

HANDOUT

1.1

Core Components of Registered Apprenticeship



Employer Involvement

- Employer is the foundation
- Must be directly involved
- Must provide paid on-the-job learning



Structured, Paid On-the-Job Learning

- Minimum of 2,000 hours
- Structured and supervised



Job Related Educational Instruction

- 144 hours recommended per year
- Parallel | Front-loaded | Segmented options



Rewards for Skill Gains

- Increase in skills and competencies tied to increased earnings



National Occupational Credential

- Portable, industry-recognized credential
- Certifies an individual is at the full performance level for the occupation

HANDOUT

2.1

The Story of Apprenticeship in my Department

1. Related Technical Instruction: Who provides it for your program?

2. On-the-Job Learning: How does that happen in your program?

3. Mentorship support: Who are the Mentors and what are their titles?

4. Supervisory support

5. Type of Apprenticeship: Which do I have and how do I know?

- Competency _____
- Hybrid _____
- Time-Based _____

6. How is this different from past models of training?

HANDOUT

2.2

Collaborative Teamwork Scenario

Being a “Team Player”

- Everyone on the team is valued
- All team members have something important to contribute
- Support each other; step in and help if someone needs help
- Listen to each other and respect each other
- All members share a common goal

What Do Successful Teams Do?

- Problem-solving Communication
- Shared Goals
- Shared Knowledge
- Frequent Communication
- Timely Communication
- Accurate Communication
- Mutual Respect



Break into groups of 5 and discuss the following scenario:

The clinic has been swamped with patients today. The supervisor is anxious about the number of patients in the waiting room and needs more staff on intake and blood work. If she can get some of the newer apprentices on these 2 tasks, she thinks she can move the patients through more effectively.

The apprentices are new and not very experienced at these tasks. They are afraid they might be poorly evaluated by their supervisor if they can't perform these tasks well.

The mentor knows the new apprentices can't handle these tasks independently, but they might be successful if they had a mentor with them. This would be a good opportunity to provide some coaching and instruction for the apprentices but it would mean moving a mentor or 2 from their regularly assigned duties to work with the apprentices.

Scenario Discussion:

1. What are the problems?
2. How can the Supervisor and the Mentor work as a team to find an acceptable (even if not a perfect) solution to this problem?
3. How can the apprentices be brought into the team in a way that supports their development?
4. How do you as leaders and Mentors see this team based approach to problem solving working in your setting?
 - Does it work in all settings?
 - If this culture doesn't already exist, how can you get there?

HANDOUT

2.3

Learning Style Questionnaire

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you.

On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me	Sometimes applies to me	Often applies to me

Section One

1. ___ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. ___ I remember something better if I write it down.
3. ___ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. ___ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. ___ If I am taking a test, I can "see" the textbook page and where the answer is located.
6. ___ It helps me to look at the person while listening; it keeps me focused.
7. ___ Using flashcards helps me to retain material for tests.
8. ___ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. ___ It's hard for me to understand a joke when someone tells me.
10. ___ It is better for me to get work done in a quiet place.

Total: _____

Section Two

1. ___ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. ___ It helps to use my finger as a pointer when reading to keep my place.
3. ___ Papers with very small print, blotchy dittos or poor copies are tough on me.
4. ___ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. ___ I remember things that I hear, rather than things that I see or read.
6. ___ Writing is tiring. I press down too hard with my pen or pencil.
7. ___ My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. ___ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. ___ It's hard for me to read other people's handwriting.
10. ___ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total: _____

Section Three

1. ___ I don't like to read directions; I'd rather just start doing.
2. ___ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. ___ Studying at a desk is not for me.
4. ___ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. ___ Before I follow directions, it helps me to see someone else do it first.
6. ___ I find myself needing frequent breaks while studying.
7. ___ I am not skilled in giving verbal explanations or directions.
8. ___ I do not become easily lost, even in strange surroundings.
9. ___ I think better when I have the freedom to move around.
10. ___ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total: _____

Scoring

Now, add up the scores for each of the three sections and record below.

