

## Preview Form

Printed on Nov 02, 2021

**Student - P2P- Peer evaluation (FALL)**

[Insufficient contact to evaluate](#) (delete evaluation)

Note to Students: You have been asked to assess the performance of three peers in your P2P small group, and in turn, you will receive feedback from three peers. Peer assessment is anonymous. Your peers will not see your name, nor will you see their names. Please note that the course directors and small group facilitators do have access to that information. In order to receive credit for this assignment, your responses must be complete, thoughtful and professional; however, you will not be judged based upon how closely your assessment aligns with faculty assessment, and you should feel comfortable being honest. The purpose of this exercise is to provide with you with an opportunity practice providing effective feedback, a skill that you will need throughout your career.

 PROFESSIONAL

Arrives on time

Is prepared for small group discussion

Listens attentively when others are speaking

Does not interrupt others or dominate discussion

Shows respect for viewpoints that diverge from own

Does not use electronic devices except when asked to do so

 R - Reporter -

- Takes ownership of reliable, accurate gathering and reporting of relevant information.
- Participates in small group discussions beyond presentations of prep questions at least once per case..
- Able to answer "what" questions correctly (e.g., can define ethical principles or basic public health concepts).
- May have difficulty with "being wrong" or have trouble integrating new information into case.

\*\*Most students will perform at this level by end of the first quarter (October). All students should reach this level by the second quarter (January)

 I - Interpreter

- Takes ownership of thinking through problems and has the knowledge, skills, and confidence to offer reasonable suggestions for next steps.
- Consistently participates in small group discussion beyond presentations of prep questions.
- Asks questions to acquire more information when necessary.
- Able to answer "why" questions.
- Begins to apply ethical principles and public health concepts.
- May speak even when point has already been made or may not longer than necessary to make a point.

\*\*Rare students may perform at this level by the end of the first quarter (October). Some students will perform at this level by end of the second quarter (January) or third quarter (March). Most students will perform at this level by end of the year (May).

 MANAGER

- Takes ownership for developing plans to resolve problems (ethical, social, clinical, etc.) with consideration given to multiple stakeholders (patients, families, other healthcare providers, etc.).
- Shows ability to integrate knowledge from multiple sources, drawing on other courses and previous P2P sessions.
- Contributions are valuable, advance discussion, and do not simply restate points already made.
- Able to appreciate the nuances of more complex situations (i.e., that there may not always be a right answer).
- Able to offer and respond to counterarguments effectively.

\*\*Rarely, students may perform at this level before the end of the year (May).

 EDUCATOR

- Fulfills a promise of maintaining expertise in one's self and others.
- Takes ownership of self-correction and self-improvement.
- Demonstrates leadership in teaching and learning.
- Effectively draws on previous knowledge and experience in a way that educates peers.
- Able to recognize when to defer to a peer's knowledge or experience.

\*\*Very few students will reach this level by the end of the year (May).

1. Please indicate the level that your classmate is participating in small group. Please choose ONE.\*

R- Reporter

I- Interpreter

2. What are this student's strengths? \*

3. What are this student's weaknesses? \*

4. What is one concrete thing this student could do to reach the next level of performance? \*

\* Required fields [Option description \(place mouse over field to view\)](#)

Submit completed evaluation 