

Peer/Self Assessment Summary Report Review
Tips for the Faculty Reviewers
Compiled from suggestions collected from faculty reviewers/mentors

1. Remind the student that this activity is part of Competency 5 - Self-Awareness, Self-Care and Personal Growth and Competency 9 – Professionalism.
2. Ask student for his/her definition of a professional physician. Ask the student if it is all right to make the assumption that this is the goal the student has set for him/herself?
3. Look at the Summary Report and break it into two steps. (Assure the student that this is not a grade, and therefore class averages, standard deviations, etc. are not appropriate. This is simply constructive feedback for the students, and the numbers themselves are not necessarily important; you are looking for the highs and the lows but not necessarily the actual numbers.)
 - A. Look at the Self-Assessment column of numbers only and ask the student to describe (in terms of the criteria on the questionnaire) his/her strengths; ie, What are the strengths the student bring to a group (PBL, ICM, patient-care team, etc.)? The student’s answers should reflect the highest numbers in the self-assessment column.
Next, review the areas in which the student wishes to improve (these areas should reflect where he/she chose the lowest numbers and actually will make up the goals the student sets for him/herself).
 - B. Look at the Peer Assessment column of numbers and find the highest numbers awarded by the students’ peers, indicating the areas of strengths. Are they the same areas as the student chose for him/herself? If there are discrepancies, ask the student why he/she thinks the peers chose more, less, or different strengths.
Repeat this process for the peers’ lowest numbers, and ask the student to talk about discrepancies, if there are any. Note: I don’t refer to low numbers as “weaknesses.” Rather, they are referred to as areas where the peers are “nudging” the student to step forward, increase efforts, etc.)
4. Ask the student if he/she can see how receiving this kind of feedback may be helpful throughout the rest of his/her training? (Students may be made aware of the Gold Humanism Honor Society, and that they will have the opportunity to nominate peers, at the end of their third year. They should also be made aware of the 360 evaluations used in IUSM resident training programs and in many other training programs across the country.)
5. Ask the student if he/she can see how continuing to assess his/her peers (formally or informally) may be beneficial to his/her future patients? Some points that will hopefully come out in their answers include:
 - A. The student (as a practicing physician) may become aware of better methods of doing something: assisting patients w/smoking cessation, diet, etc.
 - B. Peer assessment plays a large role when a physician refers his/her patient to a colleague/specialist. Referring should include both matching a patient with a competent physician and with a physician whose personality will be compatible with that of the patient’s.
 - C. In a group of physicians practicing together, peer assessment may be necessary in order to ensure their group is successful in the service they provide to their patients and as a small business.

6. Briefly discuss student's response to open-ended item (#16 for MS1 &MS2; #19 for MS3): "*IUSM is interested in tracking your growth as a person and a professional in medicine. Please think of a person or a situation that contributed significantly to your continued growth in this past year. Briefly describe this person or event and elaborate on the significance this person or event has had on your personal or professional development.*" In your review, include the competencies that are related to the student's response.
7. Ask students to reflect on the reports and determine a personal learning plan for the upcoming school year. A learning plan contains goals that the student determines will help him to become a better physician.
 - A learning plan consists of three parts:
 - Learning goals
 - What will the student do to achieve the goals
 - How will the student know that the goals have been achieved.
8. Ask the students to complete the survey at the bottom of the Checklist. Note: If the peers identify the same strengths or weaknesses as the student indicates on the self-assessment column, then it's perfectly all right for the student to mark "disagree" on the first two items of the survey.
9. The faculty reviewer should submit online through the FES website or fax the form back to the number indicated at the bottom of the sheet. The original copy of the form may be given to the student for his/her files or the student can obtain a copy of the report from the MSIS website.

Please pass on any other suggestions you may have after meeting with your students. Thank you!