



Peer Review / Feedback Form

Definition: A peer reviewer is an authoritative reviewer who is equally familiar and expert in the subject as the candidate

Description:

This Peer Review Feedback Form can be used to obtain 360 degree feedback to measure if the minimum thresholds (standards) of competencies **Acute Intervention, Rehabilitation, Performance Enhancement, Professionalism and Management** and **Dissemination of Best Practice** have been met. This form describes guidelines to organise and to attain the professional personal assessment feedback that has to be delivered. The sports physiotherapist has to point out at the start, the standards which they want to demonstrate with this service. At the end of the guidelines there are some URLs to other guidelines or examples of good practice related to this feedback.

A peer reviewer should give feedback in a professional, open, clear, honest, and positive way with the aim to assist the individual to enhance their learning opportunities and achieve learning goals and professional aims. In this assessment situation the peer has to assess the standards the sports physiotherapist wants to be assessed on. This form must be adjusted to any other stakeholders' (supervisor, manager) feedback.

References: Based on The Chartered Society of Physiotherapy 2000
<http://www.csp.org.uk/uploads/documents/SOPPAudit.pdf>

GUIDELINES

Structure

1 Select a peer

For the individual to gain maximum benefit from peer review, it is important that they are able to select their own peer. This is one factor which distinguishes peer review from clinical supervision and appraisal. The following criteria serve as a guide to identify a suitable peer:

- The peer should be similar in terms of grade, or experience or qualification or knowledge or skill or any combination of these. (For some physiotherapists there may be a preference for a peer who is of a higher grade, but that is their individual choice.)
- The selected peer should carry a similar complexity of case load or mix. This may not necessarily be from the same speciality.
- The peer should work in a similar type of practice or situation.
- There is mutual respect and a comfortable professional relationship.
- The peer is happy to participate.

2 Arrange a suitable date and time

3 Select patient notes

The reviewer randomly selects a set of patient notes. This should be from a batch of the last twenty patients which the physiotherapist has managed. This process of selection is dependent on local circumstances, and it is therefore the responsibility of the physiotherapist and the peer to make appropriate arrangements.

4 Specific standards of specific competencies have to be chosen for peer assessment (i.e. don't submit the total list) from the checklist of competencies and standards

5 Discussion of the episode of care

This should focus on the evaluation of the individual's clinical reasoning skills throughout the patient episode. The following seven questions, which relate directly to the standards, have been formulated to structure the discussion. *This should take approximately one hour:*

- What sources of information did you consider to assist you with the assessment process?
- How did you reach a clinical diagnosis, or identify the patient's main problems?
- How did you decide which outcome measure to use?
- How did you select the treatment techniques to meet the specific needs of the patient?
- To what extent did you meet the expectations of the patient?
- How was each stage of the episode of care evaluated?
- Was it necessary to communicate with other professionals? If so, did this raise any particular issues?

6 Issues arising from the discussion

Any issues raised during discussion, which both peer and physiotherapist feel are important, should be documented on the peer review form. The peer has a responsibility for reflecting only what has been agreed between the two individuals in the review session. The peer review form should be kept in the physiotherapist's portfolio, as evidence of learning (for details see below)

7 Identify areas for education and development

The peer has a responsibility for identifying potential areas for further education and development, in agreement with the physiotherapist. Both parties can then formulate a timed action plan (for details see below)

8 Re-evaluation date

A date for re-evaluation is set. It is important that the process is regular and undertaken at least annually.

Examples
http://www.psychtesting.org.uk/files/getfile1.asp?id=6 . Best practice guidelines of 360 degree feedback
Patient feedback questionnaire: This questionnaire has been developed by the Chartered Society of Physiotherapy, the professional organisation for chartered physiotherapists, in order to improve physiotherapy services. http://www.csp.org.uk/uploads/documents/SOPPAudit.pdf
Peer review / feedback audit tool: http://www.csp.org.uk/uploads/documents/SOPPAudit.pdf
Silverman M, Kerrin M, Carter A, 360 Degree Feedback, Beyond the Spin, IES Report 418 http://www.employment-studies.co.uk/summary/summary.php?id=418 This report is directed at HR practitioners and senior managers responsible for either performance management or management development. The findings will be of interest to those implementing, or considering implementing, 360-degree feedback, and also for those who are already committed to the process in reflecting on whether the approach is delivering benefits for them.
Alimo-Metcalfe, B. (1998). 360° Feedback and Leadership Development. International Journal of Selection and Assessment, 6, 35-44.

Peer review form
Peer review carried out on (date): Name of sports physiotherapist: Work telephone number: Name of peer reviewer: Work telephone number: Summary of issues raised during discussion: - - - Agreed suggestions for further education and development - - - Action plan: - - - Re-evaluation date: Signature of sports physiotherapist: Signature of reviewer: