



Facilitator Guide

The Behavioral Analysis Feedback Model

Delivering Behavior-Specific Feedback that is Effective

Old Dominion University

A Dissertation Research Study

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The Behavioral Analysis Feedback Model

Table of Contents

The Behavioral Analysis Feedback Model	
Welcome	6
Introduction	6
Facilitator Guide Overview	7
About this Guide	7
Target Audience	7
Learning Objectives	8
Materials	9
Course Schedule	10
Before You Begin	13
A Few Things to Note	13
Course Instruction	15
Course Introduction	15
Welcome	15
Topics	15

Table of Contents (CONT)

Course Instruction (CONT)	
Introduction to Feedback	16
How Do You Use Feedback?	16
Short-Term or Long-Term Performance Change	17
The Behavioral Analysis Feedback Model	22
Overview	23
When to Use the Model	24
Model Strategy	25
The Design of the BAF Model	26
The Design Explained	27
Behavior Factors	30
Factors That Influence Performance	31
Environmental Factors	32
Individual Factors	35
Rubric	38

Table of Contents (CONT)

Course Instruction (CONT)	
The Four-Step Approach	42
The Purpose	43
The Four Steps	44
Debriefing Script	46
Debriefing Defined	47
What is the Debriefing Script?	48
Using the Debriefing Script	49
Job Performance Analysis Questionnaire & Tracking Feedback Sessions	50
Job Performance Analysis Questionnaire	51
Feedback Schedule	52
Tracking Feedback Sessions	53
Conclusion	56
Wrap-Up	56
Next Steps	57

Welcome

INTRODUCTION

Thank you for participating in this research study and becoming a facilitator of the Behavioral Analysis Feedback (BAF) Model. You play an important role in helping people improve performance through behavior-specific feedback. Improving performance of nursing students will have an immense impact on individual, team, and organizational return on investment. I am confident you will have an incredible impact on influencing your nursing student's performance through the use of the BAF Model as long as you follow what is in this facilitator guide.

Preparing to improve performance using the BAF Model is especially critical because of the inclusion criteria for delivering behavior-specific feedback. Behavior-specific feedback focuses on the individual and environmental elements responsible for influencing human performance.

Facilitator Guide Overview

ABOUT THIS GUIDE

The goal of this facilitator guide is to provide you, the nursing educator, the skills, knowledge, and attitudes for delivering behavior-specific feedback using the Behavioral Analysis Feedback Model to influence nursing student's behavior.

You will be provided all resources and tools needed to deliver behavior-specific feedback during formal debriefing sessions and observe performance.

Each section in the facilitator guide has accompanying videos to provide more details about each topic. Using all of the materials together will assist you in learning how to deliver behavior-specific feedback to your direct reports using the BAF Model.

TARGET AUDIENCE

This course is designed for nursing educators who are responsible for delivering feedback during debriefing sessions to nursing students.

LEARNING OBJECTIVES

When nursing educators complete this course they will be able to:

1. Describe behavior-specific feedback.
2. Identify the three environmental components responsible for influencing performance.
3. Identify the three individual components responsible for influencing performance.
4. Identify the components that make up the BAF Model.
5. Apply the prescriptive script for delivering behavior-specific feedback.
6. Explain how the BAF Model is used to deliver behavior-specific feedback.

MATERIALS

The Facilitator Guide

Video/Audio Links

The BAF Model

Four-Step Approach

Behavior Factors

Behavior Factors Rubric

Debriefing Script

Resources

- Pre- and Post-Perception Survey

- Job Analysis Performance Questionnaire

- Feedback Tracker

COURSE SCHEDULE

Tasks	Expected Time
Course Introduction <ul style="list-style-type: none">• Welcome	1 minute 1 minute
Introduction to Feedback <ul style="list-style-type: none">• How Do You Use Feedback?• Short-Term or Long-Term<ul style="list-style-type: none">• Level• Timing• Frequency• Environmental & Individual	10 minutes 2 minutes 8 minutes 2 minutes 2 minutes 2 minutes 2 minutes
The BAF Model <ul style="list-style-type: none">• Overview• When to Use the Model• Model Strategy• The Design of the BAF Model• The Design Explained	13 minutes 3 minutes 1 minute 1 minute 0 minutes 8 minutes

COURSE SCHEDULE (CONT)

Tasks	Expected Time
Behavior Factors	24 minutes
Factors that Influence Behavior	2 minutes
• Environment	10 minutes
• Data	4 minutes
• Resources	4 minutes
• Incentives	4 minutes
• Individual	10 minutes
• Knowledge	4 minutes
• Capacity	4 minutes
• Motives	4 minutes
• Behavior Factors Rubric	2 minutes
The Four Step Approach	9 minutes
• The Purpose	1 minutes
• The Four Steps	8 minutes
• Ask	2 minutes
• Discuss	2 minutes
• Ask	2 minutes
• Evaluate	2 minutes

COURSE SCHEDULE (CONT)

Tasks	Expected Time
Debriefing Script <ul style="list-style-type: none">• Debriefing Defined• What is the Debriefing Script• Using the Debriefing Script	14 minutes 2 minutes 2 minutes 10 minutes
Tracking Feedback Sessions & Observing Performance <ul style="list-style-type: none">• Job Performance Analysis Questionnaire• Feedback Schedule• Tracking Feedback	10 minutes 3 minutes 3 minutes 4 minutes
Conclusion <ul style="list-style-type: none">• Wrap-Up• Next Steps	2 minutes 1 minute 1 minute
Total Time	83 minutes

*The listed times are approximate based on individual reading and note taking.

