respiratory Division requires feedback from trainees as to the quality of the rotations. A critical component of this process is the completion of this rotation evaluation form. Although we do request information about the respondent and the educational encounter, confidentiality is assured. Responses provided are extracted by Dr. Elizabeth Mackay, external to Division of Respiratory Medicine.

CIRCLE MOST APPROPRIATE NUMBER FROM 1-5

CLINICAL ATTRIBUTES

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|---------------------|---|----|---|----|---|
| KNOWLEDGE | 1. Significant gaps evident | 2. | 3. Appropriate for common clinical problems relevant to interest/ discipline | 4. | 5. Breadth and depth of knowledge for common, uncommon and complex clinical problems |
| PROBLEM FORMULATION | 1. Failed to consider critical data unable to convey ideas | 2. | 3. Basic clinical data incorporated and impression clear / understood | 4. | 5. Able to analyze complex cases with multiple problems and synthesize ideas with case |
| ORGANIZATION | 1. Unable to make thought processes and opinions understood. | 2. | 3. Clear and made basic concepts and thoughts understood | 4. | 5. Very organized approach to complex scenarios and able to make difficult issues easy to understand |

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| RESPONSIBILITY | 1. Failed to consider all but the most common or basic explanations or diagnosis | 2. | 3. Aware of each patient's general status and major problems. | 4. | 5. Promptly reviewed all patients in a thorough fashion with attention to detail. Followed patients closely |
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| ROLE MODEL AS A CLINICIAN | 1. Failed to demonstrate positive attitudes | 2. | 3. Competent and credible | 4. | 5. Type of physician one would strive to emulate |
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TEACHING SKILLS

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| FORMAL (SCHEDULED) TEACHING (if applicable) | 1. Failed to provide scheduled rounds | 2. | 3. Reliably presented relevant rounds | 4. | 5. Frequently provided informative, stimulating, and interactive classroom teaching |
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| INFORMAL TEACHING (in the context of patient care) | 1. Failed to answer questions or provide explanation for clinical decisions | 2. | 3. Regularly provided two or three teaching points per cases | 4. | 5. Made every case and clinical issue a learning opportunity |
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| RELEVANCE | 1. Discussed rare scenarios and/or clinically irrelevant aspects only | 2. | 3. Focused on common problems and major issues | 4. | 5. Able to teach in depth but always around issues of relevance. Routinely accommodated needs and level of understanding of trainee |
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| RELIABILITY | 1. Should not be responsible for clinical teaching | 2. | 3. Made rounds regularly and at agreed upon times | 4. | 5. Routinely placed teaching commitments and times above all other responsibilities except urgent patient care |
| ENTHUSIASM | 1. Appeared disinterested or bored | 2. | 3. Appeared to enjoy patient care and teaching responsibilities | 4. | 5. Stimulated others to learn and provide excellent care |
| FEEDBACK | 1. Rarely provided direction or feedback | 2. | 3. Routinely provided direction and offered feedback if asked | 4. | 5. Always provided direction and regularly offered feedback |
| AVAILABILITY | 1. Difficult to locate and/or approach | 2. | 3. Routinely available | 4. | 5. Always available and easy to approach |
| SUPERVISION | 1. Too much responsibility for patient care expected of trainee | 2. | 3. Supervised patient care in detail but failed to allow appropriate level of responsibility | 4. | 5. Oversaw patient care in a diligent fashion but provided appropriate opportunity for trainee to express opinions and manage patients |
| RAPPORT | 1. Indifferent and disinterested | 2. | 3. Courteous and professional | 4. | 5. Genuinely interested in the wellbeing, opinions and needs of trainee |

OVERALL EVALUATION

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|---------------------------------|--|----|---|----|--|
| OVERALL ASSESSMENT OF PRECEPTOR | 1. Do not wish to work together again | 2. | 3. Would be pleased to work together again | 4. | 5. One of the best preceptors encountered in training |
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WHAT COULD THIS PRECEPTOR DO TO IMPROVE HIS/HER TEACHING EFFECTIVENESS?

WRITTEN COMMENTS/CLARIFICATION.

Upon completion of rotation, promptly complete and return to:

Elizabeth Mackay
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