

**Rutgers University – School of Nursing-Camden (SNC)
Faculty Peer Teaching Evaluation Form**

Faculty Member: Kevin R. Emmons, DrNP, RN, APN, AGPCNP-BC, CWCN, CFCN

Course No/Name: Health and Illness in Adult Populations-Theory 57:705:310

Faculty Observer: Cynthia Ayres, PhD, RN, FNAP, FNYAM

Date Observed: August 8, 2024

Directions:

Please complete the below evaluation using the Likert scale provided. Prior to the observation date, the faculty member being observed must provide the assigned observer with a copy of the syllabus, access to the course shell, and a copy of any handouts/slides that will be used in the class on the observation date. After the debriefing meeting, please provide a copy of the peer evaluation to the faculty member to be used accordingly.

Please rate the faculty member on the following behaviors using this Likert Scale:

4= Exceeds Expectations

3=Meets Expectations

2= Does not meet Expectations

1= Not Applicable.

		4	3	2	1
Organization of Content	Presented measurable objectives using Bloom’s Taxonomy in the beginning of the lecture <i>Note: Dr. Emmons presented measurable objectives using Bloom’s Taxonomy at the beginning of each lecture</i>	X			
	Presented topics with a logical sequence <i>Note: Class presentations were organized in a well-organized and consistent manner, with opening title slide, topics to be covered, and then the class objectives.</i>	X			
	Paced lesson appropriately <i>Note: Dr. Emmons does an excellent job in presenting the lesson material, checking for student understanding, and adjusting the pace accordingly. In observing his live lecture (recording) he adapts the pace of his lesson based on student feedback and observed levels of student understanding. He was able to slow down or speed up the lesson as needed to accommodate student needs. Dr. Emmons’ pacing allows for the inclusion of all students, considering different learning speeds and modalities. For example, one case study he presented the use of percussion in the management of a patient. He provided a detailed diagram on a slide where he discussed the steps, he thoroughly described the process as lecture, and he provided a</i>	X			

	<i>demonstration on a student while describing the procedure.</i>			
	Summarized major points <i>Note: Dr. Emmons allocated enough time at the end of presenting detailed content and at the end of the lesson for summarizing key points. For example, he has “Key Points Review” slides and “Knowledge Checks” slides integrated in his presentation.</i> <i>Another example: At the end of a case, he provided the summary of material presented as discharge instructions in which the students choose as appropriate from a list.</i>	X		
	Material presented was appropriate to student level of education <i>Note: He does an excellent job in this regard. For example, he pulls material from other courses the students already had, such as pathophysiology and pharmacology. He takes the time to not only pull from previous courses but does so in a way that helps students remember/ utilize the information they learned in previous courses/classes to current material being taught in his class and case studies. He helps students “pull everything together.”</i>	X		
	Linked new material with content previously learned	X		
Faculty Student Interactions	Encouraged student questions & discussion <i>Note: The method of the class inherently requires student interaction and discussion as they are active participants in discussing the cases. Dr. Emmons’ style of teaching provides students with opportunities to ask questions and participate in discussion. For example, he integrates case studies and “call-out” or “burst lectures” embedded throughout the cases presented in class. These case studies are designed to engage students in clinical judgment and decision-making processes. The “call-out” sections break down parts of the cases for a deeper examination of the material. Case study patient charts, various NCLEX-style questions, photos, animations, and other methods are scrambled throughout the class.</i> <i>In addition, students received pre-class readings and engagement exercises to ensure they are prepared for the cases in class. For those who do not learn best by reading book chapters line by line, he created comprehensive pre-lecture presentations that are video recorded and include their own notes, organized as a skeleton for students to build on. While students are not required to use these, they offer alternative methods to accommodate different learning styles.</i>	X		
	Maintained student attention and control of the classroom	X		
	Responded professionally & respectfully to student questions/concerns	X		
	Challenged students to think critically	X		
	<i>Note: This was evident throughout his entire lecture. When presenting</i>			

	<i>information, he would ask questions to challenge students and gain a better understanding of material. For example, he would ask questions such as, “Why is this?” “What med?” “Is this dose appropriate?” “Why or Why not?” Dr. Emmons does an excellent job in challenging student to think critically.</i>			
Presentation	Projected voice so easily heard	X		
	Explained content & ideas clearly	X		
	Presented examples to clarify points	X		
	Inquired about clinical experiences, connecting knowledge with clinical presentation	X		
	Utilized slides appropriately (did not just read off of slides)	X		
Instructional Materials	Materials were easy to read and supported the presentation <i>Note: The slides were easy to read, the syllabus included all the information, and each module in Canvas was opened at the beginning of the semester so students know what to expect.</i>	X		
	Assigned readings could easily be found on the syllabus and in the technology learning platform	X		
	Syllabus included all relevant program and course information	X		
	APA format was followed for all references on slides	X		
	Course shell was organized <i>Note: Canvas did not allow the faculty member to add me to the Canvas shell to navigate his materials, given the course was closed and it was a dated course shell (2021). However, Dr. Emmons put together a comprehensive packet for me to see the format and content. As such, his Canvas course was structured with comprehensive modules to guide each class. Each week's content was consistently organized under the same headings to ensure clarity and ease of navigation. The sections include: - Course Topics (for the day) - Student Learning Outcomes - Readings - Class Presentation Downloads - Assignments - Supplemental Materials</i> <i>The class presentation was organized in the same manner, with an opening title slide, topics to be covered, and then the class objectives.</i>	X		
Knowledge of Material	Demonstrated knowledge and expertise in subject matter <i>Note: Dr. Emmons demonstrated a deep and comprehensive understanding of the subject/content presented. He is truly an expert in the material presented, having both theory and clinical practice expertise. He did an excellent job in transferring knowledge and understanding to his students.</i>	X		
	Made distinctions between fact, opinion, and falsehoods	X		
	Presented alternative view-points when appropriate	X		

