

# APPROACH TO FIRST MEETING WITH STUDENT GROUP

By P. Susan Wagner  
September 2006

## Section 1:

- Introduction: Self as person, as nurse, as educator
- Student introductions: Name, home town, then:
  - reason for selecting nursing OR
  - strengths I bring to nursing OR
  - area of passion within nursing
- Distribute or announce personal contact information: office /work telephone number, office e-mail address, office room number, and, if desired, home telephone number.
- During this session, obtain permission for obtaining and circulating personal contact information across the group members.
- Then distribute paper for name, phone numbers, and e-mail address.

## Section 2:

- Ask group to identify HOPES for this clinical rotation, or personal goals for learning.
  - These will be things to learn and things to do.
  - Review this list at the end of term.
- Review course syllabus, identifying how course outcomes are related to the hopes and goals just discussed.
- Ask group to identify FEARS for this clinical rotation
  - Postpone this questions until there is a level of trust in the group.
  - Review this list at the end of term.

## Section 3:

- Ask group to identify what they think you expect of them.
  - Answers will usually include everything you would have announced.
  - Most items related to accountability, keeping promises
- Ask group to list their expectations of you as a faculty member.
  - The list will be very similar to expectations of students
  - Make notes obviously so they know you have listened
  - If they do not identify feedback or evaluation, prompt them
  - They will have had good and poor experiences with other faculty members and will have suggestions for you to consider.
  - Clarify whether their expectations are realistic (eg. Written note every week impossible, but verbal feedback every two weeks reasonable)

- Discuss how you intend to work with students – talk about the relationship
  - When to call teacher for help
  - Who else students can ask – their ‘go to’ person on the unit
  - Why you cannot mind read when they need you
  - Explain your response to ‘stupid’ questions
  - Discuss how you approach students in clinical area:
    - ‘how are things’ general question when making rounds,
    - pull aside for pre-conference prior to doing task,
    - try to say and do as little as possible when student with client,
    - stepping in only when student requests or due to client need,
    - private post-conference after task completed,
    - checking charting (before or after student completes)
    -
- Discuss your approach to evaluation if not covered already
  - Immediate versus waiting to give positive or negative feedback
  - What you will do with your written notes – share? Weekly? mid-term?
  - Your expectations for their anecdotal notes – share? Weekly? mid-term?

#### Section 4:

- Syllabus, including course outcomes, policies on absenteeism, who to notify and how
- When to arrive on unit, dress. name tags, student flashes, unit staff expectations
- Discuss clinical conferences
  - Day, time, place,
  - expectations for attendance,
  - preparation required,
  - student role (? Informal or formal presentations),
  - possible guests,
  - possible activities (tour other departments?)
- Discuss clinical journals
  - Due dates
  - Length and content
  - Returning and comments

- Conclude

Have fun – show enthusiasm and interest in each student as an individual !