

Formative Peer/Collaborator Review Process

Purpose

- To provide learners with a collegial perspective on their performance to help identify strengths and areas for improvement

Notes on Implementation

- This is strictly a **formative** exercise, designed to assist students in attaining proficiency
- **Feedback is not anonymous** – students should understand that giving and receiving collegial feedback is a skill that contributes to team development and life-long learning (competencies 3.6, 7.11, and 7.12)
- Students need to be educated and reminded about the processes involved, the value of peer assessment, how it fits into the curriculum, and its contribution to their personal learning
- Student education about assessment practices begins during the orientation for Clerkship, but it would be beneficial to students to reinforce the value of peer review and how it works during each rotation

Method

Who

- Where possible, fellow clerks
 - When clerks are on more isolated rotations, an allied health care provider could provide feedback

What

- The standard Clerkship Peer Review Form should be used for all rotations
- Supervisors should note that peer review offers multiple opportunities for assessment of student learning
 - Peer assessment is an opportunity to gain further **insight into the clerk being assessed**
 - A peer assessor's comments and supporting details, provide insight into the **peer assessor's ability to give meaningful feedback to a colleague**

When

- Where possible, at the start of each rotation, students should be assigned two different colleagues to review
 - This information should be included in the orientation to the rotation
 - When clerks are on isolated rotations, one peer assessment is sufficient
 - On isolated rotations, and where appropriate elsewhere, this review could be completed by an allied healthcare professional who has collaborated with the clerk
 - **The Windsor situation is currently unique due to student numbers** – it is advisable that allied health care professional collaborator assessment be used more liberally to ensure diverse perspectives are brought forward and to avoid peer assessment fatigue
- All forms should be completed two weeks before the end of the rotation
 - For 2-week rotations, forms must be completed by the end of the rotation
- Students should receive their peer feedback after it has been reviewed by the appropriate supervisor
 - Ideally, feedback should be provided to the student within 24-48 hours of the supervisor receiving it
 - Peer feedback received by a student (and possibly the peer feedback they gave) should be incorporated into the exit interview at the end of the rotation. This:
 - Underscores that accountability is attached to peer feedback
 - Reinforces the value of the peer review process and the effort put into it

Western University
Schulich School of Medicine & Dentistry
Peer Review Feedback
Academic Year 2018- 2019

Review of Clerk: _____ Dates: _____

Rotation: _____ Assessor: _____

Peer review is designed to provide your colleagues with additional insight into where they are doing well and where they need to improve. In order for your advice to be truly helpful, it is important that you are candid. Your focus should be on constructive feedback, meaning you are able to identify areas where a colleague is doing well, as well as areas where they could use some additional support. To have an even deeper impact, it is important that you provide **specific details** to support your comments beyond your initial statement. **Note:** This information **will not** appear on the MSPR (Dean's Letter).

The following list of Undergraduate Medical Curriculum Competencies where proficiency is expected may be of assistance in completing your review.

Medical Expert
Health Advocate

Communicator
Scholar

Collaborator
Professional

Leader

Use this space to discuss 1 – 2 of your colleague's strengths:

Success	Details

Use this space to discuss 1 – 2 of your colleague's areas for continued growth:

Challenges	Details