Before You Begin

A FEW THINGS TO NOTE

All data collected will be kept confidential and will only be used for purposes to validate the Behavioral Analysis Feedback Model.

Throughout this guide, you will see the words supervisor and performer. For purposes of this guide, the terms *supervisor* and *nursing educator* will be interchangeable while the terms performer and nursing student will be interchangeable.

Any documents collected will require the nursing student's university identification number as well as a unique identification number for the nursing educators. The unique identification number for you, the nursing educator, will be made up of the following:

1. The first two initials of your high school's name.
2. The day of the month you were born.
3. The last letter of your first name.

e.g. BR19E

A FEW THINGS TO NOTE (CONT)

Please use this same unique identifier on all surveys, questionnaires, and trackers that require the nursing educator's identification number.

Please ensure you have completed the *Nursing Educator Pre-Perception Survey* to capture your attitudes and feelings about how you currently deliver feedback before moving to the next section of the facilitator guide.

Course Instruction

COURSE INTRODUCTION

Estimated Time: 1 minute

Key Points	Expected Time
• Welcome	1 minute

Welcome

Welcome to the self-paced instructional guide for the Behavioral Analysis Feedback Model. This guide is designed to provide you the knowledge and skills for delivering behavior-specific feedback to invoke performance changes among your nursing students.

Topics

1. Introduction to Feedback
2. The Behavioral Analysis Feedback Model
3. Behavior Factors
4. The Four Step Approach
5. Debriefing Script
6. Tracking Feedback

INTRODUCTION TO FEEDBACK

Estimated Time: 10 minutes

Key Points	Expected Time
• How do you use feedback?	2 minutes
• Short-term or long-term?	8 minutes

How Do You Use Feedback?

Think about the times you have received feedback. Was it beneficial? Did it influence how you performed?

Now think about the times you have delivered feedback. Were the nursing students receptive towards the feedback? Did it appear to be beneficial? Did it influence the nursing student's performance? If changes in performance did occur, did they last long-term?

Short-Term or Long-Term Performance Change

Chances are if performance has not been permanently changed, there are a number of factors that may have contributed to the short-term change. Some factors might include

- Quality

- Timing

- Frequency

- Environmental and Individual Factors

Quality

Feedback quality leads to understanding the process and reaching the desired end result. Simply providing nursing students praise or the right answer does not allow learners to comprehend and process why or the effects of their performance.

INTRODUCTION TO FEEDBACK (CONT)

Quality (CONT)

To assist with providing quality feedback, it is beneficial to provide nursing students a list of performance standards that must be mastered in the performance environment. As the nursing students demonstrate each standard, feedback should be provided regarding their behavior towards achieving the standard. Any suggestions for improvement should be behavior-specific.

Delivering behavior-specific feedback is more beneficial than delivering surface-level feedback because it provides the performer the desired end result and the behaviors needed to achieve the desired end result.

INTRODUCTION TO FEEDBACK (CONT)

Frequency

Although behavior-specific feedback is important in order for a performer to achieve the desired performance, too much or too little feedback can be detrimental.

Providing too much feedback can cause a performer to lose the ability to self-reflect on their performance and correct any errors, as they know feedback will soon be given. Similarly, providing too little feedback may allow a performer to exhibit the wrong behavior far too long before correcting performance using behavior-specific suggestions.

Research has shown the frequency of feedback can affect a performer's attitudes and performance levels. Feedback should be delivered frequently enough for the performer to be afforded time to practice the standard as well as self-reflect upon the learning task and performance. Determining the appropriate number of times to deliver feedback in a given time period will be situation-dependent.

INTRODUCTION TO FEEDBACK (CONT)

Timing

The timing in which feedback is delivered to performers is also an important factor to consider when delivering feedback. Although most performers prefer to receive feedback immediately, research has shown improvement tends to be temporary, and performers are less likely to retain the improvement over time.

Delaying feedback contributes to prolonged improvement over time, as it hinges on the performer's curiosity by encouraging them to anticipate the answer. This can ultimately increase their attention when feedback is received.

