**Directions: Please complete this *Baseline/Midpoint/Final Feedback Session Tracker.* It is recommended to fill out as much as you can prior to the feedback session and to save it until after the feedback session is completed in case anything needs to be amended. Once complete, please save the file using the following naming convention, *studentUIN\_FT\_baseline/midpoint/final (i.e. 123456\_FT\_baseline)*, and upload it to the image titled “Upload Baseline/Midpoint/Final Feedback Tracker Here” located at *provide URL.***

1. **Course Title: Please provide the name of the course, and select whether it is traditional or accelerated.**

Click here to enter text.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Traditional |  | Accelerated |

1. **Supervisor ID:** Please use the first two initials of your high school, the two-digit day of the month you were born, and the last letter of your first name to create your unique identifier.  
     
   *Example: First two initials of high school: BR / Day of the month you were born: 19 / Last letter of your first name: E*  
   Identifier: BR19E

Click here to enter text.

1. **Nursing Student ID:** Please use the student's university identification number.

Click here to enter text.

1. **Date:** Please select the date you completed the feedback session.

Click here to enter a date.

1. **Time:** Please fill in the time the feedback session began. Please include AM or PM. i.e. 12:30pm

Click here to enter text.

**Directions:** Select one behavior that needs improvement that you wish to discuss during the feedback session.

**Environment**

**Directions:**For the next three questions, you are being asked to select the options for the data, resources, and incentives aspects at the environmental level you will be discussing during the debriefing session for the identified behavior. Select all options you plan to discuss for each aspect in regards to the identified behavior. Taken from the ***Behavior Factors Rubric***.

1. ***Data***

Please select the element(s) you are focusing on during the debriefing session for the data aspect. Check all that apply.

|  |  |
| --- | --- |
|  | Communicate clear performance expectations |
|  | Discuss roles and responsibilities; priority for doing them |
|  | Reference any performance aids to guide the nursing student. |
|  | Provide behavior-specific feedback about performance. |
|  | Discuss the performance management system. |

1. ***Resources***

Please select the element(s) you are focusing on during the debriefing session for the resources aspect. Check all that apply.

|  |  |
| --- | --- |
|  | Discuss materials, equipment, or time needed to do the job. |
|  | Define processes and/or procedures to enhance the student's performance |
|  | Discuss the safety, cleanliness, and organization of the physical work environment. |

1. ***Incentives***

Please select the element(s) you are focusing on during the debriefing session for the incentives aspect. Check all that apply.

|  |  |
| --- | --- |
|  | Discuss the financial and non-financial incentives present to encourage excellent performance. |
|  | Discuss tracking activities and results through the measurement and reporting system. |
|  | Discuss fulfillment of higher level needs. |
|  | Discuss the opportunities for career development. |

**Individual**

**Directions:**For the next three questions, you are being asked to select the options for the knowledge, capacity, and motives aspects at the individual level you will be discussing during the debriefing session for the identified behavior. Select all options you plan to discuss for each aspect in regards to the identified behavior. Taken from the ***Behavior Factors Rubric***.

1. ***Knowledge***  
   Please select the element(s) you are focusing on during the debriefing session for the knowledge aspect. Check all that apply.

|  |  |
| --- | --- |
|  | Discuss the knowledge, skills, or experience needed to be successful at the job. |
|  | Reference any training programs needed to enhance knowledge and skills. |
|  | Communicate how the student's role impacts the patient or hospital's performance. |

1. ***Capacity***   
   Please select the element(s) you are focusing on during the debriefing session for the capacity aspect. Check all that apply.

|  |  |
| --- | --- |
|  | Communicate the strength and/or dexterity to do the job. |
|  | Discuss the ability to learn what is expected in order to be successful. |
|  | Communicate any emotional limitations that impedes performance. |
|  | Reference the realities of the work situation to determine if they are a good fit. |

1. ***Motives***

Please select the element(s) you are focusing on during the debriefing session for the motives aspect. Check all that apply.

|  |  |
| --- | --- |
|  | Discuss nursing student's motives and see if they are aligned with environmental incentives. |
|  | Communicate level of desire to do the job to the best of their ability. |
|  | Reference the realities of the work situation to determine if they are a good fit. |
|  | Identify and discuss any rewards that reinforce poor performance or negative consequences that reinforce good performance. |
|  | Identify and discuss if the work environment is positive. |

1. Please describe the nursing student’s current behavior.

Click here to enter text.

1. Please describe the nursing student’s targeted behavior.

Click here to enter text.

1. Please use this space to provide additional comments, if necessary.

Click here to enter text.