Module Five:

Evaluator

Behavioral Objectives – At the completion of this area of content, the participant will be able to:
1. Apply conflict management skills.
2. Define formative and summative evaluation.
3. Recognize the impact of non-verbal communication.
4. Demonstrate constructive feedback and coaching skills.
5. Implement the evaluation process.
6. Develop an individual preceptee program.

Resources:

Alspach, J. (2000) *From Staff Nurse to Preceptor: A Preceptor Development Program.* 2nd edition. American Association of Critical-Care Nurses

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

Brounstein, M. (2000) *Coaching and Mentoring for Dummies.* IDG Books Worldwide.

Fahje, C., McMyler, E., and Mateo, M. (2001). "When New Employee Orientation Doesn't Go as Planned." *Journal for Nurses in Staff Development.* 17:3, May/June, 2001.

Potter, P. and Perry, A. (2001) *Fundamentals of Nursing.* Mosby

St. Joseph Hospital, Clinical Education Department (2001) "Preceptorship: A creative approach to quality performance (Preceptor Handbook)." March, 2001. Orange, California.

"Preparing the Preceptor for the Educator Role" (2001) The Sixth AnnualHealthOccupations Education Institute, presented by the Regional Health Occupations Resource Center of Orange County.

Robinson, S. and Barberis-Ryan, C. (1995) "Competency Assessment: A Systematic Approach." 26:2, February 1995, *Nursing Management.*

Sirski-Martin, K. (2001) *Conflict Management: Preparing the Preceptor for the Educator Role.* Presented by the Regional Health Occupations Resource Center, Saddleback College, Mission Viejo, CA (April 22-25, 2001).

Thomas, K.W. and Kilmann, R.H. (1974) *Conflict Mode Instrument.* Xicom, Incorporated, USA.

Watson, G. and Glaser, E.M. (1980) *Watson-Glaser Critical Thinking Appraisal Manual.* New York: Harcourt Brace Jovanovich.

PowerPoint presentation preceptor program

Updated References 2015

Bogo, M., Regehr, C., Katz, E., Logie, C., & Mylopoulos, M. (2011). Developing a tool for assessing students' reflections on their practice. *Social Work Education*, *30*(02), 186-194.

Billings, D. M., & Halstead, J. A. (2013). *Teaching in nursing: A guide for faculty*. Elsevier Health Sciences.

Bourgault, A. M., Mundy, C., & Joshua, T. (2013). Comparison of audio vs. written feedback on clinical assignments of nursing students. *Nursing education perspectives*, *34*(1), 43-46.

Clyne MP & Raftery SEC (2008) Feedback: an essential element of student learning in clinical practice. *Nurse Education in Practice* **8**,405–411.

Gaberson, K. B., Oermann, M. H., & Shellenbarger, T. (2014). *Clinical teaching strategies in nursing*. Springer publishing company.

Lasater, K. (2011). Clinical judgment: The last frontier for evaluation. *Nurse education in practice*, *11*(2), 86-92.

Levett-Jones, T., Gersbach, J., Arthur, C., & Roche, J. (2011). Implementing a clinical competency assessment model that promotes critical reflection and ensures nursing graduates' readiness for professional practice. *Nurse education in practice*, *11*(1), 64-69.

Saintsing, D., Gibson, L. M., & Pennington, A. W. (2011). The novice nurse and clinical decision-making: how to avoid errors. *Journal of nursing management*, *19*(3), 354-359.

Yanhua, C., & Watson, R. (2011). A review of clinical competence assessment in nursing. *Nurse education today*, *31*(8), 832-836.

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

Content Outline	Suggested Learning Activities

Objective 1. Apply conflict management strategies.
 	