The maximum score in any section is 30 and the minimum score is 10.

Note the preference next to each section.

Section One Score: _____ (Visual)

Section Two Score: _____ (Auditory)

Section Three Score: _____ (Kinesthetic)

Evaluating The Learning Style Questionnaire

The modality type with the highest score indicates your preferred learning channel. The higher the score, the stronger the preference.

If you have relatively high scores in two or more sections, you probably have more than one strength. If the scores in the sections are roughly

equal, you probably do not have a preferred learning channel; you are a multi-sensory learner. The following table summarizes the observable characteristic indicative of the three learning styles. It provides an informal means of assessing

Modality	Visual	Auditory	Kinesthetic (Hands-on)
Preferred Learning Style	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
Spelling	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they “feel” right.
Reading	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
Handwriting	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
Memory	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; re-members by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
Imagery	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.
Distractability	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
Problem Solving	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
Response To Periods of Inactivity	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move.
Response To New Situations	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.

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3.2

The Most Common Form of Learning Disability: Dyslexia

What Is Dyslexia?

Reading is complex. It requires our brains to connect letters to sounds, put those sounds in the right order, and pull the words together into sentences and paragraphs we can read and comprehend.

People with dyslexia have trouble matching the letters they see on the page with the sounds those letters and combinations of letters make. And when they have trouble with that step, all the other steps are harder.

Dyslexic children and adults struggle to read fluently, spell words correctly and learn a second language, among other challenges. But these difficulties have no connection to their overall intelligence. In fact, dyslexia is an unexpected difficulty in reading in an individual who has the intelligence to be a much better reader. While people with dyslexia are slow readers, they often, paradoxically, are very fast and creative thinkers with strong reasoning abilities.

Dyslexia is also very common, affecting 20 percent of the population and representing 80–90 percent of all those with learning disabilities. Scientific research shows differences in brain connectivity between dyslexic and typical reading children, providing a neurological basis for why reading fluently is a struggle for those with dyslexia.

Dyslexia can't be “cured” – it is lifelong. But with the right supports, dyslexic individuals can become highly successful students and adults.

Quoted from: <http://dyslexia.yale.edu/dyslexia/what-is-dyslexia/>

Katarina Scenario

A “Collaborative” Approach

- Ask them questions
- Find out what they know
- (people hate to be told what they already know)
- Find out who they are
- Assist in moving forward in the process
- Utilize the formative assessment (will be discussed later in the session)
- Find out how much they are willing and able to do
- Use a strength-based approach

Strength-Based vs. Deficit-Based Approach

Deficit-Based Approach

- Labeling and therefore, limiting of options
- Obscuring the recognition of a person’s unique capabilities and strengths
- Focusing on the “cant’s” as opposed to the “cans”
- Ignoring the impact of a mentee’s life situations
- Prescribed programming, as opposed to individualized

<http://www.ayscbc.org/Principles%20of%20Strength-2.pdf>

Strength-Based Approach

- Focus on trusting and workable relationships
- Empowering people to take a lead in their own apprenticeship process
- Working in collaborative ways on mutually agreed upon goals
- Drawing upon the personal resources of motivation and hope
- Creating sustainable change through learning and experiential growth

<http://www.ayscbc.org/Principles%20of%20Strength-2.pdf>

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3.4

Applying Approaches: Katarina Scenario

Working in Small Groups

1. Have a brief discussion about the different approaches

Collaborative, deficit-based and strength-based. What does it mean to you? What can you do as a Mentor to utilize these approaches?

