

“May you live in interesting times”

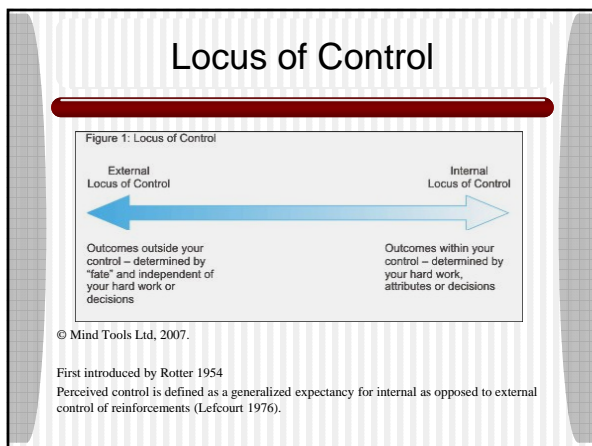
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Turning curses to blessings

- ### Objectives
- Identify potential student issues that may pose difficulty during experiential learning
  - Provide strategies for dealing with these different rotation situations
  - Discuss traps preceptors fall into and how to avoid them
  - Review resources available to preceptors and discuss when to ask for help

- ### What Makes Things Interesting?
- Students with personal problems
    - Motivation
    - Outside problems
    - Focused deficits (Communication)
  - Students with problems with judgment
    - Professionalism
    - Over-confident
    - Confidentiality

- ### Over Arching Principles
- Locus of Control
  - Source of Motivation
  - Survival



### Sources of Motivation

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Intrinsic vs Extrinsic  
Incentives vs Disincentives

The diagram illustrates two types of motivation. On the left, a hand holds a green stick, representing an extrinsic incentive. On the right, a pile of fresh carrots is shown, representing an intrinsic incentive.

## Survival



## Case Choices

- 1 Motivation
- 2 Over Confident
- 3 Expectations Matching Reality
- 4 Student Lack of Respect
- 5 Student Not Performing Well
- 6 Language/Communication Problems

## Case #1 Motivation



Maya has been on your rotation for just over a week. It is clear at this point that she is less than interested. She seems to do as little as possible on each task assigned.

## Case #1 Motivation



You have over heard her tell one of the technicians that she has no interest in this area of practice and will never be back in this setting.

## Case #1 Motivation

- How can we affect Maya's motivation toward the experience?
- How can we affect her behavior?
- How can we monitor her motivation going forward?

## Case #2 Over confident



### Case #2 Over confident

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### Case #2 Over confident

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### Case #2 Over-confident

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- How do we modify Doug's behavior?
- How do we monitor his activities to make sure?

### Case #3 Expectations Matching Reality

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### Case #3 Expectations Matching Reality

- How do we modify Ralph's behavior?
- How do we monitor his activities to make sure?
- How could we prevent the differences in expectations?

### Case # 4 Student Lack Of Respect

Jeff has been on your rotation for about two weeks now. Jeff is an older student starting a second career. He is fulfilling the objectives of the rotation, but seems to be demonstrating some strange behavior. What started out as a minor disagreements have become more pronounced. From your perspective it seems as if Jeff is intentionally being disrespectful to you. It seems that he is having problems taking criticism well and sometimes appears to intentionally ignore your instructions. You have heard rumors that this lack of respect may be secondary to your relative ages or the fact that you are a woman.

### Case # 4 Student Lack Of Respect

- What steps could be taken to discern the true source of Jeff's behaviors?
- If Jeff truly does have a problem with you secondary to your age/sex, what steps could be taken to resolve/minimize the problem?
- What resources are available to help you deal with this issue?

### Case #5 Student Not Performing Well

Gloria has been on your rotation for just over a week. It is clear at this point that she is doing very poorly. She regularly has trouble during patient discussions with her understanding of the patient's disease states, therapy, and monitoring. Her knowledge base seems poor and she struggles with her regular activities. You fear that without significant improvement she may not even pass the rotation.

### Case #5 Student Not Performing Well

- What factors may have influenced Gloria's poor performance?
- What steps should be taken to get Gloria heading down the right track?
- What resources are available to help you deal with this issue?

### Case # 6 Language / Communication Problems

