

Middle Georgia State University
OTA Program

Handling the Difficult Student

Agenda

I.	Introduction/Objectives	5 min.
II.		
III.	What do you do? (strategies)	15 min.
IV.	What about failing? (strategies)	15 min.
V.	Question and Answer (wrap up)	
	Assessment	<u>15 min.</u>
	Total time:	1 hr.

Objectives

At the complete of this 1 hr. inservice, the participant will be able to:

1. Identify and describe behaviors that may signal difficulties on fieldwork.
2. Problem solve effective strategies to deal with unacceptable behaviors and performance problems.
3. Describe a course of action when failing a student.

Lecture Notes

I. Introduction

- A. Fieldwork training is a vital first step in an OT/OTA's professional training.**
- B. Opportunity to demonstrate understanding of classroom material by applying knowledge in a controlled practice setting with supervision.**
- C. Seems logical that students who do well in their academic studies would do well in their clinical performance.**
 - 1. However, numerous studies found no correlation.
 - 2. Students who have difficulty engaging in the supervisory process encounter more problems than other students on fieldwork
 - a. respond well to feedback.
 - 3. Predictors of success seem more associated with emotional intelligence
 - a. e.i.- a set of skills that contribute to the ability to
 - 1. accur
 - 2.
 - 3. demands
 - 4. assist others to regulate their emotions and behavior for effective life functioning
 - 4. Research suggests that students who have difficulty using supervisory feedback to modify inappropriate behavior and who experience conflict when required to assume greater flexibility, initiation and self-imposed structure in the clinical setting, appear to be most likely to perform poorly on fieldwork.
 - 5. Because these behaviors tend to appear in the academic environment as unprofessional behaviors/attitudes rather than academic failure, they usually do not interfere with students academic progress.
 - a. MGC uses professional behavior forms
 - 1. 10% of all grades
 - 2. must pass to pass class
 - b. Remember communication between fieldwork coordinator and student is confidential
 - 1. includes academic grades, disability information, personal problems, health information, performance on previous fieldwork, and letters of reference
 - 2. student must sign release form
- D. Common areas of communicative and behavioral difficulty**
 - 1. Rigidity of thinking- inability to demonstrate flexible cognitive adaptations to changes in the environment.
 - a. strategies
 - b. heightened stress in response to schedule and supervisory changes
 - 2. Discomfort with ambiguity that accompanies clinical reasoning and decision making.

a.

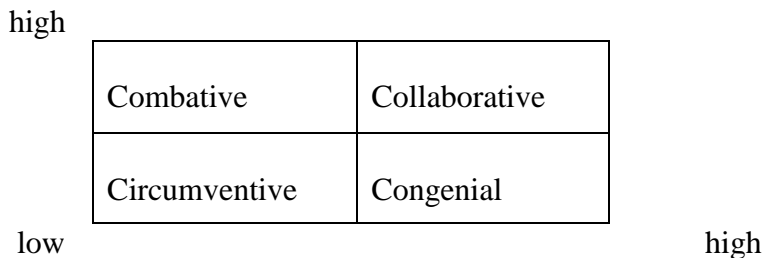
C. 9 major reasons students don't meet performance standards

1. ow how to do the work
2. Experience obstacles that keep them from doing their work
3. i.e.- unspoken rule that no one leaves before 5:00, even if hours are 8-4:30
4. erly
- 5.
- 6.
7. Receive no negative consequences for non-performance
- 8.

3. Separate issues relating to students performance from issues relating to students personality/background
 - a.
 - b. discard preconceived suspicions, avoid judging/making decisions based on your values
 - c. assess the relationship
 - C- confidence
 - A- affection
 - R- respect
 - T- trust
 1. think how the student would rate you on a scale of 1-10
 2. subtract 2 from each (probably over assessed yourself)
 3. 30+ - excellent relationship
 29-20 - good/positive
 19-10 - fair; needs improvement (try more coaching)
 less than 10 - definite stumbling block (relationship is so poor that everything you do is perceived as negative)

B. If it's a relationship issue

1. To increase trust/affection, give full doses of praise and constructive criticism
2. Remember that this is a relationship
3. Ask yourself, How relationship oriented am I?
4. Make relationship management and priority
5. Look at your managerial style
 - (1) circumventive-
 - (2) congenial- I want everyone to get along
 - (3) combative- do it now; aggressive
 - (4) collaborative- best type: push to get task done, but use people skills



PEOPLE

6. Supervisors DO NOT:
 - a. give advice
 - b. diagnose
 - c. guess what caused the problem
7. If a student has a personal problem, it is your ethical responsibility to keep him/her as active/productive as possible and refer to someone who can help

12. Fear of student resentment

E. Interesting facts

1. Simmons/Bright research
 - a. women found more difficult to give constructive criticism
 - b. beginning is the hardest part
 - c. non-supervisors found most difficult
 - d. 50% difficult to criticize boss

F. Addressing performance problems

1. Think of the most challenging performance issue facing right now
 - a. identify 3 most likely to occur consequences if you
 1. address it
 - 2.
 - b. assign point value
 - 4=very serious impact
 - 3=somewhat serious
 - 2=marginal
 - 1=not very important
 - c. then add up columns
2. 5 steps to identify the problem, confront the student, and get help
 - a. document events and poor work quality in an accurate, timely, and appropriate manner
 - 1.

c. state your concern

1.

