

**Reflective Exercise for Fundamental Teaching Activities Program**

The purpose of this exercise is to allow you to refine your clinical teaching and supervision.

**Step 1:**

**Option 1:** Solicit feedback from a current or recent postgraduate learner on your clinical teaching and supervision. You can request feedback on what the learner experiences as support and effective teaching and what you might do differently. You should only ask if you feel asking your learner for feedback would not create an uncomfortable situation for your learner. An email can be sent to your learner from the Faculty Development office that outlines the process, reiterates that it is voluntary and provides some guiding questions. Contact [FMfacdev@dal.ca](mailto:FMfacdev@dal.ca) to set this up or download the documents here (insert link) .

**OR**

**Option 2:** Seek feedback from a peer on specific preceptor-learner encounters. For example, this may be a colleague who shares a clinical space with you and may have informal opportunities to watch/listen to you deliver feedback such as in a team room. If this is a more formal peer observation process, you may use the formal peer-observation and feedback process as outlined in the advanced teaching program requirements: insert link.

**OR**

**Option 3:** If you do not have an opportunity for direct learner feedback or peer observation and feedback, then you can reflect on past feedback you have received, either verbally or written. This could include the summary of comments from students sent out by Dalhousie Family Medicine Undergraduate and Post Graduate Education offices.

**Step 2:** Use the following reflective questions to guide you through a reflective process.

**Step 3:** Submit the completed reflective questions to [FMfacdev@dal.ca](mailto:FMfacdev@dal.ca)

**Reflective Questions:**

**Question 1:** What do I do as a teacher in the clinical setting when I am feeling rushed, frustrated or tired?

**Question 2:** How would I be described as a clinical teacher when I am working at my highest and best self?

**Question 3:** What are the observable behaviours of what I do well when I am supervising/teaching?

**Question 4:** What are the observable behaviours of what I do not do well when I am supervising/teaching?

**Question 5a:** What surprised me the most about feedback I received from a learner?

**Question 5b:** Why did that feedback surprise me?

**Question 6:** What am I going to try to do differently as a supervisor/teacher?

**Question 7:** How am I going to meet my goals?

**Question 8:** What am I going to do to follow up on putting the feedback into action?

