

Last Review Date:

Scenario Name: Supporting Clinical Student Success

Author: Sandie Nadelson		Concept(s): Faculty Development and Student Support	
Learner Group: Nursing faculty		Disease(s): Education Course Number(s): NA	
Main Focus/Desired Learner Take Aways			
1	How to discuss course outcomes with a student who is not meeting them at mid-semester.		
2	How to develop a plan for improvement for the student to assure success.		
3	Supporting students who are not meeting course outcomes.		
4			
Scenario Synopsis			
The scenario focuses on a student who is not meeting the course outcomes; particularly related to professionalism which includes being on time for clinical at the middle of the semester. The faculty member meets with the student to discuss the expectations and to set up a plan for success including timelines short and long term goals and a plan for reevaluation.			
Facilitator Information			
Outcomes			
1	The faculty member will be to explain to a student what are course unmet outcomes in a supportive manner.		
2	The faculty member will be able to develop a plan for the student which has short and long term goals as well as a plan for reevaluation.		
3	The faculty will identify cultural and generational issues that influence communication and expectations.		
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Learner Roles and Staging			
	Role	Timing	
	Learner #1	The faculty is in the room at the very beginning.	
	Learner #2	The student comes in a few seconds after the scenario begins.	
	Learner #3		
Confederate Roles and Scripting			
	Role	Tone	Timing
	Confederate #1	Pleasant	About three minutes into the scenario
	Confederate #2		
	Confederate #3		
Imbedded Challenges			
1	Staying positive about the student's abilities and likelihood of success meeting the course outcome.		2
3			4

Faculty Session Information

- Pre-Brief
 - This is a student in her first semester of nursing school who has not arrived on time for clinical in the last two weeks. After the first tardy, the student was reminded that being on time is an expectation. However, the student was late again the following week. Each time the student was late, there was an excuse. The first had to do with the alarm not working correctly and the second was that the car was low on gas.
 - Another issue has been that this student has not been turning in her clinical paperwork on time.
 - The student is a 21 year old who has struggled academically in the nursing program. The student has been offered help with her/his classes but refuses to work with a tutor and feels that people are overreacting.
- Debrief (I really enjoyed watching the video about the debriefing and would want to use the handouts)
 - Overall, how did the interaction between the student and faculty member go?
 - Tell me two things that you thought went well?
 - Tell me two things that could be done differently to improve the process?
 - See additional questions on a later page for DML worksheets

Faculty Prep/Content Information

Many faculty members get anxious when bringing up negative topics with students. Having practice in providing information to students and developing a plan for improvement takes practice and skill. This scenario helps the faculty member to develop and be ready to support students to become successful.

DML Student Worksheet

1. What is the first thing that comes to mind about the simulation experience?	2. What went right and why?	3. What would you do differently and why?
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Framing: (What is the client's story?)

Focused Key Problem/ND:

Learner Information		
Patient Name: Anna Johnson Age: 21 Gender: F (or Male)	Allergies: NA Code Status:	Weight: NA Height: NA Major Support: NA
Diagnosis		
History of Present Illness This is a student in her first semester of nursing school. The student has started clinicals and has had difficulty showing up on time.		
Past Medical History/Surgical History Being tardy to class and turning in assignments is not new to Annie. She's struggled with time management for years.		
Current Medications NA		
Significant Lab Values/Diagnostics NA		
Social History Annie lives alone and her family live in another state. However, her parents are concerned about her and are "helicopter parents."		

Facilitator Report to Primary Learner(s) to Start Scenario

An appointment has been set up between you the faculty member and Anna for 3pm today. This is the mid-semester and you need to talk with her about her progress in this course. Anna has turned in the evaluation form and marked that she has been meeting all of the course outcomes. She doesn't add anything about the tardiness issue even though she has been counseled twice that she needs to arrive at the clinical site on time. Her clinical paperwork has also been turned in late twice.

