



# PEER OBSERVATION TO ENHANCE TEACHING

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# Learning Objectives:

- Articulate the benefits of teaching observation
- Describe what teaching observation is and is not
- Participate in the teaching observation process

# About Teaching Observation



For educators looking to:

- ***Improve your instruction skills***
- ***Find out more about new approaches to instruction***
- ***Learn new ways to convey information to your learners***

TEACH offers educational observation and consultation services for those who teach throughout VTCSOM, Carilion Clinic, and Radford University Carilion. Experienced educators provide objective and confidential feedback on your current teaching practices, offer educational resources for improving skills, and/or assist in measuring impact on learners.



# WHY OBSERVATION?



# Benefits

Observation is an opportunity for:



# Benefits

Observation is an opportunity for:



Honest, unbiased  
feedback on  
one's teaching



Scaling up or  
gaining an  
alternate  
perspective on  
comfortable  
teaching practices



Balancing new skills  
with established  
skills for fresher  
approaches



Learning new  
pedagogical  
approaches to  
teaching



A safe environment  
to talk through  
maximizing teaching  
practices

# Promotion Process at VTC School of Medicine

David W. Musick, Ph.D.  
Senior Dean for Faculty Affairs  
Professor of Internal Medicine

# VTCSOM FACULTY PROMOTION PROCESS

Peer evaluation is a  
requirement for tenure-track  
faculty promotion



# WHAT OBSERVATION IS & IS NOT



# OBSERVATION

## What it is

- Confidential process
- A method of feedback for individual development
- Promotion Portfolio Opportunity
- Genuine, experienced educators who care about your teaching success

## What it is not

- Critical in nature
- Punitive.
- Evaluative
- Focused on content

**How do  
I get  
started?**

# Observation & Consultation Process

## Step 1

### Pre-observation Meeting

- Briefly meet with your observer to discuss strengths, opportunities, and observation venue.



## Step 2

### Participate in an Observation

- A skilled observer will view your teaching encounter anywhere you teach without disruption to your lecture, small or large group!
- Observations can occur anywhere.



## Step 3

### Arrange a post-observation debrief

- Meet with your observer to discuss your teaching strengths and areas of improvement.

# Start the process now!

1. Identify desired observation session
2. Complete brief online Observation form:  
<https://www.teach.vtc.vt.edu/request-an-observation/>
3. Choose your observer (external to your discipline is strongly encouraged)
4. *Provide advanced notice*
5. TEACH staff will respond to your request



# Observation Team Members



## Chad J. DeMott MD, FACP

Dr. DeMott graduated from Wayne State University School of Medicine in Detroit. He completed his Internal Medicine residency training in the Air Force at Wright Patterson Medical Center in Dayton, OH. Since residency while in the Air Force and here at Carilion, he has largely practiced in academic training programs. Currently, he serves as an Associate Program Director for Internal Medicine at Virginia Tech Carilion School of Medicine. He has also been the site clerkship director for the Uniformed Services University students doing rotations at Wright Patterson.

Dr. DeMott has received numerous teaching awards here at Carilion as well as in the Air Force. He very much enjoys teaching in all venues but particularly enjoys teaching in clinical situations such as rounding with residents and students as well as in leading small group sessions. He is currently working on a project to improve residents as teachers, and he is also quite interested in the elusive goal of efficiently teaching in the midst of multiple daily demands.



## Jennifer Cleveland, PharmD, BCPS, MBA

Dr. Cleveland completed her B.S. in Biology, Master of Business Administration, and Doctor of Pharmacy at Shenandoah University and is a Board-Certified Pharmacotherapy Specialist. She is an assistant professor in the Department of Basic Science at Virginia Tech Carilion School of Medicine (VTCOSM). Before joining VTCOSM, Dr. Cleveland was the owner and pharmacist in charge of an independent pharmacy providing patient care for over 15 years. She began teaching clinical pharmacotherapeutics at Jefferson College of Health Sciences, now Radford University Carilion, to physician assistant students in 2011 and joined VTCOSM full-time in 2017. Within the medical school, Dr. Cleveland teaches pharmacology, facilitates problem-based learning sessions, engages with clinical science to further integrate pharmacology, and participates in the health systems science and interprofessional practice domain facilitating team action groups.



## Shari Whicker, EdD, MEd

Dr. Shari Whicker (EdD, MEd) is Senior Director for the Carilion Clinic Office of Continuing Professional Development and Assistant Dean for the Virginia Tech Carilion School of Medicine (VTCOSM). She is also an Associate Professor in the Department of Pediatrics as well as Director of our teaching academy, Teaching Excellence Academy for Collaborative Healthcare (TEACH).