2. Read over the following scenario with your group:

- *Katarina is having a difficult time and making things difficult for you as her mentor – she consistently returns late from lunch and is having trouble building relationships with her team.*
- *You are annoyed*
- *You realize that Katarina is having trouble finding childcare on the nights she has to go to class and that her mother has taken ill*
- *Given all of these stresses, Katarina has never missed a class and you know she is an active class participant.*

3. Discuss the following questions, and be prepared to share your answers with the entire class:

- a. Thinking of the collaborative approach and of strength-based practice, how would you approach your mentoring role?
 - i. What, in particular, can you do to demonstrate a strength-based approach?
- b. How are you going to deal with your feelings towards Katarina, while maintaining this approach?
- c. What kinds of things do you have to do to address her lateness and inter personal issues at work?
- d. What type of coaching might be helpful to her?
- e. Are there supports that you might recommend?

HANDOUT

4.1

What Type of Assessment Is This?

- Car inspection
- Driving test
- Pop quiz
- Observation of handwashing techniques after an in-service
- Demonstration of CPR
- Final exam
- College entrance test
- Physical check up
- Prior Learning
- Prior Experience

1. Work in your group
2. Categorize each example of assessment into one or more of the three types of assessment: Formative, Process, Summative
3. Note the objectives of each assessment
4. Ask one member of the group to report back.
5. When the group reconvenes, share your conclusions and discuss.

Quotes on Reflection

“We do not learn from experience, we learn from reflecting on experience”

- John Dewey

“Learning is a process where knowledge is presented to us, then shaped through understanding, discussion and reflection.”

- Paulo Freire

“Reflection has many facets. For example, reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning, so some reflection is best done alone. Reflection is also enhanced, however, when we ponder our learning with others”

- Arthur L. Costa & Bena Kallick

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4.3

A Packet of Tools

1. Rubrics
2. Journaling
3. Portfolios
4. Observation and Feedback
5. Demonstration and Presentation
6. Checklists
7. Other

Journaling my work

The most important and/or new things I experienced on the job in this period

1. What I did:

2. What I learned at work:

3. What I learned in class:

4. What I would like to learn more about:

Portfolio Assessment

Portfolios are a method of assessment that promotes self-reflection and gives workers a chance to share examples of work that demonstrate achievements and competencies.

Portfolios can be organized in a variety of ways - both formal and informal. For instance, apprentices can work with mentors to decide on examples of work that are a product of their apprenticeship training. Apprentices may also complete forms and assignments that are collected in the portfolio. Portfolios can be thought of as scrap books of achievement.

The following are some of the items that could be included in the portfolio, some of which are included as part of your toolkit. Other documents such as papers or tests, project descriptions, and presentations could also be collected to form a portfolio.

1. Journaling my work
2. Pictures of my work
3. Examples of how I promote or support the objectives of my employer
4. Examples of reporting and documentation (based on whatever is required by the employer)
5. Comments and recommendations from others
6. Written material or presentations from classes
7. Other examples of work

Observation Form

Optional - could be used by preceptors, mentors, or supervisors

Name of Apprentice: _____

Name of Preceptor, Mentor, or Supervisor: _____

Date	Assignment	Observation	Suggestions for Coaching
___ / ___ / ___	_____ _____ _____	_____ _____ _____	_____ _____ _____
___ / ___ / ___	_____ _____ _____	_____ _____ _____	_____ _____ _____
___ / ___ / ___	_____ _____ _____	_____ _____ _____	_____ _____ _____

A Self-reflection Tool: Keeping Track

Date: ___ / ___ / ___

My progress to date

	I know a little	I know a moderate amount	I know a lot	N/A
1. Understanding the role of a CHW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Working with people from different cultures, genders, and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicating with people of different cultures in ways that make them feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Working with a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Managing my safety in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Understanding HIPPA and how it applies to my patients/clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Understanding my scope of practice and my legal responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Using the motivational interviewing technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Practicing active listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Used networking skills to get things done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Advocating for patient/client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Shared information on a health issue with a patient/client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What I want to focus on learning over the next month:

Draft Rubric for Coders

Basic Competency	Does not demonstrate competency	Can perform competency with direct assistance from mentor	Demonstrates competency at an entry level	Demonstrates competency	Demonstrates competencies at an exceptional level	Comments/Recommendations for improvement, next steps, or completion
Uses and maintains electronic application and work process to support clinical classification and coding						
Applies diagnosis and procedure codes appropriately						
Demonstrates skills needed to ensure accuracy of diagnostic/procedural groupings						
Applies coding and is able to validate accuracy using clinical information found in health record						
Applies current regulations and established guidelines while coding						
Uses and maintains applications and processes to support other clinical classifications						

Apprentice Checklist for Medical Assistant

Communicate and interact effectively to provide quality patient care	Field Training	Proficient in Task	Completion Date
a. Prepare Patient for Examination (including Vital Signs)			
b. Collect Patient Health History & Medication Reconciliation			
c. Phones/Triage/Scheduling			
d. Care Coordination (Referral to Enabling Services)			
e. Chronic Disease Management			
f. Preventive Care and Screenings			
g. Patient Self-Management & Health Coaching			
h. Health Benefit Enrollment			
i. Manage & Respond to Patient Communications			

Apprentice Checklist for Medical Assistant

Assist with and perform authorized medical and clinical procedures	Field Training	Proficient in Task	Completion Date
a. Eye & Ear Assessment and Procedures			
b. Gynecologic & Prenatal Exam Procedures			
c. Colon Procedures			
d. Pediatric Exam Procedures			
e. Apply Physical Agents to Promote Tissue Healing			
f. Prep & Assist with Minor Office Procedures			
g. Sterilization & Disinfection			
h. Administration of Medication			
i. Cardiopulmonary Procedures			
j. Perform CLIA/State-Approved In-Office-Laboratory Procedures			
k. Urinalysis			
l. Phlebotomy & Hematology			
m. Assist & Implement Physician or Provider's Orders			

Apprentice Checklist for Medical Assistant

Manage and maintain medical records and perform administrative tasks	Field Training	Proficient in Task	Completion Date
a. Running Charts/Pulling Reports			
b. Evaluating Daily Patient List for Necessary Health Maintenance Updates			
c. Interacting with EHR Systems			
d. Medical Records			
e. HIPPA Compliance			
f. Chart Prep & Organization			
g. Obtain Referrals/Authorization for Treatment			
h. Obtain and File Consents			
i. Document all Patient Information			
j. Prepare Patient Chart for Office Visit			
k. Transfer Patient/Client Records			
l. Coordinate Patient/Office Communications			
m. Provide Administrative Support (as needed).			

HANDOUT

4.4

Mentoring, Coaching, and Assessment - 2 Scenarios

Scenario 1

Two apprentices, Juan and Tamika, are starting with different levels of competency. Juan has transferred from another employer in a similar job where the work was done in a top-down manner. Tamika has been working at their current place of employment in a job that is not as related to the current apprenticeship. However, she is familiar with the team-based culture of the current employer.

You need to assess where each of them are in their competencies (understanding that they have different strengths and weaknesses). How might you conduct a formative assessment of each of them to help you decide how best to mentor and coach each of them, recognizing their different strengths?

Scenario 2

Mariana, one of the apprentice coders, has expressed the concern that she will never be able to pass the CCS exam at the end of the apprenticeship. As a mentor, you recognize that she has a fear of test taking. However, you think that although she is fearful, she is capable of the work and can prepare herself for the test with your help and the help of the instructors.