	Majority of presentation content was relevant and targeted presentation objectives	X		
Use of Technology	Technology was integrated into the lecture/presentation	X		
	Amount of technology used in the presentation was appropriate	X		
Demeanor	Faculty member focused on meeting objectives of presentation	X		
	Faculty member seemed generally interested in the course material	X		
	<i>Dr. Emmons teaching involved passion for the subject he presented, positive energy in his delivery of his lesson (with relevant humor to lighten the content), and the ability to inspire and engage the students (as evidenced by the interaction with his students while delivering his lesson).</i>			
	Faculty member had a positive attitude	X		
	Class started and ended on time	X		

Which of the concepts below were integrated into the presentation? (Please circle all that apply)

- a. QSEN
- b. Culture
- c. Leadership
- d. Delegation
- e. Evidence Based Practice
- f. Population Health
- g. Standards of Practice

Which of the following teaching techniques were used in the presentation? (Please circle all that apply)

- a. Lecture
- b. Problem based learning
- c. Case studies
- d. Student group presentations
- e. Role playing
- f. Flipped classroom
- g. Concept maps
- h. Muddiest points
- i. Other: Personalized learning assignments (due before class), video recordings to reinforce material outside of class, student demonstrations

What types of technology were used during the presentation? (Please circle all that apply)

- a. Videos
- b. Simulation
- c. Socratic or questioning platform
- d. Slides
- e. Voicethread
- f. Weblinks
- g. Other: _____
- h. None used
- i. N/A

1. What overall impression do you think students left this lesson with in terms of content or style?

The rapport established with students in this class was excellent! Dr. Emmons created a learning environment that was relaxed but orderly, cultivating in students an excitement to learn, and clearly encouraged confidence to participate fully in the learning experience. I think students' overall impression was that Dr. Emmons was an expert in his field and was genuinely interested in having students understand the concepts and succeed in this class.

2. List the major teaching strengths of the faculty member as demonstrated in this observation.

There were so many strengths—where can I begin! Dr. Emmon's course is very organized. Information on the Canvas course shell was organized and easy to understand (based on the comprehensive packet provided by Dr. Emmons). Objectives for each module/class were provided to set the context for the material presented. Overall, I think he did a great job in this course in terms of organization, providing student resources, and encouraging student interaction and active learning through pre-class assignments, case studies, and active classroom discussion around topics and critical thinking questions throughout his lesson. He created an environment that advances student learning, fostered and maintained the respect of his students, and exemplified master teaching skills.

Student Engagement: As described above in the strategies previously described [*use of case scenarios, different modes of content delivery such as diagrams, demonstrations, lecture recordings, asking questions throughout to assess student understanding of material*].

Clinical Expertise: Dr. Emmons knows this content inside and out—to emphasize the important aspects of clinical care. He has command of the subject matter...and it shows. He demonstrates confidence in the delivery of the class content and clearly has the expertise [strong knowledge and clinical experience] to present content in such a meaningful way.

Prepared and organized: [Not only in this particular live class recording, but in my review of the comprehensive packet describing the Canvas course shell].

Ability to Communicate Clearly: He puts information across in a clear, understandable manner. He was able to reinforce every major point with a meaningful referent (example, illustration). He was able to relate the material to the student's world and to actual experience.

3. What areas for improvement were noted in this observation? Please provide some suggestions for improving upon this faculty member's teaching skills.

To be honest, I do not have any suggestions to improve Dr. Emmons' teaching skills. I think he did an excellent job—in delivery, content, and format in this class observation and in his course materials (Canvas course shell, syllabus, etc.). I was very impressed by the quality of this course. Well-done! He demonstrates command of the subject matter in the classroom and in the materials provided on the canvas shell (as demonstrated by packet and screenshots of canvas shell content). It is my opinion that he is not only a master clinician, but this observation demonstrates his ability to be a master teacher.

Debriefing Meeting held on: _____

Faculty Member received a copy of this evaluation: 8/4/2024

Faculty response to the evaluation:

Revised by FAC
10/18