



Challenging Behaviors:

Giving and Responding to Feedback as a Fieldwork Educator

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**What Behaviors
Have you found
MOST Challenging?**





- Tardiness
- Inability to accept Criticism or Feedback
- Inability to apply Feedback
- Inappropriate Attire
- Anxiety
- Rudeness
- Cell Phone Use
- Inappropriate conversations/language
- Inability to set boundaries with patients/supervisors
- Unprofessional Behavior
- The quiet ones
- “High Maintenance” Students
- Entitlement
- Not advocating needs

How do we manage these behaviors?



Lay down a solid framework for yourself

- Establish what entry level looks like in your clinic
 - SSLOs
 - AOTA Resources
- Find a support network of other therapists
- Establish a relationship with the AFWC
- Figure out your teaching/learning style
- Reflect on your own experiences as a student
- Find out your brain color (Glazov & Knoblauch)



Brain Color Quiz



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A—YELLOW BRAIN PERSONAL STRENGTHS AND PERSPECTIVE

PERSONAL STYLE: Regimented
 ROMANTIC STYLE: Loyal
 PARENTING STYLE: Strict disciplinarian
 WITH OTHERS: I inform them of “my” rules
 I’M PHYSICALLY ATTENTIVE: At appropriate times
 I SHOW LOVE BY: Taking care of my loved ones
 EMOTIONALLY I NEED TO: Be in control
 FINANCIAL APPROACH: Save money
 I ENCOURAGE: Respectfulness
 STRESS FACTOR: Irresponsibility
 I RELAX: Only if everything is finished



C—GREEN BRAIN PERSONAL STRENGTHS AND PERSPECTIVE

PERSONAL STYLE: I don’t interfere
 ROMANTIC STYLE: Reserved
 PARENTING STYLE: Be independent
 WITH OTHERS: I’m not overly complimentary
 I’M PHYSICALLY ATTENTIVE: When no one is watching
 I SHOW LOVE BY: Actions, not words
 EMOTIONALLY I NEED TO: Be selective
 FINANCIAL APPROACH: Systematize money
 I ENCOURAGE: Self-sufficiency
 STRESS FACTOR: Others meddling in my business
 I RELAX: By myself

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B—BLUE BRAIN PERSONAL STRENGTHS AND PERSPECTIVE

PERSONAL STYLE: Thoughtful
 ROMANTIC STYLE: Affectionate
 PARENTING STYLE: Helpful
 WITH OTHERS: I am a genuine communicator
 I’M PHYSICALLY ATTENTIVE: As much as possible
 I SHOW LOVE WITH: Hugs and kisses
 EMOTIONALLY I NEED TO: Feel appreciated
 FINANCIAL APPROACH: Share money
 I ENCOURAGE: Flexibility
 STRESS FACTOR: Overextending myself for others
 I RELAX: With friends, family, and pets



D—ORANGE BRAIN PERSONAL STRENGTHS AND PERSPECTIVE

PERSONAL STYLE: Optimistic
 ROMANTIC STYLE: Spontaneous
 PARENTING STYLE: Open minded and fraternal
 WITH OTHERS: I let them be themselves
 I’M PHYSICALLY ATTENTIVE: Anywhere, any time
 I SHOW LOVE BY: Giving surprises and gifts
 EMOTIONALLY I NEED TO: Feel uninhibited
 FINANCIAL APPROACH: Spend money
 I ENCOURAGE: Taking risks
 STRESS FACTOR: Others telling me what to do
 I RELAX: With physical activity

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Brain Color Compatible and Conflicting Behavior	
A Green Brainer's Compatible Brightly Esteemed Behavior	A Green Brainer's Conflicting "Shadowed"/"Wet Paint" Behavior
Solves problems	Ignores others with a "cold shoulder"
Shows how smart he or she is	Is sarcastic and unkind
Is curious	Becomes indecisive
Is logical and precise	Does not like to make mistakes
Follows a systematic routine	Is insensitive
Likes privacy and alone time	Is uncomfortable showing emotions
Promotes fairness	Withdraws and is uncooperative