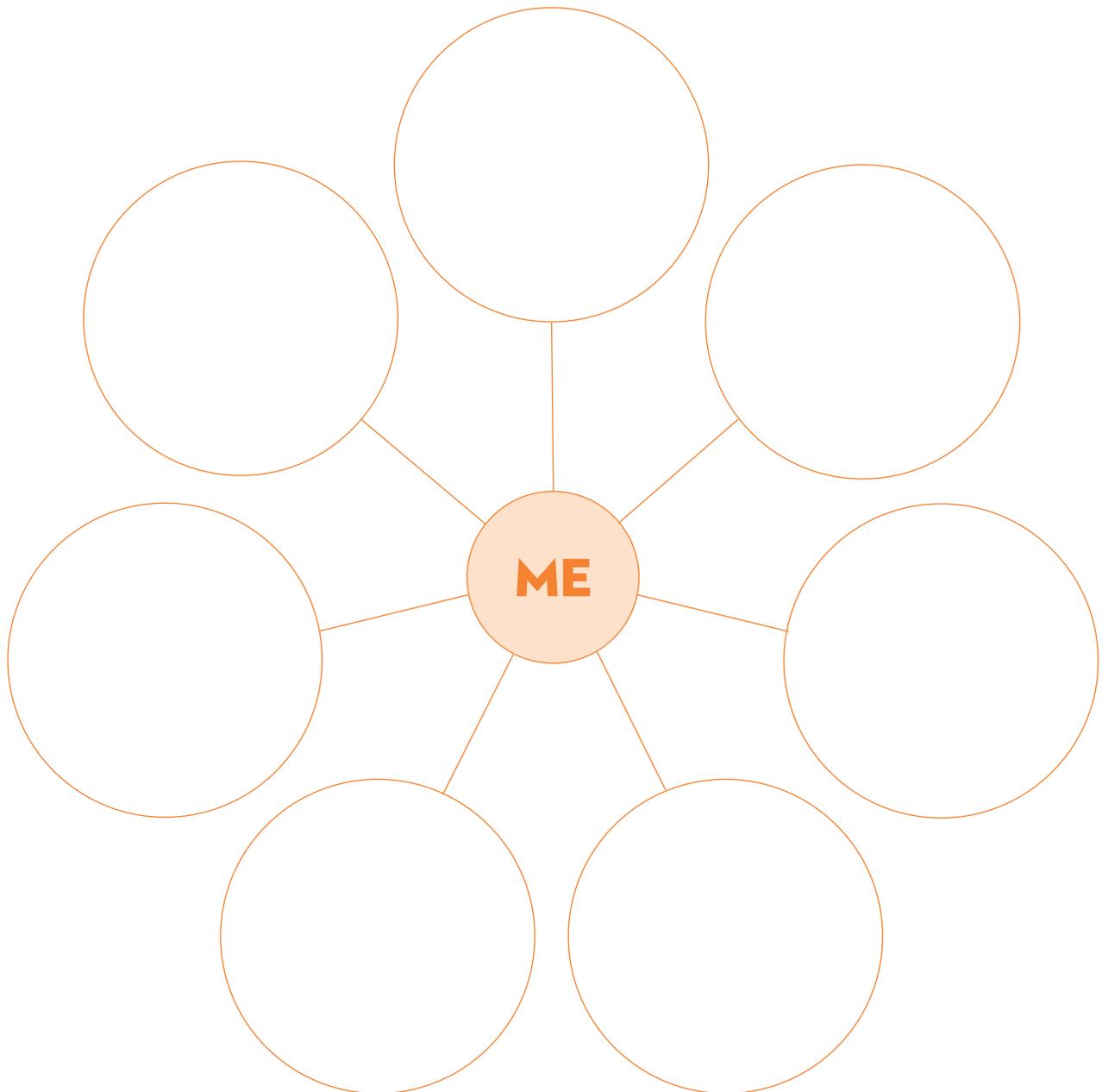
How could you help her build her confidence and competence so that she is ultimately able to pass the test and complete the apprenticeship? How can periodic or process assessment help her develop both her competency and her confidence? What else might help?

HANDOUT

5.1

Activity: From My Perspective

Instructions: Using the graphic below, please fill in your specific cultural influences, such as religion, age, racial identity, national origins, gender identity, sexual identity, education, and other factors that have shaped who you are and your perspective on the world.



