

Observation date: \_\_\_\_\_

Participants	
Instructor Name: _____	email: _____
Observer Name: _____	email: _____

Course Information	
<u>Course location</u> (please include room location if it had an effect on the course)	
<input type="radio"/> Clara Maass	<input type="radio"/> RWJ Hamilton
<input type="radio"/> Community Medical Center	<input type="radio"/> RWJ New Brunswick
<input type="radio"/> Jersey City Medical Center	<input type="radio"/> RWJ Rahway
<input type="radio"/> Monmouth Medical Center South	<input type="radio"/> RWJ Somerset
<input type="radio"/> Monmouth Medical Center	<input type="radio"/> St. Barnabas Medical Center
<input type="radio"/> Newark Beth Israel Medical Center	
<input type="radio"/> Offsite Location: _____	
<u>Course Title:</u>	<u>Course Type:</u> <input type="radio"/> Provider <input type="radio"/> Renewal
<input type="radio"/> ACLS <input type="radio"/> ACLS-EP <input type="radio"/> PALS <input type="radio"/> PEARS <input type="radio"/> CPR HCP	
<input type="radio"/> Heartsaver (HS) CPR <input type="radio"/> HS Adult First Aid <input type="radio"/> HS Pediatric First Aid	
<input type="radio"/> CPR Family and Friends	
<input type="radio"/> Other _____	

**TODAY**

**Lesson(s) or activity(ies) observed**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Please assign one response to each item listed in the chart (4 sections).

**1 - Does not demonstrate:** Demonstrates this activity below expected level.

Strongly suggest additional mentoring, co-teaching and /or specific instructor development program before functioning independently.

**2 - Developing:** Has a general understanding of key principles but limited or no applied experience with this activity.

More course instruction experience is required. Will probably benefit from additional mentoring, co-teaching or specific instructor development program.

**3 - Proficient:** Has sufficient understanding and experience to meet teaching expectations. Functions independently.

Expect/observed to resolve moderately complex situations.

**4 - Advanced:** Has broad and deep understanding and skills, with substantial experience in this area.

Functions independently. Expect/observed to resolve complex, varied situations.

**N/A - Not observed:** The behavior or activity was not demonstrated/observed during the course.

<b>Course Content</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
Includes all AHA required course content					
Clearly states learning objectives and course completion requirements					
Any other information, skills, or written material are additional to the course materials and course content, not a substitution for AHA required course materials					
Ensures each student receives adequate hands-on practice needed to meet psychomotor skill performance objectives					
The science – includes citation of relevant literature, AHA Guidelines, Provider manual contents					
<b>Course Delivery</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
Relates lessons to course goals, and past and future lessons					
Promotes students’ retention by reinforcing key points during: <ul style="list-style-type: none"> <li>• Discussion associated with video topics</li> <li>• Skill stations</li> <li>• Learning Stations</li> <li>• Practice Stations</li> </ul>					
Manages time to optimize engagement/learning in course activities					
Establishes and maintains appropriate pace for student learning					
Maximizes real-time, hands-on learning					
Integrates available technology into instruction for maximum learning					
Uses CPR feedback device (i.e., QCPR, SkillReporter™), at a minimum, for Adult CPR skill practice and testing					
Leads class discussions associated with video presentations					
Facilitates student-led discussions					
Facilitates debriefing after scenarios and/or skills practice to improve individual and team performance					

**RWJBH Training Center  
Instructor Professional Development**

**Instructor Peer-to-Peer Observation**

<b>Interaction with Students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
Establishes and maintains professional, non-threatening and friendly rapport					
Encourages questions, discussions, participation in skills/learning stations					
Pacing appropriate to student, profession, scope of practice, experience					
Provides timely and appropriate feedback					
Provides structured debriefing after cases/scenario practice					
<b>Interaction with Peers/Instructors</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
Shares course activities as agreed					
Relates co-instructors' class discussions to other discussions, teaching points					
<b>Items not listed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>

Identify teaching behavior, strategy, method, resource (instructor may choose not to share personally developed materials) that appeared to enhance or made student learning and/or the course more effective. Other instructors may benefit from knowledge of these.

None observed

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Identify teaching behavior, strategy or method or resource that may have impeded student learning. Other instructors may benefit from knowledge of these.

None observed

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Moving Forward**

**Professional development activities**

Instructor suggestion



Observer suggestion



Not Applicable: Neither Instructor nor Observer make this suggestion



I	O	N/A	<i>← Please indicate with checkmark(s)</i>
			Observe or co-teach with an experienced instructor who consistently implements best practices and seeks professional development. <ul style="list-style-type: none"> <li>If you suggest specific instructor(s) to participate, please identify: _____</li> </ul>
			Review TC practice or policy on this topic (s): _____ _____ _____
			Increase knowledge of evidence based science and clinical practices reflected in this course.
			Increase familiarity with technology (manikins, AED trainers, AV, computer, software).
			Adapt time allotments to better meet participants' needs. <ul style="list-style-type: none"> <li>Reduce time spend with this activity _____</li> <li>Increase time spend with this activity _____</li> </ul>
			Align skill sessions and case-based scenarios to student's profession or occupation. Consider scenario setting, available resources, degree of difficulty, and student's scope of practice, experience and skill level.
			Increase knowledge of clinical areas other than my own to better relate the cases to individual students.
			Use skills/testing checklists to provide feedback to students. (In instructor manual)
			Use "scripted" cases for learning/practice stations. (In instructor manual)
			Create case scenarios using the template found in the instructor manual or follow the format of scripted case scenarios included in the instructor manual. Prepare hard copies of the cases scenarios. Consider sharing them with other instructors.
			Use "script" to facilitate debriefing after practice scenarios. (In instructor manual)
			Obtain debriefing training.
			Use "scripted" cases for skills testing. (In instructor manual)
			Review and reflect on students' post-course evaluations, when available.
			Review instructor manual to be more familiar with key teaching points (skills and case/scenario learning stations, video prompted discussions).
			Review instructor manual to be more familiar with testing criteria.
			Review written exam questions to assure consistency in information discussed, practiced, taught and information tested.
			Increase knowledge of local protocols. (i.e., NJ, RWJBH, hospital specific, clinical unit specific, off-site) _____
			Other: _____ _____ _____

Comments by **Observer**, include any follow-up suggestions

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Comments by **Instructor**, include any follow-up suggestions

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\_\_\_\_\_  
**Instructor** Signature and Date

\_\_\_\_\_  
**Observer** Signature and Date

Date this completed form received by TC : \_\_\_\_\_

Follow-up by TC:     None requested                       None required

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