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

Faculty Member: _Dr. Mary Wunnesberg_

Course No/Name: _ABS Psych Mental Health Nursing_

Faculty Observer: _Cynthia Ayres_

Date Observed: _June 19, 2019_

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:
Outstanding = 4
Above Average = 3
Average = 2
Needs Improvement = 1
Not Applicable = 0

		4	3	2	1	0
Organization of Content	Presented measurable objectives using Bloom's Taxonomy in the beginning of the lecture	✓				
	Presented topics with a logical sequence	✓				
	Paced lesson appropriately	✓				
	Summarized major points	✓				
	Material presented was appropriate to student level of education	✓				
	Linked new material with content previously learned *Excellent!*	✓				
Faculty Student Interactions *(excellent)* IN encouraging quest.	Encouraged student questions & discussion *asked for to exports at the beginning*	✓				
	Maintained student attention and control of the classroom	✓				
	Responded professionally & respectfully to student questions/concerns	✓				
	Challenged students to think critically	✓				

Introductions–student engagement; also called students by name–excellent engagemt.

		4	3	2	1	0
Presentation *(excellent)* asked students about clinical experiences/referred back to previous lectures and videos	Projected voice so easily heard	✓				
	Explained content & ideas clearly	✓				
	Presented examples to clarify points	✓				
	Inquired about clinical experiences, connecting knowledge with clinical presentation	✓				
	Utilized slides appropriately (did not just read off of slides)	✓				
Instructional Materials	Materials were easy to read and supported the presentation	✓				
	Assigned readings could easily be found on the syllabus and in the	✓				

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		4	3	2	1	0
	technology learning platform					
	Syllabus included all relevant program and course information	✓				
	APA format was followed for all references on slides	✓				
	Course shell was organized	✓				
Knowledge of Material	Demonstrated knowledge and expertise in subject matter	✓				
	Made distinctions between fact, opinion, and falsehoods	✓				
	Presented alternative view-points when appropriate	✓				
	Majority of presentation content was relevant and targeted presentation objectives	✓				
Use of Technology	Technology was integrated into the lecture/presentation	✓				
	Amount of technology used in the presentation was appropriate	✓				
Demeanor	Faculty member focused on meeting objectives of presentation	✓				
	Faculty member seemed generally interested in the course material	✓				
	Faculty member had a positive attitude					
	Class started and ended on time	✓				

[Handwritten left margin next to Knowledge of Material: "xcellnt - she would ask students questions and then"]

[Handwritten across below Knowledge of Material: "either discuss 5 response, providing add'l information - excellent reinforcement of info"]

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 *[handwritten: although PPT were used in lectures Dr. Wannenberg did not just "lecture" → but rather actively engage students]*
(b.) Problem based learning *[handwritten: provided facilitated problem-solving while]*
(c.) Case studies *[handwritten: video]*
d. Student group presentations *[handwritten: group activities were used presenting content on slides]*
e. Role playing *[handwritten: & stayed]*
f. Flipped classroom
g. Concept maps
h. Muddiest points
i. Other: *[handwritten: student engagement through questions and discussion]*

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

(a.) Videos *[handwritten: activity based on video case study]*
b. Simulation
c. Socrative or questioning platform
(d.) Slides
e. Voicethread
f. Weblinks
g. Other: _____
h. None used

students felt comfortable with raising questions, given the supportive learning environment Dr. Wunnenberg provided in class.

i. N/A

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

I think students left this session with a good understanding of the content - not just knowledge, but application of content to patients (i.e. videos, group activity). Given the delivery of content (thorough, engaging, and in simple terms, I think the students learned ALOT!! I also think Dr. Wunnenberg did an excellent job in this class. Her teaching methods and engagement with students was very well done. She has many teaching strengths.

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

There include (but not limited to): enthusiasm for teaching, ability to explain difficult things in simple ways, asked questions (r/t) clinical experience ✻

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

I have no suggestions to provide Dr. Wunnenberg of own improvement. In my opinion, based on my observation she is a Master teacher, providing a supportive learning environment, using techniques to engage students in their learning and strong knowledge base and clinical expertise to facilitate student learning.

Debriefing Meeting held on: __6/19/19__

Faculty Member received a copy of this evaluation: _____

Faculty response to the evaluation:

✻ _and reinforced content; encouraged critical thinking through asking questions, inquire about student clinical experiences. Connecting pt. experiences to specific content discussed & previous content covered in previous lectures. Additionally, she facilitated/cultivated a supportive learning environment by techniques such as calling students by name, reinforcing comments such as "that's a good question." She was very comfortable with presenting the content, very knowledgeable of topic, talking with students as opposed to talking to students or to PPT. She was also very clear at the onset of the class re: agenda (topics that will be covered) and upcoming activities. Lastly, it was clear that she truly enjoyed teaching this class - very engaging. Dr. Wunnenberg is an excellent teacher._

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

Faculty Member: _Dr. Mary Wunnenberg_

Course No/Name: _ABS Psych/Mental Health Nrsg_

Faculty Observer: _Angela Kelly_

Date Observed: _6/19/19_

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	✔			
	Presented topics with a logical sequence	✔			
	Paced lesson appropriately	✔			
	Summarized major points	✔			
	Material presented was appropriate to student level of education	✔			
	Linked new material with content previously learned	✔			
Faculty Student Interactions	Encouraged student questions & discussion	✔			
	Maintained student attention and control of the classroom	✔			
	Responded professionally & respectfully to student questions/concerns	✔			
	Challenged students to think critically — *continually throughout lecture*	✔			
Presentation	Projected voice so easily heard	✔			
	Explained content & ideas clearly	✔			
	Presented examples to clarify points	✔			
	Inquired about clinical experiences, connecting knowledge with clinical presentation	✔			
	Utilized slides appropriately (did not just read off of slides)	✔			
Instructional Materials *Canvas - several posted resources*	Materials were easy to read and supported the presentation	✔			
	Assigned readings could easily be found on the syllabus and in the technology learning platform	✔			
	Syllabus included all relevant program and course information	✔			
	APA format was followed for all references on slides	✔			

Knowledge of Material	Course shell was organized		✓			
	Demonstrated knowledge and expertise in subject matter		✓			
	Made distinctions between fact, opinion, and falsehoods		✓			
	Presented alternative view-points when appropriate		✓			
	Majority of presentation content was relevant and targeted presentation objectives		✓			
Use of Technology	Technology was integrated into the lecture/presentation		✓			
	Amount of technology used in the presentation was appropriate		✓			
Demeanor	Faculty member focused on meeting objectives of presentation		✓			
	Faculty member seemed generally interested in the course material		✓			
	Faculty member had a positive attitude		✓			
	Class started and ended on time		✓			

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: _integrated student clinical experiences into lecture content._

What types of technology were used during the presentation? (Please circle all that apply)
- (a.) Videos
- b. Simulation
- c. Socrative 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?

Dr. Wunnenberg did an excellent job in content delivery, but also did a tremendous job in tying the theory concepts together with the clinical objectives and experiences making it easier for students to correlate content.

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

She clearly demonstrates her _knowledge_ of the content and the ease with which she in teaching it, but she also _engages_ the student and encourages their participation.

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

Based on this observation I did not note any areas that required improvement. It was clear she was an effective teacher with abilities to deliver content related to her area of expertise.

Debriefing Meeting held on: ___6/19/19___

Faculty Member received a copy of this evaluation: ___6/19/19___

Faculty response to the evaluation:

Revised by FAC
10/18

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