HANDOUT

5.2

Communicating Across Cultures

1. People from Argentina often stand closer to you than most North Americans when they speak to you. T F

2. Everybody likes to be touched by colleagues as long as it is a short pat on the shoulder or hand. T F

3. A handshake is a universally accepted greeting. T F

4. People from some countries do not like to touch others with the left hand. T F

5. Talking loudly is a good way to communicate with someone who doesn't speak English. T F

6. Talking in a loud voice means different things in different countries. T F

7. Some cultures expect people to start talking before others are finished. T F

8. Silence means different things in different cultures. T F

9. The OK sign (Index finger and thumb together) means okay in all cultures. T F

10. Winking can be considered rude in China. T F

11. Hands on hips means anger in Argentina. T F

12. Making eye contact with someone speaking to you shows you are interested. T F

13. Smiling is common in the US but not so much in Japan or Switzerland. T F

HANDOUT

6.2

Tone of Voice

Instructions: Ask for 6 volunteers and have each of them choose one of the 6 ways to say the quote below.

1. Please let me know what time you can meet with me tomorrow.
(Say this sentence loudly and slowly)
2. Please let me know what time you can meet with me tomorrow.
(Say this sentence very quietly and very slowly)
3. Please let me know what time you can meet with me tomorrow.
(Say the first word loudly and the rest of the sentence in a normal tone of voice but quickly)
4. Please let me know what time you can meet with me tomorrow.
(Say this sentence in a high-pitched voice and quickly)
5. Please let me know what time you can meet with me tomorrow?
(Say this sentence as a question, with an inflection at the end)
6. Please let me know what time you can meet with me tomorrow.
(Say this sentence in a normal and calm tone of voice)

HANDOUT

6.3

Tone of Voice: How Do You Feel?

Speaker 1: How did this speaker make you feel? What do you think he/she was feeling?

Speaker 2: How did this speaker make you feel? What do you think he/she was feeling?

Speaker 3: How did this speaker make you feel? What do you think he/she was feeling?

Speaker 4: How did this speaker make you feel? What do you think he/she was feeling?

Speaker 5: How did this speaker make you feel? What do you think he/she was feeling?

Speaker 6: How did this speaker make you feel? What do you think he/she was feeling?

HANDOUT

6.4

Body Language

Instructions: Think about what your body language is really “saying” to others. Discuss with your group each of the examples of body language listed in the table below. Next to each example, write the possible meanings or interpretations others might have for that particular type of body language.

For example: Tapping fingers > Impatience or a lack of interest

Body Language	Possible Meanings
Frowning	
Having a slumped posture	
Avoiding eye contact	
Speaking rapidly or abruptly	
Folding arms across chest	
Interrupting	
Making direct eye contact	
Leaning in	
Clearing throat and wetting lips often	

HANDOUT

7.1

Teach-back Exercise 1

In pairs, select one participant to play the Mentor and the other to play the Apprentice. The participant playing the Mentor will instruct the Apprentice on the following activity. Using the techniques of Teach-back, the Mentor will check to see if he/she has been able to communicate the necessary information.

How to help a patient get into a wheelchair:

1. Make sure that both brakes are 'on', and the front casters are swiveled forwards.
2. Fold up both footplates and swing them to the sides and out of the way.
3. If possible, get another person to hold the handles of the wheelchair so that it will not move. If this is not possible then stand behind the chair and hold the handles yourself.
4. Do a Teach-back after the first 3 points.
5. Ask the client to stand. Then, with both hands on the front of the armrests, get them to lower him/herself onto the seat.
6. Swing the footrests to the front and fold down the footplates. If required, assist the client to place his/her feet on the footplates, with his/her heels well back.
7. Practice Teach-back again after the last 2 points to check if you have communicated well.