INTRODUCTION TO FEEDBACK (CONT)

Environmental & Individual Factors

Thomas Gilbert, the father of Human Performance Technology, was a behavior analyst who believed the valuable output of behavior was not a direct result of human behavior, but human accomplishment; he focused his efforts on the influential factors of the environment and the performer (O'Driscoll, 2003). Gilbert analyzed six general aspects of behavior to identify causes of performance discrepancies, and called this model the Behavioral Engineering Model (BEM). The [BEM model](#) is a cause analysis model that separates performance problems into two levels; the first includes the environment and the second level includes the individual level. The Behavioral Analysis Feedback Model incorporates Gilbert's six aspects of behavior.

Environmental factors include the variables that make up the performance environment while the individual factors pertain to a person's repertory of behavior. Based on research and Gilbert's findings, individual factors are secondary to the environmental factors when it comes to performance issues. Once all of the environmental factors are accounted for and provided, any performance issues will be due to the person's repertory of behavior. Environmental and individual factors will be discussed more in detail in the *Behavior Factors* section.

THE BEHAVIORAL ANALYSIS FEEDBACK MODEL

Estimated Time: Less than 15 minutes

Key Points	Expected Time
• Overview	3 minutes
• When to Use the Model	1 minute
• Model Strategy	1 minute
• The Design of the BAF Model	0 minutes
• The Design Explained	8 minutes

THE BEHAVIORAL ANALYSIS FEEDBACK MODEL (CONT)

Overview

The Behavioral Analysis Feedback (BAF) Model is a feedback model that utilizes behavior-specific feedback to influence an individual's performance. To account for the elements that have the potential to influence behavior, the model incorporates Thomas Gilbert's three environmental (data, resources, and incentives) elements and three individual (knowledge, capacity, and motives) elements.

The BAF Model signifies a feedback loop to demonstrate how it works as a system for improving performance through aggregating, analyzing, and interpreting the assessed information to make decisions. In order to reach the desired behavior, it is necessary for frequent communication surrounding each of the six aspects of behavior to occur between the supervisor and performer. The BAF Model emphasizes the need for nursing educators to communicate with nursing students while reinforcing positive behavior or redirecting and correcting behavior through behavior-specific feedback.

THE BEHAVIORAL ANALYSIS FEEDBACK MODEL (CONT)

When to Use the Model

The BAF Model should be used when you want to:

- Invoke a permanent change in a nursing student's behavior.
- Provide nursing student's feedback that targets specific behaviors.
- Have continuous dialogue about current and future performance.
- Learn from nursing students what resources and tools are needed to achieve desired goals.

THE BEHAVIORAL ANALYSIS FEEDBACK MODEL (CONT)