Dr. Whicker oversees professional development throughout Carilion Clinic and VTCOSM as well as all faculty development efforts related to teaching throughout the medical school, providing opportunities to guide our faculty to excellence in teaching, learning, and educational scholarship.



# Observation Team Members



**Tim Fortuna, DO**

*Simulation Observation Only*

Dr. Fortuna joined the Carilion Clinic Department of Emergency Medicine in 2010, he relocated here with his wife and two children from SUNY Upstate in Syracuse, NY. In 2014, Dr. Fortuna was selected to serve as the Medical Director for the Carilion Clinic Center for Simulation, Research, and Patient Safety, which was in development of the new 10,000 sq. ft. state-of-the-art simulation lab addition for use by the entire institution. For Dr. Fortuna, simulation is an essential piece of a medical education which shows in his focus and research on the use of simulation in the physician decision-making process.



**Bruce Johnson, MD**

Dr. Johnson completed his undergraduate studies at Stanford University and medical school at the University of California, Los Angeles (UCLA) School of Medicine. He did one year of Internal Medicine internship at the West Los Angeles Veterans Administration hospital before moving to the University of Kansas Medical School and Hospital. There he did one year of obstetrics-gynecology residency before switching back to Internal Medicine. After completing Internal Medicine residency, he did one year of General Internal Medicine fellowship. He then joined the faculty at the University of Kansas eventually reaching the rank of Professor. After many years at Kansas, he and his wife moved to University of Iowa, then to the Brody School of Medicine at East Carolina University, and now at Virginia Tech Carilion School of Medicine.

He has been a clerkship director at two schools, residency or fellowship director at three sites, division director of General Medicine in two programs, and Associate Dean for Faculty Affairs at VTCSOM. While at University of Iowa, he helped start a faculty development program for fellows in Internal Medicine specialties who were planning academic careers. He continued doing similar faculty development work for fellows at East Carolina. He has been involved in a number of teaching and faculty development projects at VTCSOM and has a wealth of experience teaching in the ambulatory setting.



**Serkan Toy, PhD, MEd**

Dr. Toy received an MEd from the School of Information Science and Learning Technologies at the University of Missouri-Columbia and a PhD in Curriculum & Instructional Technology at Iowa State University. Dr. Toy is an assistant professor in the Department of Basic Science at Virginia Tech Carilion School of Medicine (VTCSOM). Before joining VTCSOM, he held positions as Director of Evaluations and Program Development at Children's Mercy Hospital in Kansas City, as a research faculty at Kansas University School of Medicine – Wichita, and as faculty of learning sciences and performance improvement at Anesthesiology and Critical Care Medicine, Johns Hopkins School of Medicine.

Dr. Toy has a broad background in educational research, with specific training and expertise in qualitative and quantitative research methods, curriculum design, and educational assessment. His research includes simulation-based medical education, data mining techniques in education, and interactive online learning environments to promote decision-making and problem-solving skills. As co-investigator on several projects, he designed effective measures for assessing cognitive and procedural skills and questionnaires that tap into learner satisfaction, attitudes, and beliefs in various subjects relevant to each project.



# Observation Team Members



## Anita Kablinger, MD

Dr. Kablinger graduated from McMaster University with a B.S. in Biology and Psychology. She earned her medical degree from Finch University of Health Sciences/The Chicago Medical School (now Rosalind Franklin SOM), and completed her residency in General Adult Psychiatry at the University of Florida. Dr. Kablinger has received multiple teaching awards since becoming faculty including the First Annual Irma Bland Award for excellence in Teaching Residents via the American Psychiatric Association, the Department of Psychiatry Teacher of The Year award from LSUHSC-S, and the First Annual Roberts Award presented by the Association of Academic Psychiatry for Inspiration and Mentoring in Psychiatric Education. Dr. Kablinger is currently Program Director for Carilion's Department of Psychiatry and Behavioral Medicine residency training program.



## Misty Flinchum, BS, RRT *Simulation Observation Only*

Misty Flinchum, BS, RRT is the director of the Center for Simulation, Research and Patient Safety at the Carilion Clinic in Roanoke VA. Misty currently serves as the membership director as well as the co-director of the South Western Region for the Virginia State Simulation Alliance. Misty has approximately 10 years of simulation experience and has served in multiple positions within the department. She completed her Associates in Applied Science in 2000 and her bachelor's degree in 2011 in Healthcare Management from Jefferson College of Health Sciences. Misty has a clinical background as a Registered Respiratory Therapist and is responsible for the day to day operations of the CSRPS as well as collaborating with physicians and other medical professionals to effectively integrate simulation activities into curriculum as well as clinical practice.



