

Sultan Qaboos University



College of Nursing

Peer Review of Clinical Teaching

Peer Review of Clinical Teaching

- **Peer Review of Clinical Teaching**

It is a collaborative process by which nursing faculty appraise each other's clinical teaching performance and get feedback on one's specific role. Peer review of clinical teaching is most commonly done in hospitals, but may also occur in other practice settings including laboratory and community settings. The aims of the peer review of clinical teaching are to:

1. Identify the strengths and potential areas for improvement.
2. Enhance teaching quality and development of teaching skills.
3. To document good teaching performance for the purposes of recognition, reward and quality assurance.

- **Process of Peer Review**

1. It is conducted once in the academic year or upon request.
2. The peer review committee designs a semester-long schedule of the assigned reviewers for conducting peer reviews for all faculty teaching in the clinical setting.
3. The committee is responsible for forming the peer reviewer groups for the peer review process.
4. Each group consists of two reviewers, taking into consideration to include at least one senior reviewer. It is recommended that the reviewers are from the same department or course, but in certain cases the reviewers may be selected from the other departments.
5. The peer reviewers should arrange a pre-observation meeting for the teaching faculty before the clinical visit.
6. The peer reviewers and the reviewee should agree on the date of the peer review of clinical teaching.
7. The peer review is clinical teaching practice focused. The reviewer evaluates the reviewee on domains such as skills, content knowledge, delivery, teaching style and type of learning activities employed.
8. At the end of the clinical teaching session, the reviewee and the reviewers should have a post observation meeting and the reviewers have to provide feedback.

- **Stages of Peer Review of Clinical Teaching**

- **Pre-Observation Meeting**

- The main aim of the meeting between the reviewers and the reviewee is to establish trust, minimize anxieties and clarify the purpose of the review.
- At least three working days before the meeting, the reviewee shall complete and submit the self-appraisal form (Appendix A). This will be used as part of the post-observation meeting.

- The reviewers should clearly explain the overall process of peer review, the proposed format of the feedback and the tool used for evaluation.
- The reviewee should explain to the reviewers the context of the forthcoming teaching episode including learning outcomes, and the student stages.
- **During Observation**
 - Before the start of the session, the reviewee shall submit the following documents: the session objectives, teaching strategies, and any other supporting documents.
 - The review should be done “live” with the reviewers observing directly within the teaching environment and it should not exceed more than 30 minutes.
 - The reviewers should not intervene to the clinical teaching process unless they observe an urgent patient safety situation that needs to be rectified.
 - The reviewee should conduct his/her clinical teaching session as usually would be.
 - The reviewers shall use the Peer Review for Clinical Teaching Feedback Form to document the observed behaviors and skills.
 - The documentation can be done as narrative notes that is free of overtly evaluative languages and interpretive comments with focus on concrete actions and behaviors.
- **Post-Observation**
 - The main aim of the meeting between the reviewers and the reviewee is to provide a collegial feedback in a non-judgmental manner to promote a supportive learning environment.
 - The reviewers and the reviewee should meet in person within one week after the peer review is completed to discuss the feedback of the clinical teaching.
 - The reviewers should encourage the reviewee’s self-reflection on their performance using the observed behaviors and skills as prompts.
 - The reviewers should share the completed evaluation form with the reviewee.
 - The reviewers should provide constructive feedback that is descriptive (providing examples of observed behavior rather than personality), specific, and directed towards behaviors that can be changed.
 - The reviewers and the reviewee should discuss strategies to enhance and promote best teaching practices.

Appendix A

Self-Appraisal Form

CETL Faculty Self-Assessment Guide¹

Date:			
Instructor:		Number of Students (approx.):	
Course:		Clinical area Layout:	
List audio/visual media or materials used (e.g. PowerPoint, board, document camera, handouts, polling devices, etc.)		List any aspects of the physical environment of the unit that might have affected the teaching (hot/cold, noise, etc.)	

<u>Practices</u>	<u>Yes/Mostly/ Partially/No/ Not Applicable</u>	<u>Observations and notes</u>
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<u>Preparation and Organization: Alignment</u> [1] [2]		
a. Were session learning objectives aligned with overall course objectives? Department objectives? [3] [4]		
b. Were session learning objectives clearly defined for students?.		
c. Was there an assessment tool developed and used to assess the learning defined in the outcome-based learning objectives? Was the rubric available? Adequate? Provided to students?		
d. Session content (knowledge, skills, or abilities) and activities aligned with the session learning objectives.		