Consider these points when using the Teach-back Method

- Teach-back is a way to confirm that you have explained what they need to know in a manner that they understand.
- Peoples' understanding is confirmed when they explain it back to you.
- This is not a test of a person's knowledge; this is a test of how well you explained the concept.
- Use with everyone, in all situations. Use Teach-back when you think the person understands and when you think the person is struggling with your directions.
- When explaining something complex or with multiple steps, incorporate "Chunk and Check" into your Teach-back plan

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7.2

Teach-back Exercise 2

In pairs, select one participant to play the Mentor and the other to play the Apprentice. The participant playing the Mentor will instruct the Apprentice on the following activity. Using the techniques of Teach-back, the mentor will check to see if he/she has been able to communicate the necessary information.

Greeting Patients in a Provider Office setting

1. Make direct eye contact and give the patient a warm smile.
2. Help make the patient feel welcome. For example, you could ask about his/her day or ask if he/she has any questions before the visit.
3. Practice Teach-back before going onto the second two points
4. Be prepared by having the patient's chart and any other relevant material readily available.
5. Maintain professional (not personal) conversation among co-workers at the front desk.
6. Practice Teach-back again.

Consider these points when using the Teach-back Method

- Teach-back is a way to confirm that you have explained to a person what he/she needs to know in a manner that the he/she understands.
- Peoples' understanding is confirmed when they explain it back to you.
- This is not a test of a person's knowledge: This is a test of how well you explained the concept.
- Use with everyone: Use Teach-back when you think the person understands and when you think someone is struggling with your directions.
- If explaining something complex or with multiple steps, incorporate "Chunk and Check" into your Teach-back Plan.

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7.3

Giving Feedback

Scenario 1

Joseph is an apprentice in an MA program. He started working in his apprenticeship position with enthusiasm. But now, 2 months in, he has come to work a little late a few times. You have also heard that he has missed a few of the related instruction classes.

If he continues this way, you are concerned that he will not be able to complete the apprenticeship program. You feel that something is wrong but you don't know what.

Question: How can you approach Joseph to discuss his issues and provide him with feedback on his behavior that he will be responsive to?

Scenario 2

Maria is very enthusiastic about her new Community Health Worker apprenticeship. She tends to talk loudly and truly believes everyone can solve their personal problems with support. She is determined to be that support.

Alice, one of the patients Maria interacts with, is depressed. She is not taking her medication regularly and is having trouble sleeping. Alice confided in you that she finds Maria overwhelming, loud, and intrusive. She says she doesn't want to work with Maria.

Question: How can you approach Maria in a way that values her enthusiasm but helps her see that her behavior with clients might need to be adjusted? What kind of training or reflection might be helpful to Maria so that she can be as effective in her new position as she wants to be?

HANDOUT

8.1

Problem-Solving

Scenario 1

The Community Health Nurse Apprentices have been making good progress on their technical skills. However, some of them have been struggling with assessing medication compliance in the community settings.

For example, you note that the apprentice, Norma, has been getting increasingly frustrated in her work with Vatsala, a recent immigrant from Guyana who is an observant Hindu. Vatsala has been prescribed medication for her high blood pressure and for asthma, which she has not been taking. Instead, she is taking an Ayurvedic supplement that her mother recommended.

Analyze the problems in this scenario in order to identify a root cause. Once the group has agreed on the root cause, brainstorm possible solutions, and choose one.

Scenario 2

The office is very busy with a backlog of coding (or intakes, or care coordination reviews – pick a relevant issue). At the same time, mentors need to spend time each week with their apprentices – at least 6 hours one-on-one – to be sure that the apprentices are competent in their new assignments. The apprentices have also been promised 2 hours on work time to attend a class given by the local college.

Productivity must be maintained but the apprentices must also be trained.

Analyze the problems in this scenario in order to identify a root cause. Once the group has agreed on the root cause, brainstorm possible solutions, and choose one.

HANDOUT

8.2

Resolving Conflicts

Scenario 1

Marcelo started his apprenticeship 3 months ago. He seems enthusiastic about the job and is performing well on his assigned tasks.