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Green Brain

Brain Color Compatible and Conflicting Behavior	
A Blue Brainer's Compatible Brightly Esteemed Behavior	A Blue Brainer's Conflicting "Shadowed"/"Wet Paint" Behavior
Gets and gives hugs	Cries and may become hysterical
Cooperates with others	Repeatedly talks about problems
Enjoys life and "smells the roses"	Becomes sad and sorry
Is compassionate and truthful	Says "I am feeling OK" but is not okay
Is creative	Denies unhappy reality
Is a good listener and shares his or her feelings	Yells and screams
Trusts his or her intuition	Reacts without thinking

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Blue Brain

Brain Color Compatible and Conflicting Behavior	
A Orange Brainer's Compatible Brightly Esteemed Behavior	An Orange Brainer's Conflicting "Shadowed"/"Wet Paint" Behavior
Demonstrates skillfulness	Acts extremely immature
Likes to have FUN!	Breaks the rules
Is courageous	Explodes with emotions
Is competitive	Does not tell the truth
Enjoys challenges	Is rude
Expresses feelings and thoughts easily	Physically acts out emotions
Acts spontaneously	Lacks self-control

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Orange Brain



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Brain Color Compatible and Conflicting Behavior	
A Yellow Brainer's Compatible Brightly Esteemed Behavior	A Yellow Brainer's Conflicting "Shadowed"/"Wet Paint" Behavior
Takes care of others	Is judgmental
Is prompt	Gets sick and tired
Is loyal to family and friends	Complains "poor me"
Is organized and completes tasks	Needs to be in control
Is responsible and dependable	Is inflexible to change
Makes detailed plans	Is excessively rigid about rules
Likes to know what is expected of him or her	Worries about what will happen

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Yellow Brain

Prevention:

- Get to know your student
- Ask their strengths and weaknesses
- Ask their learning style
- Ask about their personality
 - What brain color do you think they are?
 - Recognize that different brain colors need feedback differently & will give feedback differently



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Prevention:

- Set Explicit and Transparent Standards



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Set Explicit and Transparent Standards

- Start from the First interaction with the students
 - "Systematically Train" the student (Costa)
- Establish a stock email/form with expectations
 - Can include professional behaviors agreement, SSLOs, task timeline (Costa)

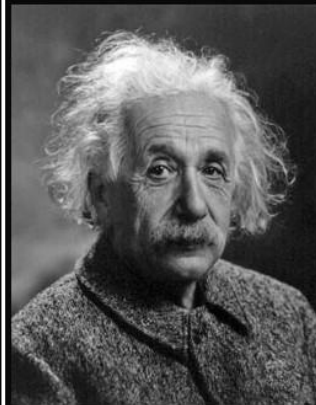
You can either hire a winner (can be hard to find and expensive to hire and keep) or hire someone with potential to be a winner and then systematically train them



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Explicitly state the environment you are trying to create ex:

- I am going to ask you questions you do not know at times, it is never to embarrass you: I need to assess your knowledge and I will always give you or direct you to where to find the answer (blue)
- I need you to let me know when you feel unsure of a concept (yellow, orange)
- If you do not tell me otherwise; I am assuming you understand (green)



I never teach my pupils. I only attempt to provide the conditions in which they can learn.

(Albert Einstein)

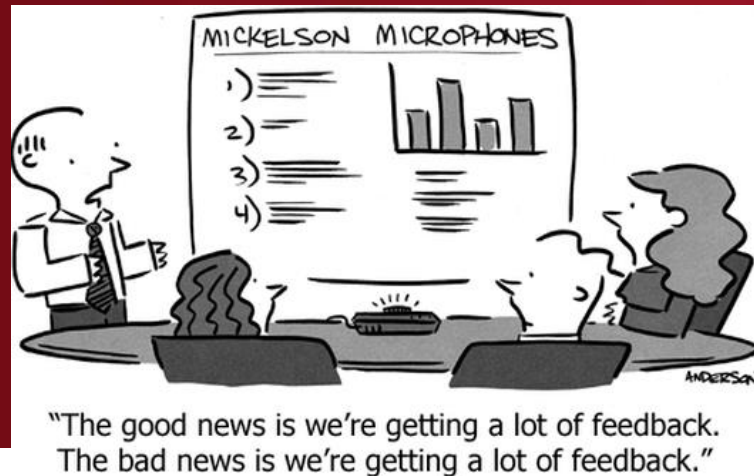
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Set Explicit and Transparent Standards