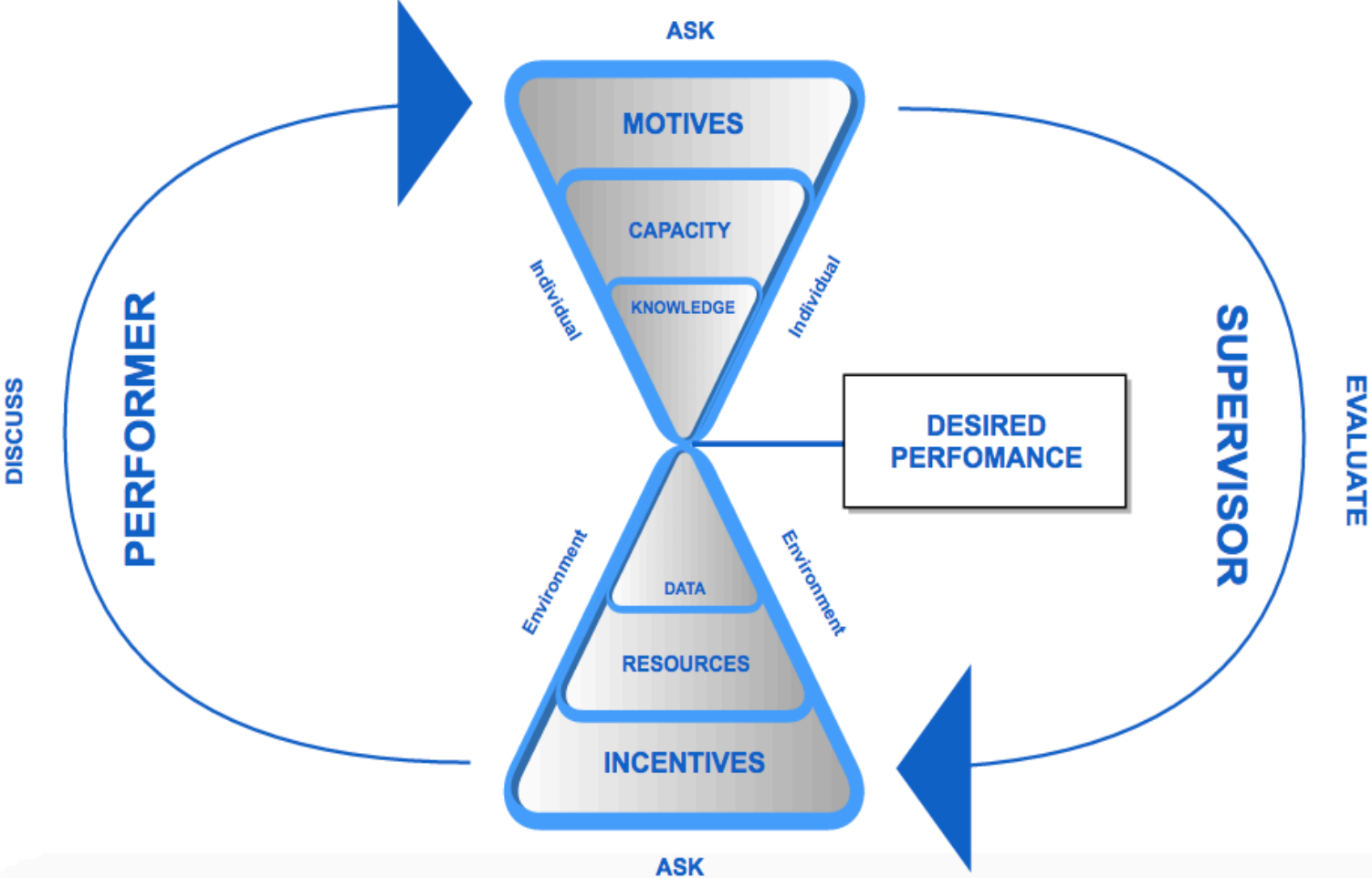
Model Strategy

The BAF Model strengthens communication skills for delivering effective feedback to nursing students through:

- Behavior-specific feedback
- Continuous communication
- Analyzing and assessing individual components
- Analyzing and assessing environmental components
- Using a four-step approach
- Aggregating, analyzing, and interpreting the assessed information to make decisions

THE BEHAVIORAL ANALYSIS FEEDBACK MODEL (CONT)

The Design of the BAF Model

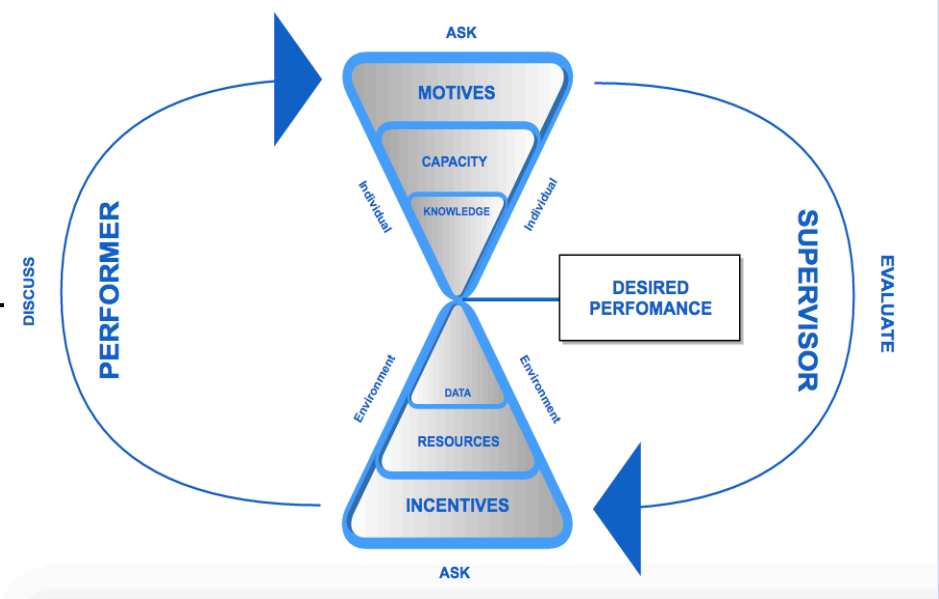


THE BEHAVIORAL ANALYSIS FEEDBACK MODEL (CONT)

The Design Explained

The BAF Model was conceptualized based on the importance of providing feedback to performers while focusing on the elements that have the potential to influence behavior. Since feedback serves as an essential concept for orienting behavior, the design of the BAF Model places an emphasis on Gilbert's six different elements that can influence a performer's behavior.

As mentioned before, the BAF model utilizes a continuous circle signifying a feedback loop to demonstrate how it works as a system for improving performance through aggregating, analyzing, and interpreting the assessed information to make decisions. More importantly, the design of the loop emphasizes the need for nursing educators to continuously communicate with nursing students to reinforce positive behavior or redirect and correct behavior through behavior-specific feedback.

