

Name of Program: Duke Orthopedic Manual Therapy Fellowship

Name of Program Director: Michael Schmidt

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Reviewer name: Tara Dickson

Date of Interview: August 1, 2018

Duke_University_Mentor Assessment Forms

B. How is this resource/document delivered in your program:

Taught to residents the following specialty areas: Orthopedics

Taught to fellows the following specialty areas: Manual Therapy

Delivered in person, online, or combination? In person

When is this document/resource used in the program (early, late, on a recurring basis)?

Recurring basis

Is this resource/document taught by your faculty or other departments in your institution?

No

Other comments: They have both a subjective-only form and a form with Likert scale data, but they prefer to use the subjective form because they feel they get more useful information from this format.

C. What challenges/barriers did you face in developing this resource?

N/A

D. What do you feel makes this resource innovative or exceptional? (e.g. involves interdisciplinary or interspecialty training?)

Provides a way for observers to provide written feedback on how to improving mentoring skills

E. May we share this resource in its current form with credit to your institution? If there were ways to modify or improve this resource in any way what changes would you make?

Yes.

F. How did you assess the effectiveness of this educational resource/activity with your learners? Informally during discussions with mentors.

Duke OMT Fellowship

Mentor Assessment Form

Date: _____
 Observer: _____
 training: _____

Mentor: _____
 Fellow-in-

Does the Mentor:	Comments:
Communicate clearly, effectively and appropriately <ul style="list-style-type: none"> • Avoids frequent interruptions • Is non-judgmental and objective in their interaction with the resident 	
Encourage a collegial interaction by creating an environment of mutual decision-making while allowing the resident to stay in control of the patient encounter process.	
Patient satisfaction with the session <ul style="list-style-type: none"> • Don't lose sight that the patient is seeking a service and should be the focal point in the encounter 	
Encourage synthesis of data and reflection <ul style="list-style-type: none"> • What to change between this and the next session • Select key physical exam findings to confirm • Facilitates discussion that challenges and expands the learner's knowledge base • Balances resident's independence in patient care with guidance of appropriate knowledge, synthesis and intervention 	

<ul style="list-style-type: none">• Links information to evidence	
Other comments:	