SELF-EVALUATION FORM

Instructor's name/ Physician: Robin Craig, DO

Date: 6/12/26

Time: 3:30pm

A. Please provide relevant information on the following areas of your teaching.

1. Level and number of students:
3 pediatric residents and 1 phase 3 medical student. Residents were PGY1 and PGY2 level.

2. Topic(s) of the session:
The session discussed vasopressors and uses an analogy of a rainbow to understand how vasporessors and inotropes function along a spectrum between alpha and beta receptors.

3. Aims and objectives of the session:
The aims and objectives of the session is to identify where and how the alpha and beta receptors act and then to identify where each vasopressor functions along the spectrum between alpha and beta recpeors. In addition trainees should be able to identify anf understand basic situations where one medication may be chosen over another in a pediatric setting.

4. Organization and planning:

The session is structured as an interactive chalk talk rather than a traditional lecture. I begin by reviewing the alpha and beta receptors and asking learners to identify the physiologic effects associated with each. I then draw the "vasopressor rainbow" on the white board and guide the trainees through placing individual vasoactive medications along the spectrum based on their receptor activity. Once the framework is established, we discuss clinical scenarios and explore why one agent may be preferred over another. The session concludes with discussion of non-classical vasoactive agents including vasopressin, milrinone, calcium, and corticosteroids.

5. Setting and management of the session:
This is a small-group bedside teaching session conducted in the PICU conference area using a white board. The small group format allows all learners to participate actively and ask questions throughout the discussion. The informal setting encourages discussion, debate, and application of concepts to patients currently in the unit.

6. Methods/Techniques (use of technology & audio-visual aids, etc.):
Although a PowerPoint version of the session exists, I typically teach this material using a white board and marker. Learners actively construct the "vasopressor rainbow" as we discuss receptor physiology and medication properties. Questions, clinical scenarios, and guided discussion are used throughout the session to promote active participation and clinical reasoning. The "vasopressor rainbow" serves as a memory aid that learners can later recreate independently.

7. Content (knowledge, presentation, and outcome):
The content focuses on the physiologic effects of alpha and beta receptor stimulation and the practical application of vasoactive medications in pediatric critical care. By the end of the session, learners are typically able to explain basic receptor physiology, classify commonly used vasoactive medications according to their predominant receptor activity, and apply that knowledge to common clinical scenarios. The presentation emphasizes understanding underlying principles rather than memorization of medication characteristics which is far less clinically useful for pediatric trainees.

8. Assessment:
B. Please give a short assessment of your involvement in the following areas of your teaching. (Your evaluation should honestly reflect your self-observation, self-judgement and self-reaction.)

1. How many times have you previously taught this session?
I have taught this session many times. I try to teach it to each group that comes through the PICU monthly.

2. What teaching and learning activities took place?

Learners participated in an interactive chalk talk focused on receptor physiology and vasoactive medications. They were asked to recall prior knowledge, identify receptor effects, place medications on the vasopressor rainbow, and discuss clinical scenarios. Throughout the session they were encouraged to explain their reasoning and to compare various medications based on mechanism of action and patient presentation. Discussion was highly interactive and learner driven.

3. What have the learners been asked to do in preparation for this session?
Learners are asked to review the pressors we have used to far during the rotation and to come with any questions regarding the medications and questions about why we have chosen each on in different scenarios.

4. How much time did you spend on planning and conducting this session?

This session takes about 45 minutes to complete with the residents. It is interactive on the white board with them answering questions about the receptors and pressors and scenarios are used to help them further cement the information.

5. How successful were you? If you have questions about what you were trying to do, what are they?

I feel this is a very successful session that the residents and trainees seem to truly appreciate. It takes a topic that is challenging and breaks it down into the basics to allow them to build on that as they move through their rotation.

6. What went well in this session? Why?

I think the session was interactive and seemed to meet the trainees where they were at. They were able to answer most of the questions posed to them and still seemed to have several "aha" moments so it felt like it hit a good balance between appropriate but also challenging.

7. What problems did you experience? Why?

We did not experience any problems specifically during this sessions, but in the past if I have learners who are less engaged or do notcome with the basic understanding of pressors then it becomes a session where I am just lecturing to them and it is not interactive.

8. What are the strengths of your teaching?

I think my strengths are that I am able to simplify difficult topics in ways that make them understandable and memorable. I use visual frameworks and analogies that help learners organize complex information rather than memorizing isolated facts. I also strive to make sessions interactive and adjust the level of discussion based on the learner's background knowledge. I believe I create an environment where trainees feel comfortable answering questions, making mistakes, and engaging in discussion.

9. What part of the session could be stronger?

The session could be strengthened by incorporating a more formal assessment at the end to better evaluate knowledge retention and identify any lingering areas of confusion. I could also provide learners with a brief handout or summary diagram that they can reference later during their rotation.

