

Faculty Teaching Shift Card –Draft Model 1
Emergency Medicine

Faculty: _____

Resident (optional): _____

Date: _____ Shift: Day Eve Night

Feedback given to Staff: Yes No

Above Below Please
Avg Avg Avg Review

Get a Commitment from Resident
Encourages resident to ~~interpret the data~~ commit to a differential diagnosis or/or plan.

Probes for Supporting Evidence
Asks the resident for evidence to supports their opinion.

Teaches General Rules
Provides general rules, ~~and~~ concepts ~~or considerations about~~ the patient's problem and workup; and targets them to resident's level.

Reinforces what is Right
Reviews the resident's good work and the effect it had.
Reinforces resident's competencies.

Corrects Mistakes
Allows the resident to critique their performance.
Takes the time to discuss what went wrong and how to avoid in the future.

General Comments

Strengths

Areas to concentrate:

Faculty Teaching Shift Card – Draft Model 2
Emergency Medicine

Faculty: _____

Resident (optional): _____

Date: _____ Shift: Day Eve Night

Feedback given to Staff: Yes No

Above Avg Below Avg Please Review

Takes the Time to teach

Gives ~~Appropriate~~ Helpful Feedback^[rak1]

Tailors Teaching to Resident
Tailors to resident's level and personal circumstances.

Uses Teachable Moments Well
Uses cases for teaching. Finds teachable ~~moment~~ points about most patients. ~~Considers/uses broad range of content area~~^[rak2].

Positive Attitude
Attentive to learner. Enthusiastic. Approachable. Communicates Proactive/takes initiative. Honest. Encouraging/supportive. Open to questions. Patient. Flexible. Sense of humor^[rak3]

Teaches skills effectively
Teaches procedures effectively; ~~i.e. ultrasound~~ gives feedback about technical skills during or right after the procedure

General Comments

Strengths

Areas to concentrate: