### **INSTRUCTOR COURSE EVALUATION FORMS**

IP = Instructor Potential

### Skills Teaching Station II: Airway and Ventilatory Management—Orotracheal Intubation

ratory wariagement	Olottaclical littabation
Faculty: (Qualified ATLS Instructor)	Time: (Three 40-minute rotations)

IRM = Incomplete/Remedial

Instructions: Evaluate the student performing in the instructor role in each of the 9 teaching skills listed herein, and indicate your response to the student instructor's performance based on the rating scale. (See Section II, Chapter 5, Cognitive and Skills Performance Requirements and Evaluation.)

#### Teaching Skills for Evaluation: Performing in the instructor role, the student

- 1. Provides rationale and objectives for the station.
- 2. Utilizes clinical scenarios in correct sequence.
- 3. Asks appropriate questions in leading students to correct decisions.
- 4. Provides appropriate cues when needed to help students discover correct answers.
- 5. Demonstrates the skills correctly.

S = Successful

Rating:

- **6.** Describes correct sequence of steps to perform skills.
- 7. Provides positive and corrective feedback to students.
- 8. Involves all students by using questioning and group discussion techniques.
- 9. Exhibits good time management and ensures all objectives for station are satisfied.

STUDENT'S NAME		SK	ILL	S A	ND	RA	TIN	IGS	COMMENTS		
STODENT STANIE	1	2	3	4	5	6	7	8	9	COMMENTS	
Rotation Time:										Overall performance =	
#1											
					ŀ						
										_	
						:				☐ IP	
Rotation Time:										Overall performance =	
#4											
										_	
										□ IP	
Rotation Time:										Overall performance =	
#7											
	;									☐ IP	

### **INSTRUCTOR COURSE EVALUATION FORMS**

## Skills Teaching Station VI: X-ray Identification of Thoracic Injuries

Facu	lty: (Qualified ATLS Instructor)	tor) Time: (Three 40-minute rotations)											
Ratin	ng: S = Successful	IRM = Incomplete/Remedial				eme	dial	Į	IP = Instructor Potential				
Instructions: Evaluate the student performing in the instructor role in each of the 9 teaching skills listed herein, and indicate your response to the student instructor's performance based on the rating scale. (See Section II, Chapter 5, Cognitive and Skills Performance Requirements and Evaluation.)													
[	Teaching Skills for Evaluation: Performing in the instructor role, the student												
	<ol> <li>Provides rationale and objectives for the station.</li> <li>Utilizes clinical scenarios in correct sequence.</li> <li>Asks appropriate questions in leading students to correct decisions.</li> </ol>												
	4. Provides appropriate cu				_								
	5. Demonstrates the skills	corr	ectl	y.									
	<b>6.</b> Describes correct sequer			_	_								
	7. Provides positive and corrective feedback to students.												
ł	8. Involves all students by using questioning and group discussion techniques.												
	9. Exhibits good time management and ensures all objectives for station are satisfied.												
	STUDENT'S NAME		SK	ILLS	<b>S A</b> l	ND	RA	TIN	GS		COMMENTS		
	OTCDENT OTNINE	1	2	3	4	5	6	7	8	9	COMMENTS		
- 1	Rotation Time:										Overall performance =		
	#2												
											☐ IP		
	Rotation Time: #5										Overall performance =		
									:		☐ IP		
	Rotation Time: #8										Overall performance =		

☐ IP

#### INSTRUCTOR COURSE EVALUATION FORMS

### Skills Teaching Station IX: Head and Neck Trauma Assessment and Management

Faculty: (Qua	lified ATLS Instructor)	Time: (Three 40-	minute rotations)
Rating:	S = Successful	IRM = Incomplete/Remedial	IP = Instructor Potential

Instructions: Evaluate the student performing in the instructor role in each of the 9 teaching skills listed herein, and indicate your response to the student instructor's performance based on the rating scale. (See Section II, Chapter 5, Cognitive and Skills Performance Requirements and Evaluation.)

# Section II, Chapter 5, Cognitive and Skills Performance Requirements and Evaluation.) Teaching Skills for Evaluation: Performing in the instructor role, the student 1. Provides rationale and objectives for the station.

- 2. Utilizes clinical scenarios in correct sequence.
- 2. A disconnection in the discontinuous desired
- **3.** Asks appropriate questions in leading students to correct decisions.
- 4. Provides appropriate cues when needed to help students discover correct answers.
- 5. Demonstrates the skills correctly.
- **6.** Describes correct sequence of steps to perform skills.
- 7. Provides positive and corrective feedback to students.
- 8. Involves all students by using questioning and group discussion techniques.
- 9. Exhibits good time management and ensures all objectives for station are satisfied.

STUDENT'S NAME		SK	ILLS	5 A.	ND	RA	ΓIN	GS	COMMENTE	
STODENT S NAME	1	2	3	4	5	6	7	8	9	COMMENTS
Rotation Time: #3										Overall performance =
										☐ IP
Rotation Time: #6										Overall performance =
Rotation Time: #9										Overall performance =
										☐ IP