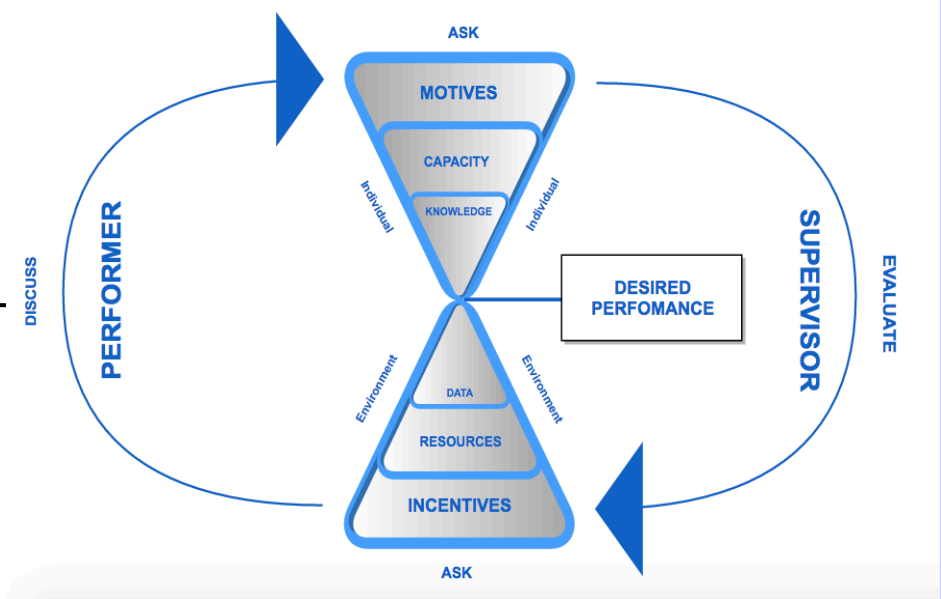


THE BEHAVIORAL ANALYSIS FEEDBACK MODEL (CONT)

The Design Explained (CONT)

As mentioned before, Thomas Gilbert, known as the father of Human Performance Technology, developed the Behavioral Engineering Model to analyze an individual's performance by describing six aspects of behavior divided into two levels that can be manipulated to affect performance. The first level includes environmental elements made up of data, resources, and incentives. The second level includes individual elements made up of knowledge, capacity, and motives. Due to the significance of these six aspects and the potential to influence behavior, the BAF Model incorporates Gilbert's six aspects that have the ability to influence performance.

In the center of the model, there are two pyramids facing one another; the top pyramid facing downward accounts for the individual aspects – knowledge, capacity, and motives – that potentially influence behavior while the bottom pyramid facing upward accounts for the environmental aspects – data, resources, and incentives – that potentially influence behavior. The two pyramids facing each other signify that all components of the individual and environmental elements need to be addressed and accounted for in order for performers to reach the desired behavior; feedback needs to be provided for each of the individual and environmental components.



THE BEHAVIORAL ANALYSIS FEEDBACK MODEL (CONT)

The Design Explained (CONT)

Around the outside of the BAF Model includes the words *Ask*, *Discuss*, *Ask*, and *Evaluate*. These four words make up the four-step approach embedded into the model. The purpose of the four-step approach is to facilitate conversation between the supervisor and performer.

Ask

- Ask about current performance and desired future goals.

Discuss

- Future specific behaviors
- Provide behavior-specific suggestions to reach the desired goals/performance

Ask / Evaluate

- Ask about resources and tools needed to achieve the desired performance prior to evaluating the performance through observation.

BEHAVIOR FACTORS

Estimated Time: 15 minutes

Key Points	Expected Time
• Factors that Influence Performance	2 minutes
• Environment <ul style="list-style-type: none">• Data• Resources• Incentives	10 minutes
• Individual <ul style="list-style-type: none">• Knowledge• Capacity• Motives	10 minutes
• Behavior Factors Rubric	2 minutes

BEHAVIOR FACTORS (CONT)

Factors That Influence Performance

Earlier in this guide, we discussed factors that influence performance, to include the quality, frequency, and timing of feedback as well as the environmental and individual factors.

While many believe performance issues stem from a lack of knowledge or skills, performance issues tend to be because of a lack of performance support. Environmental factors include the data, resources, and incentives in the performance environment while individual factors include the knowledge, capacity, and motives in the performance environment.

According to Gilbert (2007), individual factors are secondary to the environmental factors when it comes to performance issues. Once all of the environmental factors are accounted for and provided, any performance issues will be due to the person's repertory of behavior.

Below, find specific questions to ask yourself and the nursing student before, during, and/or after debriefing sessions.

Environmental Factors

Data

Data refers to the information at the environment level. The focus of this element includes the relevancy and frequency of adequate performance, clear expectations, and clear guides and job aids for adequate performance. Some questions to ask nursing students and/or yourself include:

- Have clear performance expectations been communicated to performers?
- Do performers understand the various aspects of their roles and the priorities for doing them?
- Are there clear and relevant performance aids to guide the performers?
- Are performers given sufficient, timely behaviorally specific feedback regarding their performance?
- Does the performance management system assist the supervisor in describing expectations for both activities and results for the performer?

