

Working with Students Experiencing Professional Difficulty

The CALMER Approach

Catalyst for change

The Serenity prayer reminds us that wisdom is required to identify what we can and can't change in other people. You cannot control student's behaviour only the student can do that, but you can act as a catalyst for that change, so begin by identifying where the student is on the Stages of Change grid on the next page.

Alter Thoughts

Identify how you feel when you are with this student. Is your response to their behaviour creating a barrier? Are you taking the students behaviour personally? What can I do to change my feelings of anger, frustration or disappointment in this situation?

Listen, and then make a diagnosis

Sit down with the student and try in a non-judgmental fashion to figure out the problem. What is going on in the student's life that might be contributing to the situation? Is there something about the clinical rotation that is contributing to the problem?

Make an agreement

This is the point where you and the student decide to continue the relationship or not. The student needs to agree that they want to work on the behaviour or you need to accept that the behaviour is not going to change in order to continue the relationship.

Education and Follow-up

If you are going to work with the student on changing the behaviour, hold off your own agenda and look at where the student is on the Change Grid again. What will help him/her move to the next level? How much time should the person be given to make that movement?

Reach out and discuss your feelings

Where do the feelings go when you put them aside to focus attention on the student? You need to take care of yourself in this situation and talking to a trusted colleague, friend, coworker can release your tensions around the situation. You might also want to talk to people at the university about the situation.

Stages of Learning

Student Needs

Unconscious Incompetence	Unaware Denial or minimizing of problem	if/then feedback from clinician proof of problem (video, audio tape, patient/peer feedback)
Conscious Incompetence	Knows there is a problem but not really willing/able to change	awareness of how to change feedback
Conscious Competence	Makes daily effort to change but attempts look and feel artificial, clumsy	encouragement and positive support
Relapse	Returns to previous behaviour accompanied by guilt, denial or challenge	encouragement and positive support
Unconscious Competence	Change has occurred and become automatic	new challenges

Stages of Change (Insert “student” for “patient”)

- **Precontemplation** Patient denies or minimizes problem
- **Contemplation** Patient acknowledges problem but not ready to change
- **Preparation/determination** Patient commits to time and plan for resolving the problem
- **Action** Patient makes daily efforts to overcome problem
- **Maintenance** Patient has overcome problem for at least 6 months but must remain vigilant
- **Relapse** Patient has gone back to problem behavior

Adapted from Prochaska JO, DiClemente CC. The transtheoretical approach: crossing traditional boundaries of therapy. Homewood, Ill: Dow-Jones-Irwin, 1984

Asking Better Questions: Examples

The following question stems are organized according to Bloom's taxonomy of educational objectives. The further down the list, the more complex the question is.

Organizing

What conclusions have you reached about...? In your own words...? How else might you...? Show how...? How would you compare ... to ...? Why did cause...?

Applying

What evidence is there that ...? In what ways might ...? Give some instances of ...? What would result if ...? Compare...? Contrast...? Where else might you use...?

Analyzing

What are the functions of...?
Compare ____ to _____.
What is the motivation for ...?
How would you classify ...?
What is the relationship between ...?

Integrating

What would the result be ...?
What facts could you compile about ...?
What would you do if ...?
Elaborate on your reason for ...?
What would you do if ...?

Generating

What would you have done differently if ...?
How many ways can you think of to ...?
Predict what would happen if ...?
How would you improve ...?
What changes would you make if ...?

Evaluating

What would be the best way to ...?
How effective was ...?
Should ____ be permitted to ...?
How well did ...?

Teaching on the run tips 7: effective use of questions

http://www.mja.com.au/public/issues/182_03_070205/lak10788_fm.html 89 (link is no longer active.)