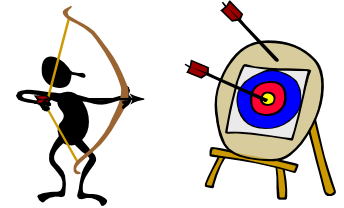


Strategies for Success

Strategies for Success

Before you start the day:

- Review the expectations for the day.
- Address student concerns and questions.
- Clarify any areas regarding patient care that are unclear.
- Ask the student how s/he plans to proceed with the patient assignment.

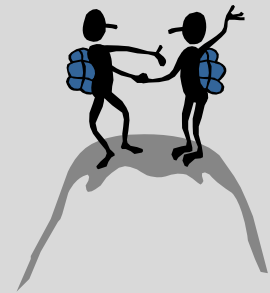


During the day:

- Address student concerns and questions.
- Clarify any areas regarding care that are unclear.
- Be a resource and guide for the student.
- Observe student performance.

Analyze the student's performance problem and develop strategies with the student.

- Maintain a climate of mutual trust and respect.
- Maintain a safe and supportive learning environment.
- Give feedback in private.
- Be honest and direct.
- Exhibit good interpersonal skills.
- Invite student's perception of needs.
- Be non-judgmental. Use "I" statements (as in "*I noticed that...*").
- Offer specific feedback related to behaviours.
- Initiate mutual brainstorming.
- Engage the student as an active participant in developing goals.
- Make specific suggestions for improvement.
- Discuss rather than lecture to establish and outline a variety of strategies.
- Create and pursue opportunities for learners to practice.



At the end of the day:

- Ask the student how s/he felt s/he did today.
- Elicit achievements of the day and highlight the positive aspects of performance.
- Gently but clearly review areas of performance that require improvement.
- Address student concerns and questions.



Self-directed learning activities:

- Have the student research a patient, procedure or condition relevant to the patient assignment.
- Assist the student to work on specific weak areas. *For example, if the student is struggling with intravenous therapy, have the student review the theory and practice the skills.*

Special learning opportunities:

- Encourage the student to attend in-services and workshops.
- If appropriate, encourage the student to observe assessments and treatments by other disciplines.

