



## **Module Two:**

### Role Model

## **Module 2 – Role Model**

Suggested Time Frame – 1 hour of instruction

**Goal Statement – The goal of this module is to introduce the participant to the attributes of a preceptor as a role model.**

**Behavioral Objectives – At the completion of this area of content, the participant will be able to:**

1. Define role modeling and specific attributes for modeling professional attitudes and behaviors.
2. Demonstrates role model activities.
3. Identify aspects of effective communication.

### **2003 Resources:**

Bidwell , A. S. & Brasler, M. L. (1989) Role modeling vs mentoring in nursing education. *Image: Journal of Nursing Scholarship*, 21(1), 23-25.

*Developing Preceptor Expertise in the Clinical Setting.* A workshop presented by Cerritos Community College, East Los Angeles College, Glendale Community College, and Mount San Antonio Community College. 5/30-31/02, Palm Springs, California.

Myrick, F & Younge, O. (2002) "Preceptor behaviors integral to the promotion of student critical thinking." *Journal of Nurses in Staff Development*. 18:3, May/June, 2002.

PowerPoint presentation preceptor program

### **2015 Updated Resources**

Anderson, M., LeFlore, J. L., & Anderson, J. M. (2013). Evaluating Videotaped Role-Modeling to Teach Crisis Resource Management Principles. *Clinical Simulation in Nursing*, 9(9), e343-e354.

Aronson, B., Glynn, B., & Squires, T. (2013). Effectiveness of a role-modeling intervention on student nurse simulation competency. *Clinical Simulation in Nursing*, 9(4), e121-e126.

Black, B., Marcoux, B. C., Stiller, C., Qu, X., & Gellish, R. (2012). Personal health behaviors and role-modeling attitudes of physical therapists and physical therapist students: A cross-sectional study. *Physical therapy*, 92(11), 1419-1436.

Johnson, E. A., Lasater, K., Hodson-Carlton, K., Siktberg, L., Sideras, S., & Dillard, N. (2012). Geriatrics in simulation: Role modeling and clinical judgment effect. *Nursing education perspectives*, 33(3), 176-180.

Perry, B. (2009). Role modeling excellence in clinical nursing practice. *Nurse education in practice*, 9(1), 36-44.

Yancey, A. K., Grant, D., Kurosky, S., Kravitz-Wirtz, N., & Mistry, R. (2011). Role modeling, risk, and resilience in California adolescents. *Journal of adolescent health*, 48(1), 36-43.



**There is a PowerPoint presentation that corresponds to each of the objectives and lecture/discussion, and suggested learning activities.**

Content Outline	Suggested Learning Activities
<p>Objective 1. Define role modeling and specific attributes for modeling professional attitudes and behaviors.</p> <p>A. Define role modeling</p> <p>B. Role model attributes (from Bidwell and Brasler- see References)</p> <ol style="list-style-type: none"> <li>1. Clarity           <ol style="list-style-type: none"> <li>a. Role model knows their role</li> <li>b. Imitator receives clear and dependable message regarding their progress</li> </ol> </li> <li>2. Consistency           <ol style="list-style-type: none"> <li>a. Unvarying responses and behaviors (no Jekyll-Hyde)</li> <li>b. Fosters stability, security, and confidence</li> <li>c. Imitator learns what to expect in various situations</li> </ol> </li> <li>3. Openness           <ol style="list-style-type: none"> <li>a. Realness-reveals self as a person</li> <li>b. Admits doesn't know it all</li> <li>c. Honest, authentic</li> <li>d. Others come for advice</li> </ol> </li> </ol>	<p>A. Lecture/Discussion Role Modeling definition</p> <p>B. Lecture /Discussion</p> <ol style="list-style-type: none"> <li>1. Provide detail for Instructor course and summarize for staff courses</li> <li>2. Handout 2.1 Role Model Attributes</li> </ol>

