

Faculty Observation Report

To allow for the best assessment and reflection, please complete this form after the observation. Please use the Classroom Observation Organizer (NOT to be shared with the faculty member) during the actual class session.

| | |
|-----------------------------------|------------------------------|
| Instructor | Lainey Foster |
| Department | Allied Health/Dental Hygiene |
| Course Title | Clinic I (DHY-1861) |
| Semester & Year | SP 2025 |
| Observer | Kendra Barker |
| Date & Time of Visit | 2/4/2025 1:00 pm |
| Number of Students Present | 20 |
| Location & Room No. | UN 331 |

Observer: The following scale applies to each category within the report and should reflect to what extent the instructor demonstrates each behavior.

| | | |
|------------|-------------------------------|---|
| AW | Accomplished Well | No recommendations for improvement |
| A | Accomplished | Minor improvements are recommended. |
| ND | Needs Development | Instructor attempted to do this, but development/revision is necessary. |
| NSD | Needs Significant Development | Instructor did not do this and should consider adding. |
| DNO | Did Not Observe | Observer was not in the class for the entire lecture, or it's not applicable. |

1. Learning Organization and Management

| | DNO | NSD | ND | A | AW |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| a. Presented a well-prepared lesson in a systematic and organized fashion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. Clearly explained the learning objectives for the class session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c. Summarized the major points | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d. Noticed when a student or students were not engaged and took action to involve the student/s in the class activity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Solved or otherwise dealt with behavioral issues | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: Lainey started by reviewing upcoming deadlines and important reminders for the following week, followed by an overview of the objectives for today's lesson.

2. Knowledge of Subject Matter

| | DNO | NSD | ND | A | AW |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| a. Explained concepts clearly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. Demonstrated command of subject matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c. Gave relevant examples to illustrate concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d. Responded to student questions accurately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comments: Lainey utilized a number of statistics regarding the current patient population that utilize smoking/ecigarettes. She also addressed the different methods and products available to nicotine. Provided a list of diseases that have been attributed to nicotine use.

3. Teaching Style

| | DNO | NSD | ND | A | AW |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| a. Spoke clearly and audibly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. Showed enthusiasm for the subject matter and teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c. Encouraged student questions and participation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d. Interacted with individual students effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Determined student understanding of the material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| f. Promoted critical thinking through approach and materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| g. Emphasized relationships between key concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| h. Established an appropriate balance between lecture, discussion, and active and collaborative learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Used effective and appropriate technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comments: Lainey incorporated assessment questions throughout the lesson to engage students and gauge their understanding of the course material. She also included a range of images depicting various oral changes and abnormalities caused by nicotine use, and reviewed these changes in detail. Many of these changes had been discussed in previous courses. Additionally, Lainey offered specific patient education tips on how to effectively approach and educate patients about their nicotine use and identify different motivation strategies and barriers that prevent patients from quitting.

4. Critical Thinking

How did the instructor model and foster practices and strategies to help learners move beyond factual information to higher-level reasoning skills, such as analysis, application, creativity, and recognition of boundaries?

Lainey had students watch a video of a previous student role-playing a smoking cessation discussion with another peer. In this activity, the actor demonstrated the various techniques that had been covered in the lesson, such as effective communication strategies, motivational interviewing, and patient-centered care approaches. After the video, Lainey prompted the current students to engage in critical thinking by asking them to identify the specific methods used to educate the actor. This exercise not only encouraged students to recall and apply the strategies discussed, but also challenged them to evaluate how effectively the techniques were implemented in the scenario. By analyzing the interaction, students were able to critically assess the strengths and weaknesses of the educational approach, allowing them to deepen their understanding and reflect on how they might adapt these methods in their own practice. Lainey's ability to facilitate this reflective process nurtured critical thinking and helped students connect theoretical knowledge to practical, real-world situations.

5. Diversity, Equity, and Inclusion

Considering the diversity of the CSCC student population, what does the instructor do to help create a more inclusive and equitable learning environment for students in this course, and/or how does the course content address diversity, inclusion, and equity issues?

Lainey had a wide variety of students in her class, representing diverse backgrounds, experiences, and perspectives. Throughout the lesson, she fostered an inclusive atmosphere where all students appeared comfortable and eager to participate. Lainey's interactions were consistently encouraging and positive, which helped create a safe space for open discussion. She demonstrated a strong commitment to equity by ensuring that each student's voice was heard and valued, adapting her approach to accommodate the varying needs of her learners. Additionally, Lainey was mindful of the cultural and social differences within the group, incorporating diverse examples and considering how nicotine use might impact various communities. This approach not only supported student engagement but also promoted a deeper understanding of the material through multiple lenses, ensuring that all students felt respected and included in the learning process.

6. Department-Specific Criteria

None.

Overall Summary

Strengths:

Lainey showcased a range of strengths in her teaching. She fostered an inclusive, supportive environment where students from diverse backgrounds felt comfortable engaging with the material. Her

positive, encouraging interactions helped create a safe space for open discussion and active participation. Lainey skillfully incorporated varied teaching methods, such as video demonstrations and interactive analysis, to keep students engaged while promoting critical thinking. By having students evaluate the smoking cessation techniques used in the video, she encouraged them to reflect on the effectiveness of different approaches and connect theory to real-world applications.

In addition to her engaging teaching style, Lainey demonstrated excellent classroom management skills. She maintained control of the class while allowing for student input and discussion, ensuring that everyone had the opportunity to participate. Her ability to balance structure with flexibility allowed for a smooth flow of the lesson, while her sensitivity to the diverse needs of her students ensured that all learners felt respected and included. Lainey's thoughtful approach to teaching not only enhanced student learning but also created a positive and equitable classroom environment.

Opportunities for Continued Development:

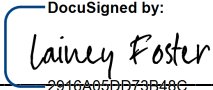
Lainey continues to maintain her professional credentials and completes continuing education requirements.

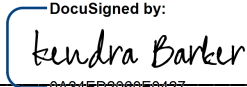
Instructor Comments

I am pleased to hear that my teaching style promotes critical thinking and fosters active engagement. I prioritize creating a safe and inclusive space where students feel comfortable to learn and ask questions. One approach utilized is incorporating real-world examples in my lessons, which I believe helps students make connections and better understand how the material applies beyond the classroom. Each lecture is preparing students to apply the knowledge to their own patients in clinic.

I am also committed to making my lectures interactive, ensuring that all students are actively participating. I try to incorporate new activities that can encourage collaboration, whether through small group work, case studies, or hands-on activities. I believe this approach not only helps maintain student interest but also enhances their ability to apply knowledge in practical ways. Moving forward, I plan to keep exploring different methods of engagement to ensure that all learning styles are addressed.

Signatures

Faculty Member:  DocuSigned by:
 2916A05DD73D48C... Date: 2/25/2025

Observer:  DocuSigned by:
 0A34ED2000E0427... Date: 2/25/2025 Click here to enter a date.

Chairperson:

DocuSigned by:
Eric Charlton
A2867BE3F6214C6...

Date: 2/25/2025
[Click here to enter a date.](#)