BEHAVIOR FACTORS (CONT)

Environmental Factors (CONT)

Resources

Resources refer to the instrumentation at the environment level. The focus of this element includes the tools, resources, time, and materials designed to match performance needs. Some questions to ask nursing students and/or yourself include:

- Do performers have the materials needed to do their jobs?
- Do performers have the equipment to do their jobs?
- Do performers have the time they need to do their jobs?
- Are the processes and procedures defined in such a way as to enhance performance?
- Is the work environment safe, clean, organized, and conducive to excellent performance?

BEHAVIOR FACTORS (CONT)

Environmental Factors (CONT)

Incentives

Incentives refer to the motivation at the environment level. The focus of this element includes the financial and non-financial incentives, opportunities for career development, and clear consequences for poor performance. Some questions to ask nursing students and/or yourself include:

- Are there sufficient financial incentives present to encourage excellent performance?
- Are there sufficient non-financial incentives present to encourage excellent performance?
- Do measurement and reporting systems track appropriate activities and results?
- Are jobs enriched to allow for fulfillment of higher level needs?
- Are there opportunities for career development?

BEHAVIOR FACTORS (CONT)

Individual Factors

Knowledge

Knowledge refers to the information at the individual level. The focus of this element includes placement of the performance into an appropriate position and the training needed to match the requirements to enable exemplary performance. Some questions to ask nursing students and/or yourself include:

- Do the performers have the necessary knowledge to be successful at their jobs?
- Do the performers have the needed skills to be successful at their jobs?
- Do the performers have the needed experience to be successful at their jobs?
- Do performers have a systematic training program to enhance their knowledge and skills?
- Do performers understand how their roles impact organizational performance?

BEHAVIOR FACTORS (CONT)

Individual Factors (CONT)

Capacity

Capacity refers to the instrumentation at the individual level. The focus of this element includes scheduling performance to match peak performance, required aids, physical shaping, adaptation, and selection. Some questions to ask nursing students and/or yourself include:

- Do the performers have the necessary strength to do the job?
- Do the performers have the necessary dexterity to do the job?
- Do the performers have the ability to learn what is expected for them to be successful on the job?
- Are performers free from any emotional limitations that impede performance?
- Are performers recruited, selected, and matched to the realities of the work situation?

BEHAVIOR FACTORS (CONT)

Individual Factors (CONT)

Motives

Motives refer to the motivation at the individual level. The focus of this element includes the nursing student's motive to work and ensuring those recruited match the realities of the situation. Some questions to ask nursing students and/or yourself include:

- Are the motives of the performers aligned with the incentives in the environment?
- Do performers desire to do the job to the best of their abilities?
- Are performers recruited and selected to match the realities of the work environment?
- Are there any rewards that reinforce poor performance or negative consequences for good performance?
- Do performers view the work environment as positive?

BEHAVIOR FACTORS (CONT)

Rubric (CONT)

The Behavior Factors Rubric serves as a 'cheat sheet' that you can use during the debriefing sessions. It is broken down into the same six boxes as Gilbert's [BEM](#) to show the information (data/knowledge), instrumentation (resources/capacity), and motivation (incentives/motives) at the environmental and individual levels.

For every individual bullet point you want to discuss, find the corresponding environmental bullet point to also discuss. This will ensure all the information, instrumentation, and motivations are provided for at the environmental level before assessing whether or not it is available to the individual.

BEHAVIOR FACTORS

Rubric (CONT)

Behavior Factors Rubric

	Information	Instrumentation	Motivation
Environment	<p><i>Data</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>Resources</i></p> <ul style="list-style-type: none"> • Discuss materials, equipment, or time needed to do the job. • Define processes and procedures to enhance the student’s performance. • Discuss the safety, cleanliness, and organization of the physical work environment. 	<p><i>Incentives</i></p> <ul style="list-style-type: none"> • Discuss the financial and non-financial incentives present to encourage excellent performance. • Tracking activities and results through the measurement and reporting system. • Discuss fulfillment of higher level needs. • Discuss opportunities for career development.
Individual	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> • 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 student’s role impacts the patient or hospital’s performance. 	<p><i>Capacity</i></p> <ul style="list-style-type: none"> • Communicate the strength and/or dexterity to do the job. • Discuss 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. 	<p><i>Motives</i></p> <ul style="list-style-type: none"> • 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.