- Make a regular plan for open, honest feedback between student and supervisor
 - weekly (green), bi-weekly, daily (blue)
 - Stick to your feedback schedule (green)
 - Use a form for feedback-AOTA (yellow)



Prevention: Model the desired Behaviors



*"Gee, I wonder where he picked up
this behavior?"*

Model the Desired Behaviors

- From day one
- Offer your rationales for your behaviors during Week I
 - Remember your student's inexperience
 - Demonstrate as much as possible
 - Be Explicit-Be very careful with your assumptions on student knowledge, remember their brain color

Model the Desired Behaviors

- Openly ask for feedback from your student at every one on one session
 - Use a written form
 - Identify specific problems, give options, take blame (blue):
 - *“I noticed you are having a hard time documenting your Assessment section in your SOAP note. Do you feel I have explained it well enough to you? Do you think it would help you if we just focused on that this week?”*
 - Collaborate with the student for solutions
 - Accept feedback and apply feedback as you would want it to be accepted and applied



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Recognize the Early Warning Signs



"Good thing you came in. Most men just ignore the warning signs."



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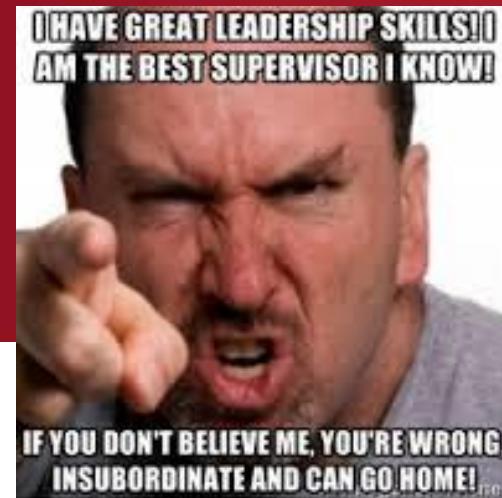
Recognize Early Warning Signs in the Student

- Rigid thinking (green)
- Lack of insight
- Difficulty hearing/accepting/utilizing feedback (orange)
- Discomfort handling patients
- Externalizing/blaming others (yellow)
- Inconsistency
- Passive communication tendencies (blue)
- Inability to problem solve in situ
- Safety Concerns
- Lack of Common Sense



Recognizing Early Warning Signs in the FWE

- Curt answers to questions (Green)
- Lack of explanations
- Rigid thinking
- Physical absence
- "This is nothing compared to..." attitude (Yellow)
- Putting off issues until Midterm Evaluation (Orange)
- Minimizing importance of feedback sessions
- Burn out (Blue)
- Poor relationship with AFWC
- Comparing students
- Wants to be student's best friend
- Oversharing Socially or Gossiping



Brain Color Stressors			
Yellow Brain	Blue Brain	Green Brain	Orange Brain
Disorganization	Poor communication	Lack of appropriate resources	Unrealistic expectations
Inaccurate directions	No cooperation	Incompetency	Arbitrary rules
No policies	Negativity	No privacy	Too many meetings
Unexpected changes	Lack of trust	Too much conversation	Lack of quick results
Tasks that waste time	"No one is listening to me!"	Mistakes	No teamwork
Incomplete records	Gossip	No time to process and solve problems	No time off or rewards
Tardiness	Selfishness	Invasion of personal space	Tedium
Others who are not prepared	Dishonesty	Giving explanations to others	Management's "red tape"
People who break the rules	Lack of compassion	Incorrect statistics or data	Inflexibility
Unreliable people and equipment	Discrimination	Repetition	Inertia

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Respond to the Early Warning Sign!