## Daniel Lollar, MD, FACS

Dr. Lollar is from Atlanta, GA, went to college in Vermont where he worked as an EMT and returned to the Medical College of Georgia. He completed general surgery training in Fresno, CA and received Trauma/Acute Care Surgery fellowship training from the University of Colorado. He joined Carilion Clinic in 2015. Dr. Lollar is currently the clerkship director of the surgical critical care experience for the school of medicine and is the associate program director for the general surgery residency and surgical critical care fellowships. He is interested in medical decision making and the role of simulation in surgery.



## Mahtab Foroozesh, MD

Dr. Foroozesh graduated from Tulane University School of Medicine in New Orleans, LA. She then completed her Internal Medicine Residency followed by fellowships in Pulmonary and Critical Care Medicine as well as Sleep Medicine at Tulane. After five years of private practice, she joined Carilion Clinic in 2008, at which time she joined the faculty of Virginia Tech Carilion School of Medicine.

During her stay at Carilion Clinic, she has served as teaching faculty, Associate Program Director, and now the Program Director for the Carilion Clinic-VTC School of Medicine Pulmonary and Critical Care Fellowship.





**Chad J. DeMott MD, FACP**

## Advice from an Observer

*Be specific about what your goals are and how the observer can help you. i.e. promotion requirement, how do I get more engagement from learners, am I teaching at the right level/do they understand etc. The more you ask or tell of the observer, the more helpful they can be.*

*Observation is key to improving. Watch yourself teach by recording a video. You'll be amazed at good and bad things. You might repeat words a lot, talk to fast, not give enough time for questions. Having someone else observe you who is not a content expert can help you focus on the teaching process itself and not worry about just the accuracy of content.*

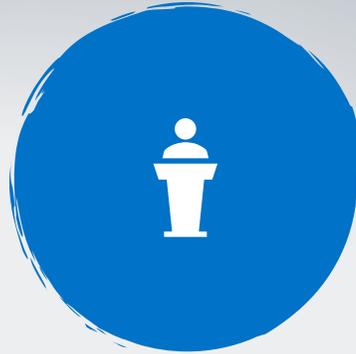


# WHO(EVER) CAN PARTICIPATE IN TEACHING OBSERVATION

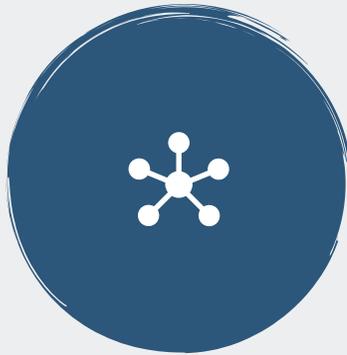




Trainees



Faculty



Anyone who  
teaches



Anyone who  
seeks  
improvement

# Who can utilize observation services

*We consider teaching to be encompassing of various roles and responsibilities:*

- *mentor (research or other)*
- *coach*
- *information provider*
- *facilitator*
- *curriculum developer*
- *assessor*
- *role model*
- *educational leader*
- *educational scholar/researcher*

# Teaching is Multi-Faceted

## Feedback from faculty who have been observed:

- "I utilized the TEACH observation program to help make small adjustments in my day to improve my teaching style, while also running a busy office. The in-office observation provided me with effective feedback to streamline my teaching while still providing quality care to my patients. I highly recommend this program for its practical and effective approach at improving teaching in medical practice”.
- “Many clinicians have had no formal training in education. Traditionally our only feedback on teaching came directly from the learners themselves. While this feedback has been helpful, it is limited by the ability of the learners to identify and articulate opportunities for improvement. The TEACH Observation Process provides an outside view of one’s own teaching from individuals with expertise in adult learning who provide a detailed analysis of the observed session. Having this perspective is invaluable in becoming a more effective teacher”.





# TEACHING OBSERVATION (ANY)WHERE



# WHERE CAN TEACHING OBSERVATIONS OCCUR?



## Lecture

Systems Session



## Large or Small Group

Lab  
Facilitating (PBL)



## Operating Room



## 1-to-1

Offering feedback to  
students



## Bedside Rounds

Inpatient or  
Outpatient Setting

# Remember that Observation is for:

- Whoever
- Whenever
- Wherever



## Summary

Peer observation WILL  
enhance your teaching!



# THANK YOU

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