Appendix: The Cleveland Clinic's Clinical Teaching Effectiveness Instrument

Item	Don't know/ Not applicable	1 Never/ Poor	2 Seldom/ Mediocre	3 Sometimes/ Good	4 Often/ Very good	5 Always/ Superb
1. Establishes a good learning environment						
2. Stimulates me to learn independently						
3. Allows me autonomy appropriate to my level/experience/ competence						
4. Organises time to allow for both teaching and caregiving						
5. Offers regular feedback (both positive and negative)						
6. Clearly specifies what I am expected to know and do during this training period						
7. Adjusts teaching to my needs (experience, competence, interests etc.)						
8. Asks questions that promote learning (Clarifications, probes Socratic questions, reflective questions, etc.)						
9. Gives clear explanations/reasons for opinions, advice, actions, etc.)						
10. Adjusts teaching to diverse settings (bedside, view box, OR, exam room, microscope, etc.)						
11. Coaches me on my clinical/technical skills (interview, diagnostic, examination, procedural, lab, etc.)						
12. Incorporates research data and/or practice guidelines into teaching						
13. Teaches diagnostic skills (clinical reasoning, selection/interpretation of tests, etc.)						
14. Teaches effective patient and/or family communication skills						
15. Teaches principles of cost-appropriate care (resource utilisation, etc.)						