10. What did you learn from this experience that will help you in the future?
This experience reinforced the value of active learning and visual teaching tools. Learners appeared to retain information better when they actively participated in building the conceptual framework themselves rather than simply receiving information. It also highlighted the importance of connecting pharmacology to real clinical scenarios that residents encounter during their PICU rotation.

11. What will you do to improve your next teaching session?
For future sessions, I would like to incorporate a brief post-session assessment to better measure learning gains.

12. If you were to grade your teaching, what grade (E, VG, G, NI, U - See section C) would you give yourself on this session? Explain it.

Excellent

I would rate this session as excellent because the learning objectives were achieved, learner engagement was consistently high, and the trainees actively participated throughout the discussion. The learners were able to correctly identify receptor effects, classify vasoactive medications, and apply the concepts to clinical scenarios. This session has evolved over multiple years of teaching and consistently receives positive feedback from residents, many of whom specifically request the session during their PICU rotation. Despite its success, I recognize opportunities for improvement through more formal assessment of learning outcomes.

13. Write below a narrative that synthesizes your progress as a teacher, commenting especially on areas where you most need improvement. Suggest actions you can take to improve.

Over the past several years I have become increasingly comfortable developing my own teaching style and educational framework. Early in my career, I relied more heavily on traditional lectures and information delivery. As I gained experience, I found that learners responded better when complex topics were broken into simple, memorable concepts that could be built upon during clinical practice.

The vasopressor rainbow session is an example of this evolution. Rather than focusing on memorization of medication characteristics, the session emphasizes understanding receptor physiology and then using that understanding to reason through the actions of various vasoactive agents. The visual framework allows learners to organize information in a way that they can easily recreate at the bedside. The fact that residents frequently request this session and continue to reference the rainbow throughout their rotation suggests that it has become an effective learning tool.

My greatest strengths as a teacher are enthusiasm, approachability, and the ability to simplify difficult concepts without oversimplifying the underlying physiology. I enjoy creating educational experiences that are interactive and learner-centered rather than purely didactic.

One area where I would like to improve is incorporating more objective measures of learner outcomes. While informal feedback has been overwhelmingly positive, developing more structured assessment methods would allow me to better evaluate teaching effectiveness and identify areas for improvement. I would also like to continue refining educational materials that learners can use for reinforcement after the session. Overall, I believe I have made meaningful progress as an educator and plan to continue developing teaching methods that promote engagement, understanding, and long-term retention of knowledge.

C. Please rate your performance in each of the following areas: How well I did …?

Self-Evaluation Checklist & Instructor Activities	**Excellent**	**Very Good**	**Good**	**Needs Improvement**	**Unsatisfactory**	**Not Applicable**
Introduction	**E**	**VG**	**G**	**NI**	**U**	**NA**
Focused/gained attention	x					
Introduced lesson and made the aims clear to the students	x					
Stimulated recall of prior learning	x					
Stated the intended outcomes	x					
Teaching Competencies	**E**	**VG**	**G**	**NI**	**U**	**NA**
Provided updated knowledge	x					
Explained and structured the subject clearly to assist students' learning	x					
Used student-centered teaching strategies	x					
Gained student active participation and interest in the topic	x					

Provided conducive atmosphere for student-to-student interaction and learning	x					
Presented information based on the students' diverse abilities and interest	x					
Moved smoothly from stage to stage	x					
Highlighted the key points	x					
Used active pace	x					
Attempted to maintained the students' interest	x					
Handled problems of inattention	x					
Coped with individual difficulties	x					
Used effective questioning techniques	x					
Handled the students' questions and responses	x					
Used answers/ideas given by the students	x					
Monitored student activity	x					
Checked on student learning	x					
Made eye contact with all class members	x					
Used my voice and body movements	x					
Used praise to built up student confidence	x					
Provided adequate feedback to the students	x					
Conveyed my enthusiasm	x					
Summarized the session	x					
Discussed the students' concerns about their progress		x				

Organization	**E**	**VG**	**G**	**NI**	**U**	**NA**
Had a lesson plan		x				
Used updated information to keep the material relevant and appropriate	x					
Provided clear direction for the activities to be completed	x					
Made the level of difficulty appropriate for the students	x					
Determine the correct amount of student work	x					
Used time wisely	x					
Methods and teaching strategies	**E**	**VG**	**G**	**NI**	**U**	**NA**
Used models/examples/visual aids as illustrations	x					
Used didactic methods						x
Used small groups	x					
Used peer teaching: pairs/trios						x
Worked with individual students						x
Other (…….)						x
Application	**E**	**VG**	**G**	**NI**	**U**	**NA**
Provided a model of good practice	x					
Linked this session to other sessions	x					
Provided examples to apply to similar situations	x					
Assessment	**E**	**VG**	**G**	**NI**	**U**	**NA**
Reviewed teaching process and topic design based on student feedback and achievement	x					

Provided opportunities for constructive feedback	x					
Provided formative assessment						x
Provided summative assessment						x