2. state what impact is on the student, supervisor, and organization

3.

4.

K. Ways to train/orient student on limited budget and time

1. Develop staff to student or student to student training program provide rewards
2. Develop special news letter/bulletin board
3. Develop library of materials
4. Develop schedule of lunchtime lectures with presentations
5. Make a video showing skills

L. Performance Review/Improvement Materials

1. Checklist for preparing effective meeting
 - a. review reasons for meeting
 - b. review your goals and priorities, meeting notes, etc.
 - c. make appointment with student
 - d. allow at least 15min; better 30min
 - e. ensure no distractions (phones, visitors)
 - f. sit with student, not at your desk
 - g. write script and rehearse
 - h. have items to take notes

2. Checklist for conducting an effective meeting
 - a. use positive body language
 - b. make eye contact
 - c. explain purpose; be objective
 - d. ask open ended questions
 - e. paraphrase what student says
 - f. give MCHEM 42.1P ETD 14-BDC BT1 0 0 1 1896e
 - g.
 - h. obtain student input for solutions
 - i. develop written agreement
 - j. show confidence in student
 - k. provide support resources
 - l. schedule follow-up
 - m. evaluate what excites student about this fieldwork and use it to motivate

3. Elements of Successful Pte

2. Gross Misconduct (may warrant direct termination)
 - theft
 - emotional, physical abuse
 - abusive language
 - influence of alcohol or drugs
 - sexual harassment
 - failure to implement safety rules
 - dishonesty/falsification of documents
 - possession of weapons
 - insubordination
 - confidentiality problems
 - unauthorized expenditures
 - willful destruction of facility/staff/patient property
3. How to handle gross misconduct
 - a. remove from area ASAP
 - b. involve support persons- dept. head, fieldwork coordinator, legal counsel, witness
 - c. remain calm and objective
 - d. document what took place, steps taken, and outcome
 - e. terminate if warranted and escort off property

E. Failure/Termination

1. 3 legged stool to fail with confidence (for performance issues)
 - a. did you give reasonable time frame to turn it around?
 - b. did student and academic institution understand jeopardy of failure (documentation)?
 - c.

- d. escort off premises (if needed)
 - e. document
 - f. have student sign and date (they may refuse)
 - g.
 - h. have witness (fieldwork coordinator, another student, another staff)
 - i. have policy/procedure in student handbook- What student will fail for and what happens when student fails
 - j. in addition to completing fieldwork evaluation form and student evaluation form, prepare detailed letter to go with evaluations, to include recommendations which would assist student
5. Other Information/Thoughts
- a. _____ on of fieldwork
 - b. fieldwork educators are gate keepers/point of entry into profession
 - 1.
 - 2.
 - 3. try not to feel guilty
 - 4. get support for yourself

V. Suggestions for Specific Problems

A. The Know It All

1. Usually results from personal self-esteem issue
2. Look at reasons
 - a. need for personal validation
 - b. inappropriate communication skills
 - c. need for power and control
 - d. insecurity
 - e. lack of appropriate behavior
3. Action plan (feedback)
 - a. describe problem in behavioral terms (specific)
 - b. relate the impact and your feelings
 - c. ask- then listen- for the real problem
 - d. work out win/win change
 - e. focus on positive
 - f. set ground rules- possible speaking time limit

B. Supervising someone older than you

1. Describe problem/look for reasons
 - a. feeling public humiliation/competency challenge
 - b. need to prove their worth
 - c. need for authority and independence
2. Recognize and deal with your contributions
3. Action plan (communicate) GREAT
 - a. Goals- set goals for the relationship
 - How would things be different if you got the change you wanted?
 - What are the reasons you want/need to achieve goals?
 - b. Roles- What are the roles you want to play and have the other person play?
 - write in reasonable, behavioral terms
 - mutually accept outcome
 - c. Expectations: What are expectations for satisfactory performance?
For outstanding performance, how to you each expect to be treated?

- d. Abilities- Is the problem with abilities?
 - 1. 3 varieties of students/people
 - a.

References

1. Advance. August. 1995.
2. Dobson Michael and Deborah. Coping with Supervision Nightmares. (1997). Skill Path Publication.
3. AJOT.
Feb. 1998, Volume 52, Number 2.
4. AJOT.
Feb.1995,
Volume 49, Number 2.
5. Advance. February. 1995.
6. McConnell, C. Case Studies in Health Care Supervision. (1998). Aspen Publications.
7. Pollan and Levine. Lifescrpts. (1996). Simon and Schuster Macmillan Company.
- 8.