

# Assessment Tool 2 – Multisource Feedback

---

CanMEDS Scholar

## Giving and Receiving Feedback

THE UNMODIFIED CONTENT BELOW WAS CREATED FOR THE CANMEDS TEACHING AND ASSESSMENT TOOLS GUIDE BY S GLOVER TAKAHASHI AND IS OWNED BY THE ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA. YOU MAY USE, REPRODUCE AND MODIFY THE CONTENT FOR YOUR OWN NON-COMMERCIAL PURPOSES PROVIDED THAT YOUR MODIFICATIONS ARE CLEARLY INDICATED AND YOU PROVIDE ATTRIBUTION TO THE ROYAL COLLEGE. THE ROYAL COLLEGE MAY REVOKE THIS PERMISSION AT ANY TIME BY PROVIDING WRITTEN NOTICE.

**NOTICE: THE CONTENT BELOW MAY HAVE BEEN MODIFIED FROM ITS ORIGINAL FORM AND MAY NOT REPRESENT THE OPINION OR VIEWS OF THE ROYAL COLLEGE.**

### Instructions for Assessor:

- As Scholars, physicians demonstrate a lifelong commitment to excellence in practice through continuous learning and by teaching others, evaluating evidence, and contributing to scholarship. One of the competencies associate with this Role is the ability to provide feedback to enhance learning and performance.
- The competencies of the Scholar Role can be developed with practice and coaching. Using the form below, please help this resident physician gain insight into his/her skills around giving and receiving feedback by providing valuable confidential feedback.
- This information will be shared with the physician in aggregate form and for the purposes of helping the learner improve his/her leadership competencies.
- Please return this form in a confidential sealed envelope to the attention of: \_\_\_\_\_

Place a check mark in your answer for each item.

RESIDENT Name: \_\_\_\_\_

Postgraduate year (PGY): \_\_\_\_\_

Indicate  all that apply. I am a:

- Health professional team member
- Resident
- Medical student (including clerk)
- Other \_\_\_\_\_

Degree of Interaction

- Considerable teaching from this resident
- Occasional or one time teaching from this resident

#	The resident...	1 Very poor	2 Needs improvement	3 Competent	4 Skilful	5 Exemplary	Not able to comment
1.	Asks for and welcomes my feedback						
2.	Asks for SPECIFIC feedback.						
3.	Is open to feedback (i.e. does not interrupt, argue, resist or demonstrate defensiveness)						
4.	Attends to relationship building when providing feedback						
5.	Monitors the learner's reactions by exploring their views on the feedback						
6.	Explores content of feedback and performance, (i.e. what worked, what didn't work, match of progress and program/personal goals, objectives, needs)						
7.	Coaches for performance change (e.g. hints or tips for improvement, priority actions, plan)						

OVERALL rating in relation to asking for and providing feedback	1 Unsatisfactory	3 Competently	5 Superior

Areas of strength	Areas for improvement
1.	1.
2.	2.
3.	3.

Other Comments: