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**EO Tool for Faculty Evaluation**

Document Purpose: The purpose of this document is for EOs to prepare for initial faculty meeting and to reflect upon the meeting afterward.

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|  | **Psychology** | **Characteristics** | **Intervention** | **Desired Outcome** | **Next Step** |
| **Pre-contemplative** | Not aware of problem/denial | * Resists discussing problem
* Doesn’t accept responsibility
* Rationalizes negative outcomes
 | * Further elaborate understanding of problem
* Provide information
* Explain expectations
* Encourage self-assessment
* Address denial through education
* Highlight discrepancies and contradictions
 | * Learner identifies discrepancies between present behavior an goal -> contemplation
 | * Arrange follow-up meeting to re-discuss (within 4 weeks)
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| **Contemplative** | Aware but ambivalent | * Wavers between staying same and changing
* Expresses uncertainty about personal responsibility
* Resists concrete plan for change
 | * Identify ambivalence
* Identify pros of no change, cons of change
* Reinforce pros of change, cons of no change
* Identify barriers to change
* Support self-efficacy
 | * Learner’s discomfort with increased ambivalence and reduced barrier to change->preparation
 | * Arrange follow-up meeting to re-discuss (within 4 weeks)
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| **Preparation** | Committed to change | * Accepts behavior as issue
* Identifies achievable, measurable outcome
* Designs plan for change
 | * Commend and reinforce commitment
* Support learner’s generation of strategy for change
* Identify achievable, measurable outcomes
 | * Plan for change is generated
 | * Arrange follow-up meeting to re-discuss progress with action plan (every 3 months and sooner if desired)
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*From Milan et al. TLM 2006;18(1):42-7*