¹ Adapted from University of Oregon Teaching Engagement Program – tep.uoregon.edu

<u>Practices</u>	<u>Yes/Mostly/ Partially/No/ Not Applicable</u>	<u>Observations and notes</u>
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<u>Preparation and Organization: Did I...</u>		
a. Organize the material into an obvious, explicit, and logical framework? [3]		
b. Show command of the material?		
c. Teach at a level appropriate for most students? [4] [5] [6]		
d. Connect to students' prior knowledge, lessons, assignments, and/or readings? [7] [8]		
e. Explore and value connections with other disciplines and/or real-world phenomena (tangible examples when they exist)? [5]		
f. Draw upon scholarly works, including current research/developments? [3]		
g. Draw upon student experience and/or current events? [5] [7]		

<u>Tactics: Did I...</u>		
a. Provide students with learning objectives for the session? [3] [4]		
b. Give the lesson outline at the beginning of session, verbally and visually (e.g., handout)? [3]		
c. Employ methods (activities, examples, demonstration) broken down into steps to scaffold student learning? [4]		
d. Invite students into the subject matter, e.g. through storytelling [9]; compelling case studies [10]; explicit commentary about the skills, values, or formation of the discipline; etc? [11]		
e. Incorporate small-group discussions or problem-solving sessions into the class period? [12] [13] [14]		
f. Pose questions and allot time for students to discuss them? [15]		
g. Ask a variety of types of questions (e.g., factual, application, critical)?		
h. Build off student answers/comments whether correct or incorrect?		

i. Encourage students to reflect on their learning (e.g. by asking students to write an end-of-class summary, identify the day's muddiest point, or write about what they know now that they didn't 5 weeks ago)? [17]		
j. Choose content to reflect a diversity of voices, where appropriate? [18] [19]		
k. Finish with a summary or closing activity. [3]		

<u>Mechanics: Did I...</u>		
a. Start and end session on time?		
b. Seem excited about/interested in material?		
c. Conduct the lesson at a pace that supported learning (i.e., not too fast or too slow, suitable for note taking, questions and reflection)?		
d. Help students understand the relevance of the topic in their lives? Excite their passion?		

Appendix B
Peer Review of Clinical Teaching Feedback Form

Date:
Reviewee:
Reviewer 1:
Reviewer 2:
Target Audience (learners):
Session Format/Location:

Instructions for Reviewer

This form is intended to be used as a checklist supplemented by qualitative comments where applicable to the situation. 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.

Establishing Learning Environment	Comments:
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<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	
Fostering Communication	Comments:
<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)	
<input type="checkbox"/> Effective communication skills between teacher and learners	
<input type="checkbox"/> Encourages effective inter-professional communication	

Modeling Clinical Knowledge, Decisions, Skills	Comments:
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<input type="checkbox"/> Reveals in-depth and up to date knowledge-base <input type="checkbox"/> Shows relationships between theory and practice <input type="checkbox"/> Directs learners to useful literature <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"/> Enhance Critical thinking skills of the learners, <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 Works effectively with health care team 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"/>	

<input type="checkbox"/>	Shares profession's legal boundaries Shares insights about profession's relationship to society Adhere to professional standard of practice	
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Clinical Teaching Strategies		Comments:
<input type="checkbox"/>	Uses various teaching activities	
<input type="checkbox"/>	Applies creative techniques to foster learning	

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Clinical Peer Review Final Report and Feedback

Name of the Reviewee:	Date of the class:	
Designation:	Venue:	
Department:	Course title:	
Score:	Topic:	
	Domains	Overall Feedback
	Establishing Learning Environment	
	Fostering Communication	

	Modeling Clinical Knowledge, Decisions, Skills	
	Promoting Professionalism	
	Clinical Teaching Strategies	
Strengths:		
Areas of improvement:		
Name and signature and of the reviewer _____ Date_____		
Feedback/ comments by the reviewee: Name & Signature of the Reviewee: _____ Date: _____		