

GP Registrars as Teachers Module

Assessment form for teaching task

Instructions to GP Supervisor:

Circle the item which best describes the registrar's teaching performance in each area. For the preparation segment, the supervisor will need to ask the registrar what steps were taken in preparing for the teaching session.

1) Preparation:

- Identified an opportunity for teaching and learning;
- Assessed the learner's knowledge or skills and learning style;
- Selected an achievable learning goal;
- Developed learning objectives for the session.

Insufficient Borderline Sufficient Excellent

Suggestions for improved performance:

2) Set the scene:

- Prepared the physical environment to enhance the learning experience (incl. "housekeeping");
- Introduced and engaged the participants (teacher, learner(s), patient);
- Outlined the learning objectives and linked them to previous learning;
- Forecast the learning activities to be used (e.g. discussion, demonstration, role play, practice of a skill).

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Comments:

3) Dialogue (the body of the session):

- Used appropriate questions and different types of questions to move from what is familiar to the learner to explore new material;
- Maintained appropriate eye contact and enthusiasm to engage the learner(s) with the teacher (and each other if a group);
- Checked understanding and reviewed progress during the session;
- Used different learning activities appropriately;
- Exhibited good knowledge or skill for the subject;
- Kept to time.

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Comments:

4) Closure

- Checked understanding and asked for questions;
- Repeated the learning objectives for the session;
- Discussed a follow-up activity for the learner to perform (e.g. further reading, practise a skill, try a new approach with a patient and report back).

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Comments: