Teaching In Depth Checklist Form



Presenter’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_

Topic Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

Audience:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Setting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Position (please circle): Self Faculty Resident Other:\_\_\_\_\_\_\_\_\_\_\_

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| **General Comments**:  |
|  | **Yes** | **Not****Quite** | **No** | **N/A or can’t say** | **Comment** |
| Good citizen: Prepared, arrives appropriate time, technical equipment checked prior to session |  |  |  |  |  |
| Creates a physically comfortable environment |  |  |  |  |  |
| Creates an emotionally safe learning environment |  |  |  |  |  |
| Topic was relevant and tailored to the audience |  |  |  |  |  |
| Amount covered appropriate for time (realistic time) |  |  |  |  |  |
| Learning objectives made clear; practice change oriented |  |  |  |  |  |
| Hands out evaluation form at the beginning |  |  |  |  |  |
| Strong opening; Engaged audience;  |  |  |  |  |  |
| Active learning component (discussion; activity) |  |  |  |  |  |
| Middle: Logical sequence/build; easy to follow |  |  |  |  |  |
| Highlights/Repeats key points/summarizes often |  |  |  |  |  |
| Content was scientifically-based; science made accessible |  |  |  |  |  |
| Source or evidence-base identified when appropriate |  |  |  |  |  |
| Off-label use of medication identified |  |  |  |  |  |
| Personal opinions identified as such; good use of stories |  |  |  |  |  |
| Mid-session wake-up (surprising fact/change of pace/activity) |  |  |  |  |  |
| Strong ending: Summarizes action items; inspires |  |  |  |  |  |
| Ends on time with time for evaluation and Q&A |  |  |  |  |  |
| Controls the audience’s participation and arousal level |  |  |  |  |  |
| Authoritative but not arrogant |  |  |  |  |  |
| Enthusiastic tone with good projection |  |  |  |  |  |
| Appropriate pacing of speech; varies rate and tone |  |  |  |  |  |
| Avoids annoying vocal/physical mannerisms |  |  |  |  |  |
| Pacing of teaching (inserts think time; allows silence) |  |  |  |  |  |
| Good use of audiovisuals (if applicable) |  |  |  |  |  |
| Quality of handout if provided |  |  |  |  |  |
| Graciously thanks audience and host  |  |  |  |  |  |
| Offers to answer questions or gives contact information |  |  |  |  |  |

**Suggestions for next time:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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