|  |  |  |
| --- | --- | --- |
| FNObjectivesDemonstrate ability to meet the psychological needs of the ill client/patient. (spectrum of acuity dependent on course level)Interprets own verbal and nonverbal communications accurately.Demonstrates appropriate interactions with all clients/patients. (also check interactions with classmates & staff)Skills - InstructorIdentify warning signs that a student may be in jeopardy of not passing or safely performing in the clinical setting.Important tips to develop a “sixth sense”, or intuition, to help determine which students are at risk for performing unsafe practices on patients |

|  |
| --- |
| Early Warning SignsChapter 10 | Fast Facts for the Clinical Instructor 2nd Edition by E. Zabat Kan & S. Stabler-Haas. 2014. Springer Publishing Company |

Five Main Warning Signs – Risk of achieving clinical Course successHedgingThe student cannot answer your question with a direct and specific response. If the student does not know the specifics of why a nursing measure is taken, the student cannot evaluate the effectiveness of the measure.Late submission of assignmentsThere are diverse reasons why late submissions occur (i.e. employment). Students may not understand that the skill development of time management is a required professional quality as it is necessary to be timely with nursing care. Late arrival at the clinical siteLate for clinical is far more serious than being late for a class. Students need to understand this as unsafe practice unless the lateness is an unavoidable and isolated circumstance.Performing skills without supervisionClear communication to both staff and students regarding the skill set of the students is important. Give copies of the RDC Supervision document to your facility and post skill sets with your patient assignment sheets as a continuous reminder (helpful for everchanging staff).Chronic personal crisesLife does happen to all of us but a pattern of crises may indicate excuses for subpar performance. *Reminder: we as faculty do not require detailed reasons of the crises or medical conditions of students. It is enough to know they are creating barriers to learning and referral for external support may be part of the solution.* Taking Action - OptionsImmediate FeedbackAddressing warning signs when you see them is a demonstration of clear, open communication and responsiveness to student needs. Make sure you also keep your own documentation of this feedback and consider whether you need to provide written feedback of this to the student at this time.Drop-In LabStudents may need more psychomotor skills practice – they have a good grasp of the foundational learning behind the skill but have difficulty performing it at the clinical site. Repetition with little lab supervision will remedy this situation.Scheduled Lab InstructionStudent who demonstrate lack of foundational learning, clinical reasoning, and insight will need supervision of lab based skills. This action is for higher learning needs than unassisted drop-in and may also be part of the learning contract.Learning ContractStudents may need a formal document that catalogs learning progress. Learning contracts are timely with specific end dates to meet learning goals. Our RDC learning contract template is located in the q drive. Volunteer Experience or LeadershipDid you manage a team for your club, lead a project for your favorite charity, or edit your school newspaper? Go ahead and describe experiences that illustrate your leadership abilities.Summary* Be alert for warning signs in students’ performance.
* If you observe a warning sign, document it and seek advice when needed.
* Trust your instincts concerning “problem students”.
 |