 ROLE MODELLING WORKSHOP

Direct Observation of Resident Role Modeling (DORRM) Rubric

*Please note: This tool was designed to assess the various actions highlighted in the Resident as Role Model workshop; however, it has not been systematically used or validated.*

## Purpose

This assessment tool is intended to provide formative feedback and assist in the assessment of the role modeling of residents. It is to be used to assess a specific interaction (e.g. reviewing a case) or a series of interactions (e.g. morning rounds) in which a resident is serving as a role model for students or more junior colleagues.

## Instructions:

1. The resident and supervisor identify an interaction or interactions in which they would like to assess the resident's role modeling.
2. Following the interaction(s) the resident and the supervisor will each fill out this rubric independently, assessing the performance of the resident (i.e. the supervisor will assess the resident and the resident will assess him/herself).
3. The resident and supervisor will then compare their rubrics and use this as the basis for providing formative feedback.

**Name of resident:** **Year of training of resident:**

**Date:**  **Name of supervisor:**

**Nature of interaction(s):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **Needs improvement** | **In the process** | **Attaining** |
| Aware of self as role model |  | Displayed no awareness | Displayed occasional awareness | Displayed consistent awareness  |
| Demonstrates positive personal and professional behaviors |  | Demonstrated unprofessional behaviors | Demonstrated some positive personal and professional behaviors (no unprofessional behaviors) | Demonstrated exemplary personal and professional behaviors throughout the interaction(s) |
|  | **N/A** | **Needs improvement** | **In the process** | **Attaining** |
| Focuses the learner on what will be modeled |  | Did not describe for the learner what they should observe | Described for the learner what they should observe | Described and ensured that the learner understood what they should observe |
| Helps the learner reflect on what is modeled |  | Did not ask the learner to reflect on what was modeled | Asked the learner to reflect on what was modeled without reinforcing key messages | Guided a reflective discussion on what was modeled while reinforcing key messages |
| Encourages learner to practice what is modeled |  | Does not encourage the learner to practice what was modeled | Encourages the learner to practice what was modeled  | Encourages and supports the learner in practicing what was modeled  |
| Observes the learner practice what was modeled |  | Does not observe the learner practice | Observes the learner practice but does not provide constructive feedback on their performance | Observes the learner practice and provides constructive feedback on their performance |

*Note: Not all attributes are relevant to all interactions. If a resident does not display a specific attribute but you feel it is not relevant to the interaction, please check the box labeled N/A (e.g. it will not always be pertinent for the resident to observe the learner practice).*

**Comments:**

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*This rubric was developed at McGill University by Dr. Robert Sternszus and Dr. Carlos Gomez-Garibello.*

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