- Recognize your own behaviors and stressors contributing to them
- Read between the lines with your student's feedback
 - You already know how to do this with Patients
 - Are you creating stressors for students? Are they creating them for you?
- Recognize that students do know always realize how they are behaving as they transition from student to student clinician
 - Often notifying a student of the concern can remedy the concern
 - Their brain color is no excuse for behavior, only allows you an easier route to manage it
- Document, Document, Document
- Notify AFWC of concern

Address the Behavior

- Verbalize behavior
 - Remember your student's brain color to adjust how you verbalize
 - Sandwich method (blue), Direct (green) , constructive
- Give Concrete examples of behavior occurring
- Explain why this behavior is problematic
- Be firm but supportive
 - You may need to draw a "hard line" (1)
- Assess why the behavior is occurring



Address the Behavior

- Collaborate to set a goal/plan to eliminate/reduce the behavior
 - Emphasize the student's responsibility
- Follow through on assessing this goal/plan
 - Contact AFWC if goal is not being met by the student
 - Student may already have underwent remediation with University Staff
 - Learning Contracts/Fieldwork Success Plans
 - Be explicit
 - Document Progress, intervention, remaining deficit

Strategies for Effective Communications With Other Brain Colors				
Brain Colors	Yellow Brainer Strategies	Blue Brainer Strategies	Green Brainer Strategies	Orange Brainer Strategies
Yellow Brainers	Detailed instructions Have a plan Respect decisions	Be encouraging Let them talk Respect emotions	Have a logical plan No “yes” or “no” questions Respect explanations	Don’t be bossy Value their energy Be open-minded
Blue Brainers	Clear expectations Be prepared Take notes	Be cooperative Sincerely listen Validate feelings	Don’t be emotional No excessive talking Do your homework	Share ideas Express feelings Enjoy activities
Green Brainers	Step-by-step plan Specific instructions Respect their rules	Show appreciation Brainstorm Value creativity	Only necessary facts Time to process Ask for facts	Explain incentives Show end results Be patient
Orange Brainers	Be prompt Be respectful Be polite	Praise creativity Offer help Talk with them	Give all the facts Be resourceful Slow down	Competitive ideas Time for fun No meetings

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What if the behavior is not a manageable one?

- Anxiety, Psychological Concerns, Outside influences
 - Develop coping strategies-but do not become a student's counselor
 - Code words for a student to remove themselves
 - Decrease caseload, increase length of rotation
 - Schedule changes where appropriate
 - Changing Student's assigned patients
- Counseling for the student-offered by University
- Extra student meetings with AFWC to problem solve
- One on One time with students
 - Only for content and skills

To review:

- We attempted to prevent the problem
- We identified the signs of the problem
- We responded to the problem
- We have contacted the AFWC
- The AFWC has intervened
- We have developed a learning Contract
- We have applied the learning contract
- We adjusted the learning contract

...but the behaviors persist



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Midterm Drop Off/Senioritis

- Can happen after a great Mid-Term evaluation or after a challenging first Level II rotation
- Student starts to “coast”
- Prevention- address its likelihood immediately
- Verbalize that it is happening
- Utilize same goal setting strategies
- Make Fieldwork More challenging

Exemplary Students

- Good students behaving badly due to perceived competence
- Do not make students feel penalized
- Make FW more challenging (Costa)
 - Journal clubs
 - Literature reviews
 - More projects
 - Community presentations
 - In services to staff
 - Administrative tasks
 - Ask clinical rationale more frequently
 - Give supervision responsibilities if multiple students
 - Challenging clients
 - Increase their caseload

References

Costa, D.M. (2004) The Essential Guide to Occupational Therapy Fieldwork Education Resources for Today's Educators and Practitioners. Bethesda: AOTA Press.

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