BEHAVIOR FACTORS (CONT)

Rubric (CONT)

Do not create incompetence by:

	Information	Instrumentation	Motivation
Environment	<ul style="list-style-type: none"> • Telling people how well they are doing. • Providing misleading information about how they are doing. • Hiding what is expected. • Guiding performance. 	<ul style="list-style-type: none"> • Designing tools without consulting the users. • Keeping developers or engineers away from users, if applicable. 	<ul style="list-style-type: none"> • Paying poor performers the same as good performers. • Punishing good performers in some way. • Not using non-monetary incentives.
Individual	<ul style="list-style-type: none"> • Leaving training to chance. • Letting unskilled supervisors train. • Making training irrelevant to the job. • Making training difficult to understand. 	<ul style="list-style-type: none"> • Scheduling work times for when people aren't at their sharpest. • Selecting wrong people to do the job. • Not providing job aids. 	<ul style="list-style-type: none"> • Designing futureless jobs. • Arranging unpleasant work conditions. • Giving pep talks instead of incentives.

BEHAVIOR FACTORS (CONT)

Rubric (CONT)

Now that you've had a chance to view the rubric and the reference document to avoid creating incompetence, go ahead and open a copy of the rubric. Print one out if you are able to, as I want to walk you through using the rubric.

Example: Student A completes patient's chart incorrectly.

Please access the *Behavior Factors Rubric* [here](#). Print one if you can or just follow along.

THE FOUR STEP APPROACH

Estimated Time: Less than 10 minutes

Key Points	Expected Time
• The Purpose	1 minute
• The Four Steps <ul style="list-style-type: none">• Ask• Discuss• Ask• Evaluate	8 minutes

THE FOUR STEP APPROACH (CONT)

The Purpose

The purpose of using this four-step approach is to facilitate conversation between the nursing educator and nursing student about the different elements that affect performance. The four steps approach allows the supervisor to ask the performer about current performance and desired future goals as well as discuss specific behaviors and provide behavior-specific suggestions to reach the desired goals. It also allows the nursing educator to ask nursing students about resources and tools needed to achieve the desired performance prior to evaluating the performance through observation.

THE FOUR STEP APPROACH (CONT)

The Four Steps

The four steps will guide the conversation of the feedback session. The four steps are explained in detail below.

Ask

- Select at least one behavior or task that needs to be addressed during the session.
- Ask the performer to think about where they are in terms of their current performance.
- Ask performers where they would like to go in terms of that particular behavior or task.

Discuss

- Using the *Behaviors Factors Rubric* select at least one bullet point for each of the six aspects and discuss specific behaviors that need to be reinforced or corrected. This should be based upon direct observation.
- Provide behavior-specific suggestions for improvement.

THE FOUR STEP APPROACH (CONT)

The Four Steps (CONT)

Ask

- Ask performers what tools and/or resources they need to reach the desired performance.
- Develop a plan of action to reach the desired performance including a proposed timeline.
- Reiterate the tools and/or resources needed as well as the plan of action.
- Check the performer's understanding.

Evaluate

- Continuously evaluate each nursing student's performance based on the established plan of action.
- Revisit each step as needed, and evaluate performance again.

THE DEBRIEFING SCRIPT

Estimated Time: 14 minutes

Key Points	Expected Time
• Debriefing Defined	2 minutes
• What is the Debriefing Script?	2 minutes
• Using the Debriefing Script	10 minutes

THE DEBRIEFING SCRIPT (CONT)

Debriefing Defined

In nurse education, feedback is often known as *clinical evaluation* or *debriefing*. Clinical evaluation is generally used for providing feedback in clinical settings where learner's care for patients during hands-on rotations while debriefing is generally used to provide learners structured, formative feedback during and/or after experiential learning opportunities that primarily occur in simulation-based settings. For purposes of this research study, we will use debriefing as the identified term although synonymous with the terms *feedback* and *clinical evaluation*.

Debriefing is situation-dependent, and is commonly used to correct errors, discuss different ways to handle similar events the next time, encourage self-assessment, and promote reflective thinking. Similar to the nature of the BAF Model, debriefing requires a two-way communication process between the educator and learner. Rather than just focusing on an individual's performance, debriefing draws out the explanations behind the performance and highlights progress while also enabling the learner to develop strategies to enhance future performance.

THE DEBRIEFING SCRIPT (CONT)

What is the Debriefing Script?

The BAF Model uses the aforementioned four-phase approach to facilitate conversation between the supervisor and performer. The debriefing script is a prescriptive course of action for how to deliver feedback during the debriefing session. The debriefing script will provide you the verbiage for delivering behavior-specific feedback while covering the four phases. More specifically, it discusses the purpose of the debriefing session, specific behaviors observed, clear and specific suggestions, and individual and environmental support as well as checks for understanding with follow-up.

THE DEBRIEFING SCRIPT (CONT)

Using the Debriefing Script

The debriefing script is the script that you will use to deliver feedback to your nursing students. It is divided into four sections to accommodate the four phases – *Ask*, *Discuss*, *Ask*, and *Evaluate* – of the BAF Model. Although it is unknown how a recipient will respond, it is imperative for you to deliver the feedback using the verbiage provided.

Click [here](#) to access the debriefing script complete with instructions for using it.