 A. Rationale for Applying Conflict Management Skills
 	
 B. Definition of Conflict/Myths
    1. What is conflict?
    2. What are the myths regarding conflict?
 	
 C. Identifying Conflicts in the Workplace
 	
 D. Managing Conflict
	
	 A. Explain that conflict management skills are needed for improved interpersonal skills in the workplace.
	
	 B. Lecture/Discussion Handout 5.1 Definitions and Myths
	
	 C. Exercise 5.1 Conflicts in the Workplace
	    1. Divide into small groups assigning roles of preceptee, preceptor, manager, & staff. With a Large group may add other roles.
	    2. Supply each group with flip chart paper and large markers to record findings.
	    3. Identify conflicts that you may encounter in that role.
	    4. Post group papers and share/discuss with large group.
	
	 D. Exercise 5.2 Resist vs. Give In
	    1. Instructions
	    2. Divide into Pairs. Face your partner and place your hands against the other person's hands
	    3. Person One face the screen. Person Two face away from the screen.
	    4. Directions appear on the screen "Person One faces screen for direction. "When I say Go push against your partner's hands"
	    5. Person Two now faces the screen for direction "When I say Go, push against your partner's hands. Don't back down
	    6. Instructor says "Go"
	    7. Person Two stays facing screen for new direction "When I say Go push against your partner's hands."
	    8. Person One now faces screen for direction. "When I say Go give no

	resistance when your partner pushes your hands." 9. Instructor says "Go" 10. Discuss what happens if there are only two ways to manage conflict.

E. Conflict Handling Modes
 	
1. Competing
2. Accommodating
3. Avoiding
4. Collaborating
5. Compromising
	E. Exercise 5.3 Thomas-Kilmann Conflict Mode Instrument
	1. Complete and Score the Follow instructions in booklet.
	2. Order info CPP, Inc. www.cpp.com
	3. Lecture/Discussion Conflict Handling Modes Handout 5.2
	   a. "Were you surprised by your score?"
	   b. "What conflicts were you thinking about?"
	   c. "Have you experienced any life changes that may have influenced the way you answered the questions?"
	4. Optional Video from CRM Learning on Conflict Management 800-421-0833 www.crmlearning.com

F. Application of Conflict modes	F. Large Group Discussion. Relate the conflict modes with the work conflicts identified earlier in Exercise 5.1 Conflicts in the Workplace
G. Preparation for Conflict Encounters 1. Self Reflection Questions to assist in Conflict Resolution 2. Ground Rules for Conflict Resolution	G. Preparation for Conflict Encounters Explain understanding the issues and feelings involved in the conflict can improve the outcome 1. Discuss Self Reflection Questions Handout 5.3 2. Discuss Ground Rules Handout 5.4
Objective 2. Define formative and summative evaluation. A. Evaluation Definitions 1. Evaluation 2. Formative 3. Summative	A. Lecture/Discussion Handout 5.5 Definitions

B. Application/Use of Goals	B. Documenting Goals 　1. Refer to Handout 3.18 Learning Progress Tracking Tool from Module 3 　2. Lecture/Discussion Handout 5.6 Performance Evaluation 　3. Relates primarily to formative evaluation
Objective 3. Recognize the impact of non-verbal communication. 　A. Body language	A. Lecture/Discussion Handout 5.7 Non-Verbal Communication 　1. Demonstration of Body Language signals. 　　a. Discuss cartoon in PowerPoint 　　b. Act out a scenario where body language can influence the perception of the event. i.e. Meeting with preceptee to discuss a case. Preceptee is sitting with arms crossed, slumped in chair, flat facial expression. Preceptee who rolls eyes when given a task to complete. 　2. Discuss perceptions and implications if behavior not addressed. Importance of clarifying perceptions.
B. Perceptions	B. Using pictures with 2 images, discuss how we can't control our perceptions, so we need to clarify how others perceive us and how we perceive them.
Objective 4. Demonstrate constructive feedback and coaching skills. A. Effective Communication B. Assertive Communication	A. Refer Effective Communication: Who, what, when, where, how, why? B. Lecture/Discussion Handout 5.8 "I-Message" 　1. Exercise 5.4 Changing the Message 　2. Practice using "I" statements with partners or in small group

C. Coaching the Preceptee
  1. Definition
  2. Type
    a. Feedback
    b. Problem Solving
    c. Developmental
 	
D. Giving Constructive Feedback
  1. Four "E's" of Constructive Feedback
    a. Engage
    b. Empathize
    c. Educate
    d. Enlist
 	
  2. Application of constructive feedback method
	C. Lecture/Discussion Handout 5.9 Coaching the Preceptee
	  1. Active Listening
	  2. Use 'open-ended' questions and avoid 'yes' and 'no' questions
	  3. Avoid 'leading' questions such as "You are going to that meeting, aren't you?"
	
