

## **Generic Instructor Course: Feedback Matrices**

Please find attached the evaluation matrices that will be used during the course by both faculty and fellow candidates to provide the basis for feedback during practice sessions.

Use of a structured approach to teaching (ESDC) provides a framework that can support preparation, delivery and evaluation of teaching sessions. The feedback matrices detail behaviours related to each stage of the ESDC structure. They are designed to provide clarity regarding teaching skills and behaviours that support learner-centred teaching for groups with a diversity of learning needs.

Faculty calibrate teaching/facilitation in practice sessions according to behaviours that would be expected of an instructor candidate as a member of faculty on their first APLS course.

## Lecture – Matrix

### SET (includes environment)

	Needs further development	Effective and competent
<b>1. Checks and adjusts layout and equipment</b>	Layout inappropriate and no adjustments made. Fails to check and / or is unable to use equipment	Appropriate layout. Checks and is able to use equipment
<b>2. Introductions</b>	Neglects to welcome and / or introduce self	Welcomes and introduces self
<b>3. Establishes usefulness and clearly states learning outcomes</b>	Fails to convey usefulness. Does not establish or communicate learning outcomes	Conveys context of lecture. Outlines learning outcomes

### DIALOGUE

<b>1. Uses visual aids appropriately</b>	Inappropriate use of equipment/content	Competent and appropriate use
<b>2. Uses voice appropriately</b>	Speaks too quietly / too loudly / is inarticulate	Effective use of voice with variation of tone and pace
<b>3. Uses eye contact appropriately</b>	Fails to establish eye contact or inappropriate / aggressive	Establishes good eye contact with the audience
<b>4. Demonstrates enthusiasm</b>	Unable to motivate audience	Enthusiastic delivery of material
<b>5. Uses humour appropriately (if applicable)</b>	Inappropriate use of humour	Uses humour appropriately
<b>6. Uses personal / audience experience (if relevant)</b>	Does not use personal or audience experience	Illustrates points to enhance learning
<b>7. Encourages interaction</b>	Does not encourage interaction	Uses questions and discussion to encourage participation and enhance learning
<b>8. Presents material in a clear, logical sequence</b>	Presents material in a confused / illogical way	Clear and logical presentation
<b>9. Keeps to time</b>	Runs out of time or finishes too early	Works within time constraints
<b>10. Attitude / behaviour encourages learning and interaction</b>	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude allows for interaction and contributes to a positive learning experience

### CLOSURE

<b>1. Invites and answers questions</b>	Fails to ask questions / answers inappropriately	Uses questions and answers to clarify content
<b>2. Returns to learning outcomes and summarises</b>	Fails to re-establish learning outcomes and / or summarise	Reiterates learning outcomes and gives short summary
<b>3. Terminates session</b>	Unclear termination	Terminates session verbally

## Scenario Teaching Feedback Form – Matrix

### SET (includes environment)

	Needs further development	Effective and competent
<b>1. Checks and adjusts layout and equipment</b>	Layout inappropriate and no adjustments made. Fails to check and / or is unable to use equipment	Appropriate layout. Checks and is able to use equipment
<b>2. Briefs assistant(s) (if relevant)</b>	Fails to explain/check familiarisation with role	Explains and checks role familiarisation
<b>3. Introductions</b>	Neglects to welcome and / or introduce self and candidates	Welcomes and initiates introductions
<b>4. Establishes usefulness and clearly states learning outcomes</b>	Fails to convey usefulness. Does not establish or communicate learning outcomes	Conveys context of scenario teaching. Outlines learning outcomes

### DIALOGUE

<b>1. Briefs candidates</b>	Neglects or poorly communicates details	Describes setting, patient and role details
<b>2. Allows questions</b>	Does not invite or allow questions	Invites questions
<b>3. Checks understanding</b>	Fails to inquire about understanding	Asks candidate to repeat information and corrects if appropriate
<b>4. Directs scenario logically</b>	Directs illogically / unrealistically / inappropriately	Directs logically and introduces realistic and rational developments appropriately
<b>5. Keeps check on safety (if relevant)</b>	Fails to maintain safety	Safety conscious and appropriate intervention
<b>6. Responds appropriately to candidate's treatment strategies</b>	Inappropriate responses / fails to intervene or correct candidate	Responds positively to strategies and intervenes appropriately
<b>7. Enables candidate to establish key treatment points</b>	Poorly directs scenario so candidate is unable to meet key treatment strategies	Manages and directs appropriately
<b>8. Creates suitable environment</b>	Begins debrief without any alterations to dynamics/position	Ensures everyone is positioned appropriately
<b>9. Gives guidance on points for improvement (if applicable)</b>	Does not help identify ways that candidate can improve performance	Gives explicit, concrete suggestions for improvement which candidate is able to use
<b>10. Keeps to time</b>	Runs out of time or finishes too early	Aware of time constraints
<b>11. Attitude / behaviour encourages learning and interaction</b>	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude allows for interaction and contributes to a positive learning experience