JOB PERFORMANCE ANALYSIS QUESTIONNAIRES & TRACKING FEEDBACK SESSIONS

Estimated Time: 10 minutes

Key Points	Expected Time
• Job Performance Analysis	3 minutes
• Questionnaires	3 minutes
• Feedback Schedule	
• Tracking Feedback Sessions	4 minutes

JOB PERFORMANCE ANALYSIS QUESTIONNAIRES & TRACKING FEEDBACK SESSIONS (CONT)

Job Performance Analysis Questionnaire

The Job Performance Analysis Questionnaire (JPAQ) is designed to gather data surrounding each nursing student's current performance with regards to environmental and individual elements that influence behavior. During this research study, you will fill out one JPAQ for each student at the baseline and final assessment points (total of two JPAQ's per student).

The JPAQ is broken down into three sections:

General Information: Contains three questions about class level, length of enrollment, and length of time you have overseen the student.

Environmental Components: Contains three questions for each aspect – data, resources, and incentives – that influence performance.

Individual Components: Contains three questions for each aspect – knowledge, capacity, and motives – that influence performance.

Additional Comments: Option to leave additional feedback not captured in the survey.

JOB PERFORMANCE ANALYSIS QUESTIONNAIRES & TRACKING FEEDBACK SESSIONS (CONT)

Feedback Schedule

Formal feedback that is delivered to the nursing students will be delayed; it is understood that daily, on-the-spot feedback will be provided in order to mitigate risk and correct behaviors that could be harmful to patients. In addition, formal, face-to-face feedback (in person or media platform, such as Skype) will occur per your schedule; however, data collection will occur during the baseline and final assessments. Specific dates for the baseline and final assessments will be based on class length, and will be communicated to you.

Sample Schedule

- Day 1: Student conducts clinical rotation.
- Day 2 – Day 3: Student completes their journal log (timeframe specified by educator)
- Day 4 – 7: Nursing educator schedules and completes the formal feedback session.

JOB PERFORMANCE ANALYSIS QUESTIONNAIRES & TRACKING FEEDBACK SESSIONS (CONT)

Tracking Feedback Sessions

You are required to track the feedback sessions during the baseline and final assessments only. Each feedback tracker can be found under the respective module – baseline and final assessment – on the website. By clicking the link, you will be taken to the online feedback tracker.

Throughout the study, you will complete a baseline and final feedback tracker for each student for a total of two feedback trackers per student.

Prior to the debriefing session, it is highly recommended that you print out a copy of the feedback tracker to serve as a guide for what you would like to discuss as well as to reference it and write down any additional information. You can download a Word version of the feedback tracker for your convenience should you wish to print it out or reference, and then fill out the online version at a later time.

JOB PERFORMANCE ANALYSIS QUESTIONNAIRES & TRACKING FEEDBACK SESSIONS (CONT)

Tracking Feedback Sessions (CONT)

During each of the data collection point debriefing sessions, you will fill out the following information:

- **Course Title:** Provide the name of the course and whether it is accelerated or traditional.
- **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.
- **Nursing Student's ID:** Student's University Identification Number (UIN).
- **Date:** Date the feedback session occurs.
- **Time:** Time the feedback session begins.
- **Behavioral Element:** Select all options for the data, resources, and incentives aspects at the environmental level and knowledge, capacity, and motives at the individual level you will be discussing during the debriefing session. Taken from the ***Behavior Factors Rubric***.

JOB PERFORMANCE ANALYSIS QUESTIONNAIRES & TRACKING FEEDBACK SESSIONS (CONT)

Tracking Feedback Sessions (CONT)

- **Current Behavior:** Describe the nursing student's current behavior.
- **Target Behavior:** Describe the behavior you want to see from the nursing student.
- **Additional Comments:** You can provide additional comments, if needed.

Please fill out the feedback tracker for each student using the link below.

Remember, if you would like print out a copy of the feedback tracker to take notes and to remember what you want to discuss during the feedback session. This will also serve as a reference so you don't have to remember what was discussed during the debriefing session as you fill out the online version.

CONCLUSION

Estimated Time: 2 minutes

Key Points	Expected Time
• Wrap Up	1 minute
• What's Next?	1 minute

Wrap Up

There is a lot to consider when conducting formal debriefing sessions. The BAF Model is designed to standardize the way feedback is delivered while targeting specific behaviors to assist with improving performance.

If at any point you have questions about the model, how to use the model, or need clarification about something, please feel free to reach out to the researcher, Melanie Ross, at mross018@odu.edu or 703-728-7899; contact information can also be found on the website's home page. Emails will be responded to within 24 hours of receipt.

CONCLUSION (CONT)

Next Steps

Over the course of the semester, you will be required to complete all required surveys, questionnaires, and trackers two times – beginning and end. Please remember to add the nursing student's UIN and/or your unique identification number on all required documents.

You have now completed the facilitator guide.

Thank you for participating in the training, and I look forward to your participation in the research study.