

**What is this?**

Peer-to-Peer Observation/ Evaluation/Assessment (known by a few names in the academic world) is well established as a credible tool to identify and improve individual performance. It can appraise the consistency in which a course is conducted and acknowledge the unique style an instructor brings to the class. The observations are made in a classroom setting by a professional who does the same work; hence, "Peer-to-Peer".

Its purpose is to acknowledge, for the individual instructor, what works well and what may need improvement in class.

For the TC it identifies common challenges, methods and resources to improve the work we do. It can identify and share the solutions, methods and resources from which other instructors may benefit.

For instructors and our TC this form is one, but certainly not the sole, communication tool.

**Peer-to-Peer Observation Form....some background**

Often before and after class, instructors comment or ask of each other:

- How come you....?
- That was so effective.....
- Do we really need to (activity)...it seems like a waste of time.
- You explained that so clearly.
- I have yet to have a clear understanding on this topic.....
- I'm not sure what NJ/RWJBH/this facility's protocol is on this issue/procedure.
- That was such an easy way to remember.....
- I taught with (Instructor) and this worked well.....
- When I teach at (location).....
- When I use this (equipment model) .....
- How did you keep your cool with that student?
- I can't seem to figure out how this equipment works....
- I use/don't use this equipment/model because.....
- I improvised with this.....
- It would be helpful to have form/equipment/whatever at this location/all locations.
- This equipment/form/software is working out well.
- This is so frustrating!
- We should include this software.....
- That student group was not energetic. How could we get them up and moving to more actively participate in the case simulations? Serving as Team Leader?
- Wow! It was like pulling teeth to get some of the students to speak and participate in the discussions.
- Are we teaching too much to the written test? Does it really matter?
- And so many more.....

These peer discussions, conducted casually and informally, serve as a valuable professional development tool for many of us. They address not only what we include in a class but how we do it...sometime it is content and sometime it is style.

This tool puts on paper some of the topics of those discussions.

We learn so much from teaching with each other. Why not ask our peers to observe us and share impressions of what we do well and effectively and suggestions on what we can improve on? What insight and practices should be shared with other instructors?

**How is this form used?**

Observation may be during one or multiple activity(ies)....i.e., facilitating skills practice, leading the discussion following a video segment, debriefing after practice, skills testing. It is not necessary to observe the entire day or course. Actually, observing a few activities allows for more focused observations, while recognizing this is just a snapshot of the instruction.

Primary uses for this form:

- Mentor instructor new to a discipline (BLS, ALCS, PALS).
- Guide experienced instructor new to our TC.
- Offer an established instructor with limited teaching experience suggestions to enhance his/her instructional “repertoire”.
- Those who often serve as the sole instructor don’t benefit from observing what and how other instructors conduct a class, and visa versa. This form may be an informative tool.
- Assist instructor who is contributing less than expected to course activities. This form may identify the expected standards and some strategies to meet the standards.

Additionally, this form allows us to get some of our casual, informal discussions on paper. Please, continue to have the informal discussions...consider completing a form when your discussions have significant substance.

**How is the different from AHA Instructor Monitor Tool?**

The AHA Instructor Monitor Tool is designed for consistency in evaluating the performance of all instructors within the AHA network...that number is probably in the thousands.

The AHA Instructor Monitor Tool does not include some items unique to us and our TC. This Peer-to-Peer Observation tool may aid each other and the RWJBH Training Center to identify what works and what we can improve and share with other instructors. It may make each of us a bit better at what we do – less stressed or frustrated and more fulfilled, even have more fun! In turn, students will have better opportunity to understand, learn and retain the knowledge and skills included in the course.

Peer-to-Peer Observation form may be a complement to the instructor monitoring process.

**How do I get the blank form?**

A supply of the forms, along with a supply of envelopes, is included with blank course paperwork at our 11 hospitals/training locations.

You can also download and print the form from our RWJBH Instructor website, “Instructors” → “Paperwork”.

**What do I do with the completed form?**

The Observer should seal the completed form in an envelope and include it in the “Completed Course Paperwork” bin, or deliver it to the TC (by USPS or hand) to:

Kevin Kurzweil, MICP  
Director, Mobile Health Training Center  
RWJBarnabas Health  
379 Campus Drive  
Somerset NJ 08873

**Who do I contact with my questions, comments or suggestions?**

Kevin Kurzweil

(office address above)

Office: 732-418-8403 | Mobile: 908-248-4639 | Fax: 732-253-3768

[kevin.kurzweil@rwjbh.org](mailto:kevin.kurzweil@rwjbh.org) | <http://www.rwjbh.org/cpr>

**What's next?**

- This first edition is designed for AHA courses....CPR, ACLS, ACLS-EP, PALS, PEARS, First Aid. This process is dynamic...the form is of little value if it does not remain relevant to instructors. So, offer changes you feel will improve the form and process.
- Future editions are planned to include BLS and ALS CEU programs, PHTLS, EMT and Paramedic Training programs, and others.
- We'll see if a generic form will work for all our courses.
- Our version of the "Cliff Notes" of key sections in the Instructor Manuals (as a quick reference) will be available in hard and electronic copy. This is a project-in-progress. The first available is ACLS; others will follow.

**Sources used to develop this form and practice – an informal list:**

AHA "Instructor Monitor Tool", Revised: January 2018

AHA Instructor Network ("News & Archives" drop down menu): accessed 08/13/2019

- "Teaching Tips for AHA Instructors, Faculty Development: Peer Coaching – April 2019"
- "Resuscitation Education Science: Education Strategies to Improve Outcomes From Cardiac Arrest", Circulation August 7, 2018
- "Faculty Development: The AHA Teaching Observation Tool"
- "Teaching Observation Tool FAQ"
- "Teaching Observation Tool" – Part 1 and Part 2

AHA Instructor Manuals:

- ACLS, BLS, PALS

AHA Provider Manual

- ACLS

Websites accessed 8/20/2019

- "Peer Review of Teaching", [ctf.vanderbilt.edu/guidelines-sub-pages/peer-review-of-teaching](http://ctf.vanderbilt.edu/guidelines-sub-pages/peer-review-of-teaching)  
Links from the Vanderbilt site:
  - "Peer-to-Peer Classroom Observation Form", Wayne State University
  - "Peer Observation of Teaching Protocol", University of Illinois, Chicago
- "Peer Evaluation of Teaching", [nmu.edu/peer-evaluation-teaching](http://nmu.edu/peer-evaluation-teaching)