Teaching Tool 6 – Case Report

CanMEDS Scholar

Teaching Report for the Scholar Role

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Instructions for learners: It is important to ensure appropriate confidentiality when completing this exercise. Please avoid identifying specific learner(s) or patient(s).

1. **Choose a teaching case** from the past four weeks and describe it in 2-3 sentences

2. **Describe the learners** (i.e. number, level, learning needs, features of learners’ styles/motivation)

3. **Describe the teacher** (i.e. was the teaching done on own/or was it team teaching, what teaching strategies/approaches were used)

4. **Describe the content** (e.g. what was taught/learned, goals and objectives, learners’ priorities, learners progress, learning climate, feedback to learners, assessment of learners, feedback to teaching/teacher)
5. Describe the learning/teaching context (e.g. ambulatory clinic, operating room, laboratory)

6. Complete the table below about this case. (this table can be a self-report OR completed by the learners for the teacher)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poorly</td>
<td>Needs improvement</td>
<td>Satisfactorily</td>
<td>Skilfully</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rate this case, illustrate and explain rating</th>
<th>Areas or ideas for improvement?</th>
</tr>
</thead>
</table>
| **1. Goal setting**  
_Did the resident as teacher:_  
- Discuss purpose of teaching, goals and objectives for this rotation/day/activity | | |
| **2. Skill practice**  
_Did the resident as teacher:_  
- Use a learner centred approach  
- Confirm skill level at beginning  
- Use assessment to support learning | | |
| **3. Feedback**  
_Did the resident as teacher:_  
- Support learner engagement and motivation, monitoring progress, summative assessments, etc.  
- Support positive learning climate.  
- Provide timely and focused feedback | | |
| **4. Reflection on performance**  
_Did the resident as teacher:_  
- Support a positive learning environment where mistakes are disclosed, discussed and used for learning (e.g. learning climate, safety culture, wellness) | | |
| **5. Revisit goals**  
_Did the resident as teacher:_  
- Collect, organize and discuss analysed data re: explore learner's assessments and performance to sort out what did/did not work; explore where the learner is on/off milestone trajectory; what are/are not trends over time; what are/are not current strengths; what are/are not in need of current improvement, Discuss next steps/plan re: content and process for improvement | | |
7. SUMMARY of PRIORITIES for improving teaching skills
Review your answers above and your ratings on this case. Based on this data, fill out the table below.

<table>
<thead>
<tr>
<th>#</th>
<th>Area</th>
<th>Goal including timeframe</th>
<th>I know I will be successful if</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SAMPLE</td>
<td>I need to build more rapport before giving feedback</td>
<td>My learners show increased openness to my feedback</td>
</tr>
<tr>
<td></td>
<td>I need to build more rapport before giving feedback</td>
<td>Over the next three weeks, I will watch how others check in with their learners to ensure the learners are ready to receive the feedback. Based on the good examples I encounter, I will develop some go-to-phrases that I can use</td>
<td></td>
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<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

Other notes/Reflections: