Preceptor Training: Evaluation

Why Conduct Evaluations
- Provide **formal** feedback to reinforce appropriate behavior or give opportunity to correct inappropriate behavior.
- The evaluation should never be a surprise—**informal** feedback should address concerns along the way.

Feedback
From: Effective Behavior in Organizations

Giving feedback should be analogous to holding up a mirror where individuals can see themselves as others see them and learn how their actions have been affecting others. It is not telling others what is wrong with them nor telling them how they should change. It is offering your perceptions and describing your feelings in a nonjudgmental manner as data that recipients can use as they find appropriate.

The Evaluation
- Feedback should be based on published expectations
- Competencies
- Objectives
- The evaluation form itself

From the Clinical Evaluation

| CRD 2.10 | Intervene with any form of nutrition support to another, implement changes in feeding from ECF or home |
| CRD 3.1a | Able to interpret data collected |
| CRD 3.1c | Able to interpret supplement/saline counts calculations |
| CRD 3.1c | Observe work for errors |
| CRD 3.1c | Appropriate, accurate nutrition support recommendations |
| CRD 3.3 | Appropriate, accurate, complete instruction/counseling materials and methods |
| CRD 3.3 | Appropriate, accurate nutrition support recommendations |
| CRD 3.1c | Appropriate, accurate nutrition support recommendations |
| CRD 2.7, 3.1c | Establish, coordinate, implement follow-up care short and/or long term |
| CRD 4.11 | Participate in coding/billing of dietetics/nutrition services |
Rating Scale

CLINICAL EVALUATION
Utah Dietetics Education Consortium

Facility _______________________ Date ____________________________
Preceptor _______________________ Student/Intern ___________________________

Please evaluate the student/intern on the following areas of performance:
Please circle the number corresponding to your rating

Scale:
1 – Very weak, needs more work
2 – Weak, needs more work
3 – Doing well, performing as expected for student/intern level
4 – Above average, doing better than expected
5 – Outstanding, doing much better than expected for level
N/A – not applicable to this rotation
Add comments in each area for particularly strong or weak performance

The Evaluation

- Feedback should be based on published expectations
- Feedback should be specific
- Feedback should be thoughtful

The key to employee evaluations is to keep them short and to the point.
Common Errors in Evaluations
And how to avoid them . . .
- Leniency
- Strictness
- Central Tendency
- Halo
- Recency & Primacy

And how to avoid them . . .
- Leniency
- Strictness

Normal Distribution

And how to avoid them . . .
- Leniency
- Strictness
- Central Tendency
Common Errors in Evaluations

- 3. Central Tendency

Common Errors in Evaluations

And how to avoid them . . .

- Leniency
- Strictness
- Central Tendency
- Halo

Common Errors in Evaluations

- 4. Halo

Preparing for the Evaluation

(Can’t be done in a hurry!)

- Diary of critical incidents
- Thoughtfully completed form
- Have un rushed, uninterrupted time with student/intern
- Remember to be future oriented