



## Challenging Situations with students or clinical staff

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### Objective

- Analyze strategies for working with challenging student or staff situations in health education.
  - Challenging situations.....
  - Explore real case scenarios
  - Discuss problems and possible solutions
  - Share take home points



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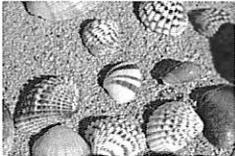
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### About a Nurse



The things we do....



*"This is strange. My bladder just sent me text message begging me to start taking bathroom breaks."*

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### Challenging Experiences from Clinical

O'Mara, McDonald, Gillespie, Brown, & Miles (2014); Jackson (2018)

Challenges		
Unsupportive environment	Lack of confidence	Managing new responsibilities
Unwelcoming Staff	Self-doubt	Managing competing priorities
Clinical faculty lack of experience	Feelings of imposter syndrome	Curriculum design & delivery (P/F vs graded)
Lack of fit between students' abilities and patient acuity	Uncertainty about self/role/others' expectations	Lack of role models
Lack of Interprofessional Teamwork	Dysfunctional relationship between faculty and staff	Living in fear

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### In groups of 3 or 4.....



Decide on the following roles:  
 Scribe to capture thoughts/themes  
 Reporter to share with large group



1. Read the case situation/s.
2. Decide as a group what the problem/s are within the case; i.e. communication, skills, knowledge, etc.
3. Discuss strategies that could be used to resolve, correct or prevent the Conflict/ problem from recurring. Would these strategies fit with a different population of students? If not, what would you do differently?
4. List one or two take home points for the CI to keep with her/him in future situations.
5. Have reporter summarize take home points for the large group.

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### Cases and Take-Home points

- Student issues
- Instructor issues
- Staff issues
- Patient issues




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### Strategies For Coping With Challenges

- For faculty, instructors, preceptors
- For students
- For staff nurses
- Check your biases at the door
- Communication is essential
- Resiliency starts with awareness and learning to balance competing demands (Jackson, 2018)
- Support one another




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### Questions?

- Thank you for coming!




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### References

- Jackson, J. (2018). A grounded theory of the resilience process in postqualification nursing students. *Journal of Nursing Education*, 57 (6), 371-374.
- O'Mara, L., McDonald, J., Gillespie, M., Brown, H., & Miles, L. (2014). Challenging clinical learning environments: Experiences of undergraduate nursing students. *Nurse Education in Practice*, 208-213.

\*Cases gathered from clinical instructors and educators over the last several years.

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