### CLOSURE

<b>1. Invites and answers questions and comments</b>	Fails to ask questions / answers inappropriately	Uses questions and answers to clarify content
<b>2. Returns to learning outcomes and summarises</b>	Fails to re-establish learning outcomes and / or summarise	Reiterates learning outcomes and gives short summary
<b>3. Terminates session</b>	Unclear termination	Clear verbal and visual instructions that session is over

## Learning Conversation – Feedback Matrix

	<b>Needs further development</b>	<b>Effective and competent</b>
<b>1. Creates suitable environment</b>	Begins debrief without any alterations to dynamics/position	Ensures everyone is positioned appropriately
<b>2. Initiates debrief discussion (opening gambit)</b>	Does not use opening phrases (gambit) appropriate to the situation	Uses opening phrases (gambit) appropriate to the situation
<b>3. Allows candidate to explore and discuss their experience</b>	Does not allow candidate to appropriately explore their experience. Delivers one-sided view of candidate performance	Engages in a learning conversation, facilitating the candidate to appropriately explore and discuss their performance
<b>4. Responds to candidate's issues</b>	Only gives own opinion or ignores candidate's issues	Actively listens and asks further clarifying questions (if applicable) using specific examples from candidate performance
<b>5. Uses appropriate language</b>	Eases in, uses leading questions or allows candidate to become defensive. Is inappropriately and/or relentlessly optimistic. Not clear or succinct	Uses techniques such as A/I, open questions and reference to specific data to facilitate learning. Is clear and unambiguous
<b>6. Ensures other group members become involved in the discussion</b>	Does not seek opinion of other group/faculty members	Uses group/faculty members for effective exploration of learning points
<b>7. Gives guidance on points for improvement (if applicable)</b>	Does not help identify ways that candidate can improve performance	Gives explicit, concrete suggestions for improvement which candidate is able to use
<b>8. Gathers final comments and summarises</b>	Fails to facilitate final comments and does not summarise	Facilitates final comments from candidate and group and summarises effectively

## Skills Teaching - Feedback Form – Matrix

### SET (includes environment)

	<b>Needs further development</b>	<b>Effective and competent</b>
<b>1. Checks and adjusts layout and equipment</b>	Layout inappropriate and no adjustments made Fails to check and / or is unable to use equipment	Appropriate layout Checks and is able to use
<b>2. Ensures all candidates can see clearly</b>	Fails to respond to candidates' verbal / non-verbal clues	Asks candidates to move if appropriate
<b>3. Introductions</b>	Neglects to welcome and / or introduce self and candidates	Welcomes and initiates introductions
<b>4. Establishes usefulness and clearly states learning outcomes</b>	Fails to convey usefulness Does not establish or communicate outcomes	Conveys context of skill Outlines learning outcomes

### DIALOGUE

<b>1. Explains the process of 4 stage method</b>	Fails to describe method / confusing description given	Clearly describes 4 stage method
<b>2. Demonstrates the skill – 'real time' – Stage 1</b>	Fails to demonstrate / adds commentary	Demonstrates without commentary, in real time
<b>3. Demonstrates the skill – with commentary – Stage 2</b>	Fails to demonstrate / commentary inappropriate	Demonstrates skill with appropriate commentary
<b>4. Demonstrates the skill – with candidate commentary – Stage 3</b>	Fails to demonstrate / inaccurate candidate commentary	Demonstrates skill, ensures accurate candidate commentary
<b>5. Allows the candidate to demonstrate the skill – Stage 4</b>	Fails to enable candidate demonstration / inappropriate commentary	Enables candidate to demonstrate skill with accurate commentary
<b>6. Feedback describes criteria for effective performance</b>	Feedback statements do not provide candidate with criteria to self assess own performance	Feedback specific to criteria used to assess effective performance
<b>7. Facilitates the candidates' independent practice</b>	Does not facilitate continuous assessment	Enables continuous assessment
<b>8. Relates skill to other aspects of the course</b>	Fails to explain relevance of skill	Places skill in context
<b>9. Attitude / behaviour encourages learning and interaction</b>	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude allows for interaction and contributes to a positive learning experience

### CLOSURE

<b>1. Gives verbal feedback on standard achieved</b>	Fails to provide appropriate and effective feedback	Informs candidates of outcome of skill demonstration
<b>2. Outlines plan to rectify unsatisfactory performance (if relevant)</b>	Fails to give appropriate and effective feedback / fails to identify features of unsatisfactory performance	Provides appropriate and effective feedback and identifies needs for remedial action
<b>3. Invites and answers questions</b>	Fails to ask questions / answers inappropriately	Uses questions to clarify issues or concerns
<b>4. Returns to learning objectives and summarises</b>	Fails to re-establish learning outcomes and/or summarise	Reiterates learning outcomes and gives short summary
<b>5. Terminates session</b>	Unclear termination	Clear verbal and visual instructions that session is over

## Discussion Groups Feedback Form – Matrix

### SET (includes environment)

	<b>Needs further development</b>	<b>Effective and competent</b>
<b>1. Checks and adjusts layout</b>	Layout inappropriate and no adjustments made	Appropriate layout
<b>2. Introductions</b>	Neglects to welcome and / or introduce self and candidates	Welcomes and initiates introductions
<b>3. Establishes usefulness and clearly states learning outcomes</b>	Fails to convey usefulness. Does not establish or communicate learning outcomes	Conveys context of discussion. Outlines learning outcomes

