



Clinical Teaching Observation Program

Background

The clinical teaching observation program was started at UCF in 2017 as a tool to provide highly meaningful feedback to our clinical teachers as part of an overall program of faculty development. Realizing that most faculty development programs offer general observations and strategies, the clinical teaching observation program is aimed at providing targeted strategies that capitalize on a faculty member's strengths and opportunities. Beyond providing the faculty member with useful feedback, our team benefits by learning best practices from our faculty while getting a better sense of the learning environment from a clinical educator's standpoint.

The Observation

The faculty development team will work with individuals interested in the program on establishing the best date and time for an observation. The observation and the subsequent report that is shared with the faculty member will be organized around the following themes:

- Setting
- General observations (objective information about what is seen)
- Assessment (what is typical/atypical based on our experience, what is useful/not as useful for the learner, patient or faculty member, etc.)
- Recommendations

In addition, we ask that the faculty member identifies particular areas where they would like the team to focus their attention. Some examples may include:

- Motivational factors present or absent in the teaching interaction or learning environment
- Opportunities to improve the quantity or quality of feedback
- Team learning interactions
- Teacher-learner rapport
- Finding teachable moments

All observations are strictly confidential and data is provided directly to the faculty member for their use.

Tips for a Successful Observation

After conducting several clinical teaching observations across multiple specialties, we've found the following tips useful to prepare for the visit:

- If you teach across multiple modalities (inpatient, outpatient, didactic), select a day where you know the observer can provide feedback related to your goals for the observation.
- Once the date is selected, prepare your learners/team by letting them know that you've requested an observation for the purposes of improving your skills as a teacher. Many times learners wonder if the observation is an evaluative measure of their performance so clarity is important to maintain a positive learning environment.
- Go about your day as you normally would. The observers may ask a few clarifying questions throughout the experience; however, it is their goal to remain silent and mostly invisible to the team.
- If the observation is focused on one experience (morning rounds, outpatient interactions, etc.), observers can usually gather enough data within 2-3 hours. If you request an observation across activities/modalities, the observation may require additional time.

If you would like to schedule a clinical teaching observation, please contact andrea.berry@ucf.edu or comfacdev@ucf.edu