	D. Lecture/Discussion
	  1. Handout 5.10 Four E's of Constructive Feedback
	
	  2. Exercise 5.5 Preceptee Scenarios, Exercise 5.6 Constructive feedback Scenarios
	    a. Depending on size of group, use scenarios from one or both exercises.
	    b. Instructor should develop scenarios specific to clinical discipline for Constructive Feedback Scenarios.
	    c. Divide into pairs and role play assigned scenario.
	    d. Present to large group within a minute time frame.
	    e. Analyze use of feedback techniques. Give other suggestions for scenario.

Objective 4. Implement the evaluation process.
A. Criteria for evaluating performance
  1. Evaluation strategies
  2. Categories to evaluate performance
    a. Consistent demonstration
    b. Demonstration with minimal prompt
    c. Demonstration with repeated prompts
 	
B. Implementing Performance Evaluation
  1. Integrating Formative and Summative Evaluation
  2. Competency Remediation template
  3. Documentation
	A. Lecture/Discuss
	  1. Discuss Evaluation Strategies Handout 5.11
	  2. Categories for Evaluating Performance Handout 5.12
	
	B. Lecture/Discuss
	  1. Handout 5.13 Implementing Performance Evaluation
	  2. Discuss Remediation Process
	    a. Review sample plan Handout 5.14 Competency Remediation template

	b. Discuss processes in place at different facilities
	3. Review other sample tools
	    a. Handout 5.15 Performance Evaluation Tool
	    b. Handout 5.16 Preceptorship Progress Report
	    c. Handout 5.17 Ancedotal Note
	    d. Handout 5.18 Orientation Tools
	    e. Before class collect sample tools for each discipline attending.

C. Discuss Preceptor Experiences and Problems	C. Exercise 5.7 Pass the Problem
	1. If time, preceptors can share issues and ask for advice from others
	2. Directions: This is a collaborative problem solving activity. In this activity, you will have an opportunity to get and give advice about a problem or concern. When you are answering or suggesting ideas to a problem you will not have much time so keep this in mind:
	    a. Partial ideas or suggestions are great.
	    b. Your first thoughts are usually your best.
	    c. If you cannot think of a solution, write a few words of support or encouragement.
	3. Write down one problem or concern you are having at work-something <u>you do not mind sharing with others</u>. <u>No names please.</u> When finished, pass this problem to the person on your left.
	4. Write down any ideas for solutions or recommendations for addressing the problem. Hand back ideas to originator and discuss.
	5. If time, pass the problem to additional persons, then back to the originator

Objective 5. Develop an individual preceptee program.
 	
A. Conducting the program
 	
B. Documentation
 	
C. Supporting the Preceptor
 	
D. Beyond preceptoring
   1. Letting go
   2. Mentoring
      a. Changing the relationship
      b. Support rather than judge
	A. Review sample plan of Preceptorship program Handout 5.19 (4 pages) Conducting the Program
	   • Before class, collect samples of orientation plans for allied health
	B. Review sample documentation tools
	   • Handout 5.20 Preceptorship Contract/Conferences
	   • Handout 5.21 Preceptee's Pre-assessment Needs
	   • Handout 5.22 Preceptorship Calendar
	
	C. Lecture/Discuss Handout 5.23 Supporting the Preceptor
	D. Beyond Preceptoring Handout 5.24

Method of Evaluation – Active participation in discussion and completion of exercises

Complete Participant Evaluation form, listing 3 concepts learned and plan for implementation.

Complete Course Evaluation Form.