### DIALOGUE

<b>1. Establishes the “chair” role and makes an appropriate opening statement</b>	Fails to convey subject matter / lead discussion	Outlines subject matter and initiates dialogue
<b>2. Facilitates an effective discussion</b>	Unable to deal with diverse opinions Lacks direction and does not provide micro summaries Is not aware of all candidates Makes no or ineffective interventions to manage the group Shows no or little awareness of non-verbal communication	Uses diverse opinions in a positive way Provides appropriate micro-summaries and redirects Facilitates all candidate participation Makes effective interventions in managing the group Sensitive and responsive to non-verbal communication
<b>3. Covers key learning points</b>	Fails to convey key learning points	Ensures key learning points are covered
<b>4. Keeps to time</b>	Runs out of time or finishes too early	Aware of time constraints
<b>5. Attitude / behaviour encourages learning and interaction</b>	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude allows for interaction and contributes to a positive learning experience

### CLOSURE

<b>1. Invites comments and answers questions</b>	Fails to ask questions/answers inappropriately	Uses questions and answers to clarify content
<b>2. Returns to learning outcomes and summarises</b>	Fails to re-establish learning outcomes and/or summarise	Reiterates learning outcomes and gives short summary
<b>3. Terminates session</b>	Unclear termination	Clear verbal and visual instructions that session is over

## Skills Assessment Feedback Form – Matrix

### SET (includes environment)

	<b>Needs further development</b>	<b>Effective and competent</b>
<b>1. Checks and adjusts layout and equipment</b>	Layout inappropriate and no adjustments made. Fails to check and / or is unable to use equipment	Appropriate layout. Checks and is able to use equipment
<b>2. Introductions</b>	Neglects to welcome and / or introduce self and candidates	Welcomes and initiates introductions
<b>3. Establishes process and expectations</b>	Fails to convey process	Explains the process of assessment

### DIALOGUE

<b>1. Briefs candidate</b>	Fails to provide adequate briefing	Describes environment, patient and other relevant details
<b>2. Allows questions</b>	Does not invite or allow questions	Invites questions
<b>3. Checks understanding</b>	Fails to enquire about understanding or to correct misunderstanding	Asks candidate to repeat information and corrects error or misconception
<b>4. Interacts constructively without leading</b>	Fails to provide adequate clinical information or provides too much information	Provides appropriate information
<b>5. Keeps check on safety (if relevant)</b>	Fails to maintain safety	Safety conscious and appropriate intervention
<b>6. Attitude / behaviour congruent with assessment</b>	Has difficulty in understanding and demonstrating the transition from teaching to assessing candidates	Understands and demonstrates effectively the transition from teaching to assessing candidates
<b>7. Terminates appropriately</b>	Fails to terminate or ends session ambiguously	Clearly terminates

### CLOSURE

<b>1. Reaches correct decision</b>	Fails to make a reliable accurate judgement	Reaches correct decision using pro forma key treatment points
<b>2. Informs candidate of satisfactory outcome</b>	Unclear communication about outcome	Clearly communicates satisfactory outcome
<i>OR</i>		
<b>2. Advises candidate about need for retest</b>	Fails to provide feedback and information / increases candidate anxiety	Provides constructive feedback and information about retest
<b>3. Terminates session</b>	Unclear termination	Closure well constructed

## Scenario Assessment Feedback Form – Matrix

### SET (includes environment)

	<b>Needs further development</b>	<b>Effective and competent</b>
<b>1. Checks and adjusts layout and equipment</b>	Layout inappropriate and no adjustments made. Fails to check and / or is unable to use equipment	Appropriate layout. Checks and is able to use equipment
<b>2. Briefs co-instructor</b>	Fails to explain / check familiarisation with role	Explains and checks role familiarisation
<b>3. Introductions</b>	Neglects to welcome and / or introduce self and candidates	Welcomes and initiates introductions
<b>4. Establishes process and expectations</b>	Fails to convey process or expectations of candidate	Explains the process of assessment and expectations of candidate

### DIALOGUE

<b>1. Briefs candidate</b>	Fails to provide adequate briefing	Describes environment, patient and other relevant details
<b>2. Allows questions</b>	Does not invite or allow questions	Invites questions
<b>3. Checks understanding</b>	Fails to enquire about understanding or to correct misunderstanding	Asks candidate to repeat information and corrects error or misconception
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### CLOSURE

<b>1. Reaches correct decision</b>	Fails to make a reliable accurate judgement	Reaches correct decision using pro forma key treatment points
<b>2. Informs candidate of satisfactory outcome</b>	Unclear communication about outcome	Clearly communicates satisfactory outcome
<i>OR</i>		
<b>2. Advises candidate about need for retest</b>	Fails to provide feedback and information / increases candidate anxiety	Provides constructive feedback and information about retest
<b>3. Terminates session</b>	Unclear termination	Closure well constructed