

When Challenging Situations Arise

Non-academic misconduct:

- Serious danger to the personal safety of someone
- Damage or destruction of property
- Unauthorized possession of facility property
- Knowingly making false statements

An aspect of your role is to be alert to the possibility of non-academic misconduct during the clinical practicum and report concerns to your nursing supervisor and faculty advisor. The faculty advisor will be responsible for investigation and disciplinary process. However, the clinical practicum site and preceptor has the responsibility to discuss concerns with the faculty advisor and can make decisions regarding the student continuing at the practicum site.

Academic misconduct:

- Cheating
- Seeks to claim work or efforts of another without authorization
- Uses unauthorized materials or fabricated data
- Forges or falsifies academic documents or records

The possibility of academic misconduct during the clinical practicum must be reported to the faculty advisor. The faculty advisor is typically responsible for further investigation and any warranted penalties for the student. However, the clinical practicum site and preceptor has the responsibility to discuss concerns with the faculty advisor and can make decisions regarding the student continuing at the practicum site.

Clinical performance failure:

Despite your best efforts, a student may not have the skills necessary to succeed in a practicum. Clinical issues or personal challenges may be preventing the student from being successful. Communication with a peer preceptor or your supervisor can be very helpful, but early, ongoing communication with the clinical faculty is critical. It is the role of the faculty advisor to help you with questions and concerns, as well as to suggest alternative strategies. The faculty advisor should make visits with you and the precepted student throughout the semester. However, as the preceptor, you can also request a faculty advisor to meet with you and the student if issues and concerns continue.

Interpersonal conflict:

Communication with a peer preceptor or your supervisor can be very helpful, and early communication with the faculty advisor is essential. The most common factors related to interpersonal conflict are due to unclear expectations of both the preceptor and the student. The following strategies may be helpful to decrease the likelihood of this occurring:

- ✓ Give concrete directions
- ✓ Provide examples
- ✓ Provide clear and prompt feedback, both positive and negative
- ✓ Meet regularly with your student
- ✓ Read the student's clinical log/journal

Early communication with the faculty advisor and documentation is crucial when a student is struggling or failing in the practicum. Keep accurate and concise details of the issues, concerns, interventions, reactions, and who was contacted.