Management of Student Performance Issues in Clinical Education

Rehabilitation Sciences Sector
Clinical Education Workshop
February 20, 2014

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Session Objectives

Given a case scenario of a student exhibiting poor performance while on clinical placement, the workshop participant will be able to:

- List factors that could be impacting student performance
- List available resources for the student and the preceptor to assist with performance issues
- Identify what to do and when to do it

Session Overview

Opening Thoughts
Factors That Affect Student Performance
What To Do and When To Do It
Scenarios
Wrap-up

Clinical Education

- Provides opportunity to develop practice skills and professional behaviours
- Makes up a large percentage of a professional education programme

Opening Thoughts

“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. Twenty-six times, I’ve been trusted to take the game-winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.” (Michael Jordan)

“A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.” (Anonymous)

Opening Thoughts

The majority of students on clinical placements are successful!

- Even if the placement is not successful there are still opportunities for the student to complete the program
Opening Thoughts

We’re a Team!

- There is sometimes a sense of failure on the part of the preceptor in a challenging student situation
- Remember, you are part of a larger team!

Partners in Clinical Education

- Students
- Preceptors
- On-site Student Coordinator
- University Fieldwork Coordinator
- Other Care Team Members
- Clients and their Families

Factors That Affect Student Performance

- Student Issues
- Clinical Educator Issues
- Contextual Issues

Student Issues

Clinical Educator Issues

Contextual Issues
What To Do and When To Do It

Gather Data

- Observe the student in different situations
- Talk to other members of the team for their perspectives
- Assess the student’s strengths and weaknesses in knowledge, attitude and skills related to the problem.

Take Time to Think / Reflect

- Questions To Ask Yourself
  - Was it a pattern of behaviour or did it occur once or twice?
  - Did it negatively impact team functioning?
  - Did it negatively impact patient care?
  - Was it a student issue, a clinical educator issue, or a contextual issue?

Decide Re Severity of Problem

- Major
  - Client Safety Issue?
  - Student Safety Issue?
  - Ethical Issue?
  - Interruption to Team Functioning?
- Minor
  - Efficiency Issue?
  - Issue of Preference or Style?

Communicate

- With the student:
  - Ask for the student’s insights into the situation
  - Discuss what you have observed
  - Together, formulate goals and an overall plan
- With your facility student coordinator:
  - For further resources, support, and perspective
- With the university:
  - To understand university expectations of student
  - For advice, support, student and preceptor resources, policies and procedures

Decide re Severity of Problem

Compare student performance to the expected competency level for the student’s stage of learning
Preceptor notices a minor student problem:
- (E.g. punctuality, …)
- Discuss concern with student and together develop strategies and opportunity for reassessment.
- Behaviour/concern improves
- Document and Monitor
- Behaviour/concern does not improve
  - Discuss with site FW Coordinator.
  - Preceptor, site FW Coordinator and student develop strategies. Inform University ACCE of issue.
  - Improvement noticed.
  - Document and continue to monitor
  - No improvement
  - Call University ACCE ASAP – by midterm

Preceptor notices a Major / Red Flag student problem:
- (Safety, professionalism, ethical, legal problems…)
- Discuss concern with student and together develop strategies. Inform University ACCE of issue.
- Behaviour/concern improves
- Document and Monitor closely
- Behaviour/concern does not improve
  - Preceptor, Site FW Coordinator, University ACCE and student discuss further
  - Improvement noticed.
  - Document and continue to monitor
  - No improvement
  - University ACCE will deal with issue further

### Intervention Options

**Preceptor Options**
- Further opportunity for student to observe, practice, and receive feedback
- Formulate or revise learning contract
- Provide supplemental work for student, e.g. reading, simulation, journaling
- Arrange for student-preceptor-university discussion

**University/Academic Institution Options**
- Increase the length of the practicum
- Arrange for mentoring
- Provide remedial program to improve knowledge and skill
- Provide and/or recommend student counseling
- Arrange for student leave of absence

### Resources

**Your Facility Student Coordinator**

**Your University Academic Coordinator of Clinical Education**

**Your Peers/Team**

**Your Student**

**Online Resources**
- E-tips For Practice Education: [www.practiceeducation.ca](http://www.practiceeducation.ca)
- Preceptor Education Program for Health Professionals and Students: [www.preceptor.ca](http://www.preceptor.ca)
- [http://www.ot.utoronto.ca/community/fieldwork_supervision/index.asp](http://www.ot.utoronto.ca/community/fieldwork_supervision/index.asp)
- [http://www.slp.utoronto.ca/clined/guide/](http://www.slp.utoronto.ca/clined/guide/)
- [http://www.physicaltherapy.utoronto.ca/our-community/students/clinicaled](http://www.physicaltherapy.utoronto.ca/our-community/students/clinicaled)

### Maximizing Opportunities for Student Success

**Preparation**
- Anticipation of potential areas of difficulty (e.g. 2 clinical educators on 2 different units)
- Informing the team of student’s arrival
- Providing relevant information to student prior to placement

**Communication**
- Discuss expectations, learning and teaching styles
- Give student frequent, timely, specific feedback
- Be open to feedback on the learning experience

### Document

**Clear, specific examples of concerns/issues/data**

**Discussions with student**

**Discussions with university**

**Specific intervention strategies, goals, plans, timelines**

**Clearly state if there is a possibility of placement failure**

**Outcome**
Clinical Education Scenarios

Questions to Discuss:
1. What student, preceptor, and/or contextual issues could be coming into play in this challenging situation?
2. What other information should you gather in order to further understand and assess the situation?
3. What would be some logical steps to deal with this situation and which partners would you want to involve?
4. Do you think that this situation could have been avoided?

Thank-you for your participation in this workshop and your partnership in clinical education!!

REFERENCES