Introductions

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Learning Objectives

Define peer review strategies for health promotion specialists
• One-on-one, group, listserv, experts in the field, colleagues assess peer and aspiration schools, comparing schools, etc.

Discuss factors that foster or hinder the learning process or skill building
• Review programs, guidelines, policies, identify barriers or obstacles to learning or skill building, identify encouraging or promoting strategies to learning or skill building, discuss and process factors.
• Trust, emphasizing the positive, and providing specific constructive feedback will be illustrated.

Explain the strategy of group peer review
• Once explained, we will practice in groups providing direct feedback on skills, goals and objectives, program evaluation, etc.
Agenda

• All about Peer Review
• How-To for Today’s Peer Review
• 2 Peer Review Sessions (20 mins each)
• Process & Follow Up
What is Peer Review?

Evaluation by others in the same field to maintain or enhance the quality of the work or performance

- Utilizes the independence of the reviewers to obtain an unbiased evaluation
- Helps maintain and enhance quality by detecting weaknesses and errors
Why Practice Peer Review?

• Accreditation
• Best Practice
• Increases Your Personal Skills
• Improves the Impact and Efficiency of Your programs
• Models Professionalism to Your Students
Best Practice

- Standards of Practice in Health Promotion in Higher Education
- Council for the Advancement of Standards in Higher Education
- BACCHUS Peer Education
- Healthy People 2020
Peer Review Strategies

WHO
- Campus Stakeholders
- Local and Area Connections
- Peer and Aspiration Schools
- National Connections
- Professional Consultation

HOW
- Face to Face
- Email/ Listservs
Ground Rules for Today’s Peer Review

- Trust is key.
- Acknowledge vulnerabilities.
- Be open to receiving feedback.
- Provide constructive feedback
  Generally start with the positive and then move to areas of improvement
- Ask lots of questions, especially open-ended ones.
- Try to suspend judgment.
- Maintain confidentiality
  Be clear with your colleague(s) about what is/isn't okay to share outside of peer review. If you don't know, ask.
- Check-in with your colleague. How are you feeling about this? Is this helpful?
- Only share examples of your own work when asked directly.
Feedback IS

- SOLICITED not imposed
- DESCRIPTIVE not evaluative
- directed toward something ACTIONABLE (the receiver can do something about)
- CONSIDERATE of the needs of the giver and the receiver
- WELL-TIMED
- CONFIRMED to ensure clear communication
Instructions: Presenters

• TELL reviewers
  • about the work you want reviewed
  • what feedback you want
• PROVIDE example(s) of what you want reviewed
• ALLOW time for them to process
• ACCEPT feedback
• ASK follow-up questions
Instructions: Reviewers

- **LISTEN** to what the person is asking to have reviewed
- **ASK CLARIFYING QUESTIONS** to understand what feedback the person is soliciting
  - *How can I help?*
  - *What have you done so far?*
  - *What do you see as obstacles?*
- **PROVIDE FEEDBACK** professionally and directly; being mindful of the person’s feelings and expectations of the process
- Only provide examples of your own work when asked
Group Process

Group #1: Holy Cross

Group #2: Umass Lowell
Go!

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• What was most helpful? (Presenters/Reviewers)
• Describe one take-away (Presenters/Reviewers)
• What would have worked better?
Follow Up

- Has this session caused anyone to think differently about peer review?
- Are you more or less comfortable with peer review?
- If you wanted to solicit a peer review how would you make that happen?
- Anything else to share?
- Anyone want to join us next year?
HEALTH PROMOTION
PEER REVIEW: PRACTICE

THANK YOU