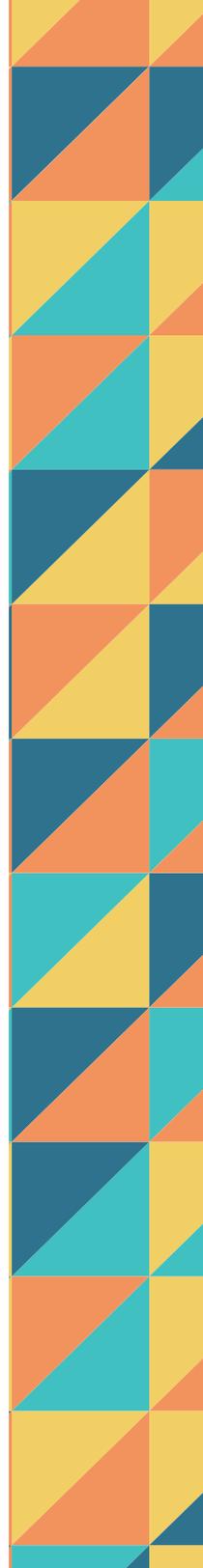


# Tips for iTOP Observers

## PREPARING WITH YOUR MENTEE

- Contact the faculty member you'll be observing (your 'mentee') in advance for the purposes of introduction and also to confirm that the scheduled observation day is a good one
- Review the observation form beforehand to remind yourself of the teaching techniques and domains you want to take note of.
- In your meeting, discuss:
  - How you can best help your mentee: are there any specific aspects of teaching they want you to focus on (structure, pacing, handling questions, etc.)?
  - Emphasize that the feedback you'll give is confidential and the iTOP program was created to provide opportunities for improvement rather than criticism.
  - Discuss details such as how the mentee will introduce you to the trainees and patients if you are observing a small group or clinical teaching ("this is part of faculty development"), steps you will take to not interfere with group dynamics, ask if you need to know exactly who the learners are and where they are in the rotation.
  - Provide mentee with a blank copy of the iTOP teaching observation form and review it with them.
  - If you are observing a lecture, consider asking for a copy of powerpoint slides in advance so you can review and make notes
  - While acknowledging that the focus of the observation is on interprofessional teaching, ask permission to give feedback on "general" teaching (not specific to interprofessional teaching) as well if needed (eg their ability to utilize zoom features if teaching via Zoom).
  - Set up a time for (~30 min.) you to give feedback. Try to do this sooner than later to get the biggest benefit, although immediately afterward is less than ideal because there is little time for reflection before meeting and writing comments on their form.



## OBSERVATION

- Make specific notes (use examples) and consolidate your thoughts into a few main points (three maximum) that will be most beneficial to the students and to your mentee.
- Remain focused on the learning environment and teaching effectiveness.
- Remember not to interject and to remain a silent observer!

## SPECIAL NOTE ABOUT ONLINE TEACHING

- Although best practices for online teaching apply to both uni-professional and interprofessional teaching, some practices to watch for may be particularly germane to interprofessional teaching, such as:
- Asking learners to introduce themselves and profession, and use an icebreaker
- Use the “wait time” approach - ask a question, wait for 3 learners to “raise” hands, then hear their responses before opening discussion to the group.
- Effective use and monitoring of breakout rooms to increase interaction amongst participants
- Additional tips may be found in the “Online and Zoom Interprofessional Teaching Best Practices” document distributed at your iTOP observer training.

## FEEDBACK

- Emphasize again that your conversation is confidential and that we are hoping to foster a culture where it is normal and welcomed to have teachers observe and improve each other.
  - Begin by asking your mentee to self-critique - both strengths and areas for improvement
  - Concentrate on your mentee’s teaching style and how it can be improved (rather than the differences with your teaching style).
  - Remember to direct feedback to any areas they asked you to focus on.
  - Leave time for your mentee to respond to your feedback.
  - Ask your mentee if they would like additional interprofessional faculty development resources. You may point them to the PIPE website for information on the interprofessional teaching certificate; if they request specific resources feel free to direct them to Josette Rivera.
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