

GUIDELINES FOR PEER ASSESSMENT

1. Focus on specific performance, not generalizations

Unhelpful feedback: *Susan is a great team member!*

Constructive feedback: *Susan does the reading in advance, listens carefully to other group members, and never fails to express encouragement or positive reinforcement to other members of the group.*

2. Provide feedback on strengths and accomplishments, as well as weaknesses and mistakes

Unhelpful feedback: *Connor was a pretty good group member, but could be better in discussion.*

Constructive feedback: *Connor contributed to group discussions and had clearly done the reading. He could be a little more engaged in discussions; sometimes it seemed he was doing other things on his computer while the rest of us were talking through a case.*

3. Offer strategies for improvement –specific suggestions, rather than vague advice

Unhelpful feedback: *Mary shouldn't be afraid to voice her opinions or concerns!*

Constructive feedback: *Because Mary's comments are useful in facilitating the conversation, and she is also one of the more quiet members of the group, I would challenge her to speak up more often in class. Taking notes on the readings about the thoughts that she might have before class may help in formulating an opinion to share during discussion.*

4. Use descriptive language to describe behaviors that are remediable; avoid making judgments about him/her as a person

Unhelpful feedback: *Walter was an inconsiderate, rude group member.*

Constructive feedback: *When he was present, Walter was frequently one of the most knowledgeable students in the group, but he was frequently late or absent. This had a negative effect on the group. This seemed to frustrate the group because we'd have to explain what he'd missed. I hope that these comments will be useful to him to help him to avoid future problems and to maximize his time and potential at the FSM.*

5. Use first-hand data/direct observation

6. When feedback is subjective, label it as such

Constructive feedback: *Maura's emotions were very evident during videos/discussions--most notably through facial expressions and the occasional gasp, head shake, etc. While this displays her positive attribute of deep-running compassion, it sometimes made me feel she was naive when so aghast at sad yet common misfortunes. This may be something to consider when working around other medical professionals who have developed more emotional distance from difficult situations.*

7. Regulate quantity of comments; don't overload with a laundry list

8. Remember that your feedback is for the receiver; it's not opportunity for you to vent

9. Ask yourself how you would feel receiving these comments