

CanMEDS Scholar  
Assessment tool A1  
Multisource Feedback

**Resident as Teacher Multisource Feedback**

*The unmodified content below was created for the CanMEDS Teaching and Assessment Tools Guide by S Glover Takahashi and is owned by the Royal College of Physicians and Surgeons of Canada. You may use, reproduce and modify the content for your own non-commercial purposes provided that your modifications are clearly indicated and you provide attribution to the Royal College.  The Royal College may revoke this permission at any time by providing written notice.*

***NOTICE:  The content below may have been modified from its original form and may not represent the opinion or views of the Royal College.***

**Instructions for Assessor:**

* As Scholars, physicians demonstrate a lifelong commitment to excellence in practice through continuous learning and by teaching others, evaluating evidence, and contributing to scholarship.
* The competencies of the Scholar Role can be developed with practice and feedback. Using the form below, please help this resident physician gain insight into his/her teaching skills by providing valuable confidential feedback.
* Rest assured this information will be shared with the physician in aggregate form and for the purposes of helping the physician improve his/her leadership competencies.
* Please return this form in a confidential sealed envelope to the attention of:

RESIDENT Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Postgraduate year (PGY): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Indicate all that apply.** I am a:

* Health professional team member
* Resident
* Medical student (including clerk)
* Other

**Degree of Interaction**

* Considerable teaching from this resident
* Occasional or one time teaching from this resident

| **#** | **This teacher...** | 1  Very  poor | 2  Needs  improvement | 3  Competent | 4  Skilful | 5  Exemplary | Not able  to comment |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Was organized to teach (ie teaching in the clinical setting and or structured teaching) |  |  |  |  |  |  |
| 2. | Was available to learners so I had the support needed. |  |  |  |  |  |  |
| 3. | Ensured we agreed on expectations early and did his/her best to meet the expectations |  |  |  |  |  |  |
| 4. | Encouraged me to explore my limits safely |  |  |  |  |  |  |
| 5. | Provided regular, meaningful, prompt feedback to me |  |  |  |  |  |  |
| 6. | Demonstrated respect for me as a learner and as a person |  |  |  |  |  |  |
| 7. | Asked for and welcomed my questions |  |  |  |  |  |  |
| 8. | Asked for and welcomed my feedback |  |  |  |  |  |  |
| 9. | Had the educational experience to balance the work assignments and the formal learning opportunities |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Overall Rating | 1  Very poor | 2  Needs improvement | 3  Competent | 4  Skilful | 5  Exemplary |
| One of the worst learning experiences I have had | I learned very little of significance or had an unpleasant experience | Good experience and learned something important | Excellent experience and learned a great deal | One of the best teachers I have had |

|  |  |
| --- | --- |
| Areas of strength | Areas for improvement |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Other comments: