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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) |
| **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) |
| **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) |

*From Milan et al. TLM 2006;18(1):42-7*