**PEER EVALUATION FORM FOR CLINICAL SCHOLAR PROGRAM**

**Date: 5/12/2021**

**Session: Capstone Agitation Simulation**

**Physician: Katie Kunstman**

**Observer: Travis Amengual**

**Brief Description of Session:**

Simulation session on how to handle an agitated patient for the psychiatry capstone experience. Teaching session included providing feedback and teaching points to fourth year medical students who are completing the simulation sessions.

**Please rate the following statements that represent your appraisal of the issue.**

|  |  |  |  |  |  |  |  |  |
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| **EVALUATION CRITERIA** | **Outstanding** | **Excellent** | **Good** | **Fair** | **Poor** | **Not Applicable to this Situation** | **Couldn't Tell** | **Not Qualified to Judge** |
| **Presentation Skills** | **O** | **E** | **G** | **F** | **P** | **NA** | **CT** | **NQ** |
| Identified objectives at the beginning of the session | X |  |  |  |  |  |  |  |
| Demonstrated ability to communicate orally | X |  |  |  |  |  |  |  |
| Answered questions clearly and in a helpful manner | X |  |  |  |  |  |  |  |
| Used appropriate methods for the activities presented | X |  |  |  |  |  |  |  |
| Used appropriate instructional materials |  |  |  |  |  | X |  |  |
| Implemented activities and information in a logical sequence | X |  |  |  |  |  |  |  |
| Provided audience with opportunities to participate | X |  |  |  |  |  |  |  |
| Communicated content/information that was technically accurate | X |  |  |  |  |  |  |  |
| Established rapport with audience | X |  |  |  |  |  |  |  |
| Used the visual aids effectively |  |  |  |  |  | **X** |  |  |
| The instructional materials/handouts were interesting and easy to understand |  |  |  |  |  | **X** |  |  |
| **Personal Skills** | **O** | **E** | **G** | **F** | **P** | **NA** | **CT** | **NQ** |
| Showed respect for all in the audience | X |  |  |  |  |  |  |  |
| Spoke clearly and enthusiastically | X |  |  |  |  |  |  |  |
| Demonstrated professional/ethical behavior | X |  |  |  |  |  |  |  |
| Demonstrated self-confidence | X |  |  |  |  |  |  |  |
| Demonstrated a sense of humor | X |  |  |  |  |  |  |  |
| Body Language (Maintained eye contact) | **X** |  |  |  |  |  |  |  |
| Voice (Varied rate, pitch, volume for emphasis) | **X** |  |  |  |  |  |  |  |
| **Organizational Skills** | **O** | **E** | **G** | **F** | **P** | **NA** | **CT** | **NQ** |
| The presenter was prepared to take charge. | X |  |  |  |  |  |  |  |
| There was a clearly stated introduction. | X |  |  |  |  |  |  |  |
| The sequencing of the subject material was logical. | X |  |  |  |  |  |  |  |
| The presenter demonstrated ability to work with groups. | X |  |  |  |  |  |  |  |
| The time was used effectively. | X |  |  |  |  |  |  |  |
| **Content** | **O** | **E** | **G** | **F** | **P** | **NA** | **CT** | **NQ** |
| The topics covered were relevant to audience work. | X |  |  |  |  |  |  |  |
| The topic was treated in sufficient depth. | X |  |  |  |  |  |  |  |
| Terms were clearly explained. | X |  |  |  |  |  |  |  |
| **Facility/Equipment** | **O** | **E** | **G** | **F** | **P** | **NA** | **CT** | **NQ** |
| The room was comfortable. | X |  |  |  |  |  |  |  |
| The room was free from distractions. | X |  |  |  |  |  |  |  |
| The computer equipment, including hardware, was set up correctly and worked correctly. | X |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **THINGS THAT WORKED** | **QUESTIONS AND SUGGESTIONS** |
| Kaitlyn was great at leading the room in discussion about handling patients. She was able to elicit the students responses to each other first before jumping in herself with feedback for them. |  |

**Other Comments:**