<p>4. Communicativeness</p> <ul style="list-style-type: none"> <li>a. Involves active listening</li> <li>b. Validation of verbal and non-verbal cues</li> <li>c. Assertive communication</li> </ul> <p>5. Specificity</p> <ul style="list-style-type: none"> <li>a. Easy for imitator to understand and emulate</li> <li>b. Behaviors explicit, no “decoding” needed</li> <li>c. Role explains contextual meaning of situations</li> <li>d. Imitator can see/feel behaviors and attitudes “rubbing off”</li> </ul> <p>6. Accessibility</p> <ul style="list-style-type: none"> <li>a. Does not threaten or intimidate</li> <li>b. Diffuses threatening situations for imitator</li> <li>c. Let’s info and experience come a little at a time so as not to overwhelm imitator</li> </ul> <p>C. Role Model Activities</p> <ul style="list-style-type: none"> <li>1. Provides competent patient care</li> <li>2. Maintain current practice</li> <li>3. Participate in Unit Governance</li> <li>4. Serve as resource person</li> <li>5. Demonstrate time management and organizational skills</li> </ul>	<p>C. Lecture/Discussion Handout 2.2 Role Model Activities.</p> <ul style="list-style-type: none"> <li>1. Ask participants to give examples of behaviors that a new person would be able to identify if the preceptor was a role model in the areas listed.</li> <li>2. Ask if participants have Worksheets as examples of organizing work. Include in handouts if available.</li> <li>3. Use the Communication activities below to emphasize the importance of listening and speaking skills when giving directions.</li> </ul> <p>D. Lecture/Discussion Handout 2.3 a-c</p> <ul style="list-style-type: none"> <li>1. Critical Care</li> <li>2. Respiratory</li> <li>3. Radiology</li> </ul> <p>E. Drawing Activities</p> <p>Use one or more activities depending on time</p> <ul style="list-style-type: none"> <li>1. House Drawing Activity Instructions</li> </ul> <p>I will say each direction once, so listen carefully to the instructions. You may use the entire sheet of paper to draw the figure which I describe.</p> <ul style="list-style-type: none"> <li>- Draw two parallel horizontal lines</li> <li>- Draw one vertical line on each end of</li> </ul>
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<p>6. Promote effective communication</p> <p>D. Examples of Worksheets</p> <ol style="list-style-type: none"> <li>1. Critical Care Nursing</li> <li>2. Respiratory</li> <li>3. Radiology</li> </ol> <p>E. Communication Activities</p> <ol style="list-style-type: none"> <li>1. House Drawing</li> <li>2. Paired Drawing Activity</li> <li>3. Paper Tearing Activity</li> </ol>	<p>the parallel horizontal lines.</p> <ul style="list-style-type: none"> <li>- On the top of the upper horizontal line, draw an inverted “V”.</li> <li>- On the down slope of the inverted “V”, draw two parallel vertical lines with the tops level.</li> <li>- Draw a horizontal line over the top of the parallel vertical lines just drawn.</li> <li>- Have students compare drawings and discuss communication when giving directions</li> </ul> <p>2. Paired drawing Activity (Exercise 2.1)</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>-Do not place images on screen until participants in position.</li> <li>-Divide into pairs with one person facing screen and other facing away.</li> <li>-Person facing screen gives directions to partner to draw objects on screen.</li> <li>-Discuss experience and ways to improve.</li> <li>-Repeat switching places.</li> <li>-Debrief</li> </ul> <p>3. Paper Tearing Exercise</p> <ol style="list-style-type: none"> <li>a. Distribute one sheet of 8 ½” x 11” paper to each person.</li> <li>b. Three rules- eyes closed, follow verbal instructions and can’t ask questions</li> <li>c. Give the following instructions: <ul style="list-style-type: none"> <li>-Fold paper in half</li> <li>-Tear off upper right corner</li> <li>-Fold paper in half again</li> <li>-Tear off lower left corner</li> <li>-Fold paper in half again</li> <li>-Tear off lower right corner</li> </ul> </li> <li>d. Before they open their eyes, say “Raise your hand if you did not understand the directions”...a few will raise their hands, but you say “Good most everyone got it”</li> <li>e. Have them open their eyes and compare papers.</li> <li>f. Debrief. Why don’t they all look the same if we were given the same instructions? What was missing in the communication? What would happen if a preceptor gave this kind of general instruction? What have you learned from this exercise that you can apply in your life?</li> <li>g. Have students compare drawings and</li> </ol>
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	discuss other ways of improving communication when giving directions
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Method of Evaluation – Active participation in discussion and completion of exercises