**Problem Resolution Using Domains of Learning as a Guide**

When students demonstrate persistent problems during their clinical rotation, it is important to utilize a systematic process to resolve the issue(s) at hand.

Of importance, during the process of problem resolution:

* Seek assistance from the ACCE of the student’s school and / or the CCCE for your facility
* Make the student an active participant in the process
* Maintain documentation (using the Critical Incident Report or Clinical Learning Contract)

The following steps are helpful when these problems occur:

**STEP 1: Identify the Problem**

1. **Describe the behaviors / situations that are of concern**

Explain specific examples of the problematic behavior, in an objective manner

1. **Identify the educational domain(s) in which these problems fall and any “issues” that may be related to the problem** (see below for examples)

Problems in the ***Cognitive Domain****:* -Knowledge and understanding of the subject matter

Potential Issues:

* The student’s current level of education.
* The amount of clinical practice the student has had.
* Personal bias related to what the student should know.
* Personal bias related to the student’s academic program and their curriculum.
* Student learning limitations.
* Performance anxiety.
* The student’s level of desire to achieve / learn.
* CI contribution to the student’s confusion / lack of ability to comprehend / retain information.

Problems in the ***Psychomotor Domain****:* -Ability to carry out physical actions and motor skills correctly and appropriately

Potential Issues:

* The student’s current level of education.
* The amount of clinical practice the student has had.
* Personal bias related to what the student should be able to do.
* Personal bias related to the student’s academic program and their clinical skills education.
* Physical limitations.
* Student learning limitations.
* Level of CI experience and mastery of techniques.
* Differentiating basic and advanced skills.
* Performance anxiety.
* The student’s level of desire to achieve / learn.
* CI contribution to the student’s confusion / lack of ability to comprehend / perform skills.

Problems in the ***Affective Domain****:* -Feelings, values, motivations, and attitudes, as they relate to patient care

Potential Issues:

* The student’s current level of experience in the classroom and the clinic.
* The varying life experiences of the student and CI.
* Personal bias of the CI regarding appropriate student behavior.
* Differing expectations of the program, the clinic, the CI, and / or the student.
* Differing priorities placed on affective issues.
* Student’s motivation to change.
* Stimuli within the clinic that start the behavioral problem.
* Underlying personal issues producing affective issues in the clinic.
* CI personality or behavior, as it contributes to the student’s affective problems.

1. **Decide on the severity of the problem**.

* Is it negatively affecting patient care, student learning, reputation of the facility, etc…?
* If there is no negative affect, is this more of a personal preference than a true problem?

**STEP 2: Set Goals & Expectations**

1. Clarify the behavior you want to see.
2. Assure student understands the discrepancy between the current behavior and the desired behavior.
3. Decide upon the conditions or environment in which the behavior(s) must be performed.
4. Decide on the criteria for passing and the timeframe for achievement.
5. Develop a set of objectives to enable student to progressively improve.

**STEP 3: Create a Plan of Action**

1. Decide on the specific actions the student must take to achieve the objectives.
2. Decide what you will do to help resolve the problem.

Ideas for Problem Resolution in the ***Cognitive Domain:***

* Assess the student’s cognitive level through written or oral quizzing / examination
* Give homework, research, individual responsibility
* Provide the student resources for learning
* Use open-ended questioning
* Identify the student’s learning style and create learning activities within it
* Work with the ACCE to identify how the student can acquire the missing knowledge

Ideas for Problem Resolution in the ***Psychomotor Domain:***

* Identify where the student is “stuck” in skill sequencing
* Utilize the student’s learning style preference to assist in learning
* Determine the appropriate level / method of supervision
* Provide practice and repetition with ongoing feedback
* Video the student’s performance and have the student to self-analysis
* Create a performance contract with progressive competencies
* Use visualization to mentally practice the skill
* Role-play the activity
* Work with the ACCE to determine how the student can acquire the missing skills

Ideas for Problem Resolution in the ***Affective Domain:***

* Negotiate the appropriate use of time
* Create alternative supervisory strategies
* Utilize a diary or written record for the student to use to express feelings
* Create a feedback log to record the student’s behaviors
* Video interactions and analyze these with the student
* Simulate interactions to train more appropriate behavior
* Use role-playing to practice
* Use visual imagery to mentally practice
* Utilize a personality inventory (Myers-Briggs, VARK) to compare yours and your student’s personal interaction styles to better understand the differences
* Modify interaction strategies with the student to decrease student anxiety / defensiveness
* Work with the ACCE to assist in helping the student develop appropriate affective skills