**Directions:** During each debriefing session, you will be responsible for completing each of the three steps – ask, discuss, ask – below. Prior to the next debriefing session, you will be responsible for evaluating the nursing students based on the established plan of action.

***Prior to the session, you should use the behavior factors rubric to select a minimum of one bullet point from each of the six aspects relating to the topic to discuss; before discussing individual factors, make sure the environmental factors have been satisfied and are available to the students.***

***Use the behavior factors list to ask yourself and/or the nursing student questions. Use the rubric as a cheat sheet for selecting elements to focus on for each of the six aspects (pertaining to the topic of discussion). Deliver feedback according to the elements selected within each of the six aspects.***

*You can access the list of behavior factors on the website.*

***i.e. If the student did not complete a patient’s chart correctly, make sure they have received the necessary training, have the materials to complete the chart, and are incentivized to do so (grade, advancement, graduation, etc.) before placing blame on their knowledge, capacity, and motives.***

***Based on the example above, these might be the elements I want to address during the debriefing script.***

*Environment*

1. *Data: Discuss roles and responsibilities; communicate clear performance expectations.*
2. *Resources: Define processes & procedures and discuss materials, equipment, or time needed.*
3. *Incentives: Non-financial and reporting systems.*

*Individual*

1. *Knowledge: Communicate impact on patient/hospital performance; reference training programs, if applicable.*
2. *Capacity: Ability to learn expectations.*
3. *Motives: Communicate level of desire to do the job; discuss performer motives.*

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| **INTRODUCTION** | |
| **Topic of Conversation** | **What to Say** |
| ***Greet performer.*** | *“Good morning/afternoon, NAME. We’re here today for our weekly debriefing session to discuss your performance during your clinical rotation on DAY.”* |

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| **Step One:**  **ASK** | |
| **Topic of Conversation** | **What to Say** |
| ***Select the behavior to be evaluated.*** | *Today, I’d like to focus our debriefing session on TASK.* |
| ***Ask the nursing student to think about where they are in terms of their current performance. Relate it to a specific time, if needed.*** | *Take a moment and reflect upon your performance. Share with me your performance in terms of the TASK.* |
| ***Allow nursing student to respond.*** | |
| ***Ask the nursing student where they would like to go in terms of that particular element.*** | *How would you like to see your performance improve? Where would you like to go in terms of the TASK?* |

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| **Step Two:**  **DISCUSS** | |
| **Topic of Conversation** | **What to Say** |
| ***Share behavior-specific feedback from observations. Reinforce some or all behaviors or correct some or all behaviors.*** | *This past week while you were conducting TASK, I noticed you DESCRIBE BEHAVIOR.*  *The way you BEHAVIOR IN TERMS OF TASK is (not) the proper way to handle the situation.* |
| ***If reinforcing the behavior…*** | *I really like the way you DECRIBE BEHAVIOR during the TASK.* |
| ***If correcting the behavior…*** | *Can you share with me what you think caused your performance?* |
| ***Allow the nursing student to respond.*** | |
| ***Once the elements that need to be addressed are selected, provide behavior-specific feedback that provides suggestions for improvement.*** | *It is your responsibility to complete a patient’s chart appropriately every time.*  *If you do not complete a patient’s chart correctly DESCRIBE IMPACT TO PATIENT/HOSPITAL.*  *The proper way to handle the TASK is to DESCRIBE DESIRED BEHAVIOR, USING A, B, C, RESOURCES, etc.*  *I expect you to know how to complete a patient’s chart based on the training received. Please listen to/watch the recorded lecture to learn the procedures for completing a patient’s chart.*   * (Reiterate incentives, such as grades, for achieving excellent performance).   *In order to reach the desired behavior, you need to DESCRIBE THE DESIRED BEHAVIOR IN RELATION TO THE SELECT BULLET POINTS (elements).*  *(Check for understanding of the processes/procedures; reiterate if necessary. Discuss ability to learn what is expected for success).*  *See me if you have any questions.* |

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| **Step Three:**  **ASK** | |
| **Topic of Conversation** | **What to Say** |
| ***Ask performers what tools and/or resources they need to reach the desired performance.*** | *What tools or resources do you need to be able to perform the TASK appropriately?* |
| *Allow nursing student to respond.* | |
| ***Develop a plan of action to reach the desired performance.*** | *Based on everything we spoke about, I would like to discuss DEVELOP PLAN OF ACTION.*  *(i.e. watching the lesson on completing a patient’s chart, shadowing a nursing educator, etc.).* |
| ***Reiterate the tools and/or resources needed and the plan of action; check the performer’s understanding.***  ***Provide end statement before departing.*** | *Based on our discussion, you need TOOLS/RESOURCES to properly perform the task. We are going to do DESCRIBE PLAN OF ACTION to ensure you fully understand completing a patient’s chart appropriately.*  *Before we end this session (NAME), please reiterate the procedure for DESCRIBE TASK AND DESIRED BEHAVIOR (i.e. completing a patient’s chart), so you know what is expected of you and to make sure we covered everything.*  *As always, if you have any questions, please come see me at any point. I want to help you succeed and our patient to get better.* |

***End***

See below for Step Four: Evaluation

**Directions:** Upon completing the debriefing script, you will be responsible for evaluating the nursing students to determine if performance has improved and feedback has turned into skills transferred to the performance environment. Use the observation tracker to track your observations during the baseline, midpoint, and final evaluation periods.

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| **Step Four:**  **EVALUATE** |
| **Supervisor Action** |
| ***Evaluate each nursing student’s performance based on the established plan of action and expected performance of task.*** |
| ***Revisit each step as needed; evaluate performance again.*** |