When asked about why things are late, Anna has an excuse. For the clinicals, she said she had an alarm clock malfunction one day and needed to get gas in her car another.

For turning in the assignments, she said she has had problems with her computer and couldn't get them in because of that.

The mid-semester review appointment was set for 3pm. It is now 3:10pm and Anna has just knocked on the door.

Pre Simulation Learner Prep	
Learning Outcomes/Objectives	The faculty member will be to explain to a student what are course unmet outcomes in a supportive manner. The faculty member will be able to develop a plan for the student which has short and long term goals as well as a plan for reevaluation.
Lecture	NA
Readings	"General Tips to Support Success in Your Student." https://r.umn.edu/student-life/parents-and-family/tips "To Improve Student Performance, Start Thinking Like a Coach" http://www.facultyfocus.com/articles/educational-assessment/improve-student-performance-start-thinking-like-coach/
Websites	https://r.umn.edu/student-life/parents-and-family/tips http://www.facultyfocus.com/articles/educational-assessment/improve-student-performance-start-thinking-like-coach/
Other	Great site with multiple videos on student support including giving effective feedback, working with first generation students: http://www.heritage.edu/FacultyStaff/InstituteForStudentIdentityandSuccess.aspx

*This page is for the facilitator/sim tech in order to run the simulation and gives the facilitator the scenario flow.

Sim Tech Scenario Progression Information		
Manikin Actions	Desired Learner Actions	Prompts
0-5 Minutes Standardized Student Vocals Mental Status: Slightly agitated Vocal Examples: "So, I hope this meeting goes quickly, I need to get over to a friend's house." Other:	<p>This scenario is to be used with a standardized patient/student rather than a manikin.</p> <p>The main actions we want the instructor to complete is to</p> <ul style="list-style-type: none"> ✓ Start a collaborative meeting ✓ Explain to the student the purpose of the meeting. 	<ul style="list-style-type: none"> ✓ If the faculty member doesn't introduce her/himself and explain the purpose, the students will ask "So, I am doing fine so why are we meeting?"
5-10 Minutes Standardized Student Vocals Mental Status: Agitated Vocal Examples: "Do we really need to go over this form? It doesn't make any sense to me."	<ul style="list-style-type: none"> ✓ The faculty member will go through the clinical evaluation tool, pointing out several areas of strength and weakness in performance. ✓ During this time there will be a knock on the door and a confederate will attempt to enter. The faculty member's role will be to politely say that they are having a meeting and an appoint 	<ul style="list-style-type: none"> ✓ The standardize student (SS) will if strengths are not pointed out, "So, you are telling me all I do is bad?" ✓ If no weaknesses are pointed out, then the SS will say, "I knew I was doing well, so can I go now." ✓ The confederate will start to enter the room and try to sit down and ask "How things are going?" if not instructed by the faculty member immediately that this is a private meeting and he/she will need to set up an appointment at another time.
10-15 Minutes Manikin Vocals Mental Status: Vocal Examples:	<ul style="list-style-type: none"> ✓ The faculty will start to develop a plan with the student including a timeline for improved performance and re-evaluation. 	<ul style="list-style-type: none"> ✓ If the faculty member doesn't start talking about a plan for improvement, the SS will say, "What happens next? Am I going to flunk or something?"