His Related Instruction began 2 weeks ago at the local community college. After the first week of class, he tells you the instructor is a jerk. After the second week, he tells you that the instructor is condescending and demeaning to the workers in the program.

At the same time, you get a report from your supervisor that Marcelo was singled out by the instructor because he made a disrespectful comment under his breath. The instructor is not happy and is threatening to throw him out of the class. Furthermore, the other apprentices have quietly expressed concern about Marcelo's behavior in the class.

Question: What are the conflicts, current or potential, that you need to consider? How can you work with Marcelo to address both his concerns about the instructor and his behavior in the class? How might you work to prevent conflict between the apprentices from escalating because of his behavior? Are there other conflicts that need to be addressed? Who else might be helpful in resolving these conflicts?

Scenario 2

Jane has been working in your department for years. She is 50 years-old and a 20-year employee, she is steady and reliable, if a bit slow at the tasks she is assigned. She likes things the way they are and has often stated that she plans to stay at the job for another 7 years and then retire.

The department leadership has decided to upgrade the position and change the title for all new hires. Incumbents can qualify for the new title and pay raise by going through an apprenticeship program to acquire new skills for the new job. Management wants all incumbents to enter the apprenticeship. Management is convinced the incumbents will have no problem learning the skills and that they will welcome the pay increase.

Jane is furious. She doesn't want to change her assignments. She has been doing the same thing for the past 20 years and is comfortable doing it. Furthermore, she expresses concern that she is too old to learn and that she might fail the apprenticeship program. Jane has begun to talk negatively about the program, management, and the workers who have

embraced this opportunity to further their careers. She is creating a morale problem in the department.

Question: What are the conflicts, both current and potential, in this situation? As a mentor for this new apprenticeship program, what are some of the ways you could help resolve these growing conflicts? Who else might be helpful in resolving these conflicts? What are the options if Jane refuses to participate in the apprenticeship? (Bonus question: If the shop is unionized, are there ways the union leadership could be helpful?)

Things to think about

- Focus on the problem, not the person
- Actively listen
- Be positive and patient
- Keep an open mind. Be flexible
- Explore all options for resolving the conflict
- Try to see the other person's perceptions and point of view
- Find a time and place for exchange of ideas, never when angry
- Be proactive not reactive
- Support self-esteem for all involved
- Value others' opinions
- Blend cooperation and good communication
- Listen carefully
- Make sure you have all the facts
- Focus on meeting personal and practical needs
- Seek a positive resolution for everyone
- Use the strength of your team as needed

*Your Comments And/Or Opinions About This Training Are Valuable To Us.
Please provide us with your feedback.*

1. What did you like the most about this training?

2. What aspects of this training could we improve?

3. Depending on your role and/or job, let us know how this training can be useful in your department.

4. Other Comments

HANDOUT

8.4

Tracking Your Work as a Mentor or Supervisor of Mentors

Look at the following issues and note how they are being addressed

1. Making time for mentoring

2. Tracking progress of apprentices (via assessments)

3. Conflict between competing priorities including productivity and training

4. Success in scheduling and attending RTI for apprentices

Thinking about mentorship strategies and techniques

1. How have you incorporated strategies that meet the needs of workers with different learning styles (visual, auditory, kinesthetic)?

2. Have you incorporated SMART Goals in your work with apprentices?

3. What are the ways in which you have used the strengths of the apprentices to support their growth?

4. How have collaboration with co-workers and a team-based approach influenced your work as a mentor or a trainer?

5. How have sensitivities to culture affected your work with apprentices?

6. What are your experiences using the Teach Back method and Reflective Listening in your work with apprentices?

7. How has the training you participated in affected your work with apprentices in regard to feedback and problem solving?

8. What other reflections do you have on your work as a mentor that you would like to share with other mentors and trainers?

9. What other kinds of training would be helpful to you as you continue in your role as a mentor?