Guided Reflection Debriefing Guide		
	Outcomes/Performance Measures/Objectives	Debriefing Prompt
Opening	Initial group discussion/facilitation	<ul style="list-style-type: none"> ✓ How do you think things went? ✓ Can someone give me a quick summary of the scenario? ✓ What did you see? ✓ How was that?
Clinical Reasoning & Critical Inquiry	<p>How to discuss course outcomes with a student who is not meeting them at mid-semester.</p> <p>How to develop a plan for improvement for the student to assure success.</p> <p>Supporting students who are not meeting course outcomes.</p>	<ul style="list-style-type: none"> ✓ Tell me about the priorities when talking with the student? ✓ Could something have been done differently to improve the process of discussing the course outcomes? ✓ How about the planning for success?
Communication	<p>How to discuss course outcomes with a student who is not meeting them at mid-semester.</p> <p>How to develop a plan for improvement for the student to assure success.</p> <p>Supporting students who are not meeting course outcomes.</p>	<ul style="list-style-type: none"> ✓ Do you think there were any cultural issues that played into the scenario? ✓ Do you think there were any generational that played into the scenario? ✓ What might influence effective communication in this process?
Experiential Learning	How to develop a plan for improvement for the student to assure success.	<ul style="list-style-type: none"> ✓ Would having a form that helped guide the process help? ✓ What would you want on the form if you had one?
Global Worldview	<p>The faculty will identify cultural and generational issues that influence communication and expectations.</p> <p>Supporting students who are not meeting course outcomes.</p>	<ul style="list-style-type: none"> ✓ Do you think this meeting would have gone differently if your student
Professionalism & Leadership	<p>How to discuss course outcomes with a student who is not meeting them at mid-semester.</p> <p>How to develop a plan for improvement for the student to assure success.</p> <p>Supporting students who are not meeting course outcomes.</p>	<ul style="list-style-type: none"> ✓ Do you feel like you were able to remain professional in your discussion? ✓ Is there anything you said that could have been improved upon in terms of leading the conversation in a professional manner?
Closing	Wrap up group discussion	<ul style="list-style-type: none"> ✓ What would you do differently next time? ✓ What are some things from this experience that will stick with you? ✓ Any additional questions?

Role Cards

Role	Cues
<p>Main Standardized Student (SS): You are the person who will be meeting with your clinical faculty member to go over your performance. You will say, "Hi. I am here for my mid-semester eval meeting."</p>	<ul style="list-style-type: none"> ✓ Don't be rude, but don't be too polite. ✓ Try to match to mood of the faculty member, so if he/she gets anxious, then you do too. If he/she stays calm, then you stay that way. ✓ Ask questions about why you aren't meeting the expected outcome and what that means

Role	Cues
<p>Other Nursing Student: You will know on the door, come in and start chatting. "Hi. How's it going? What are you two talking about?"</p>	<ul style="list-style-type: none"> ✓ You are basically clueless that a mid-semester evaluation is happening and so just head on in. ✓ When you are asked to leave, don't argue, just head out.

Standardized Student Prep Instructions

Patient Name Age: Anna Johnson	Allergies: None	Major Support: Best Friend: Kiley
Diagnosis: Student is struggling in clinical to complete assigned work, arrive on time to clinical, and lacks knowledge of disease processes and medications.		
Past Medical History/Surgical History: This student has done very well on tests and is struggling to understand why she is not doing well in clinical.		
Social History: This is a student in her first semester of the nursing program. She has a lot of friends and family in the area. This is good and bad for her as they do provide emotional support, but do distract her from her studies.		
<p>Standardized student instructions: This is your mid-semester evaluation and you feel that you have been doing fairly well. Your instructor has told you during the clinical days that you need to better understand the medications and disease processes. However, you don't think this is a big deal. You have also been told that your organizational skills need improvement as you haven't been getting things completed, such as vital signs when due.</p> <p>What kinds of things we will do to make you look like a student: You are somewhat agitated because you have been a straight A student and haven't had to worry about grades. However, this semester feels different and you are not sure why things are going well. Also, you don't really understand the assessment form and what is expected of you.</p> <p>Assessments the faculty may perform: The faculty member should ask the SS about how she thinks she is doing and what might be done to help improve her performance.</p>		
Dialogue with SS:		
Possible faculty questions	Patient responses as appropriate	
How are you doing in clinical?	"I am doing fine."	
What is going well in clinical?	"I like old people. They are fun to talk with."	
Are there areas you think you could improve on?	"I don't think so, I am doing pretty well."	