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| **Issue identified (not severe)** - Discuss *privately* with the student *in person* and *as soon as possible* (ideally in the clinical setting). Follow up with email (sample template below) to reinforce and document the conversation, concerns, and implications for future performance. **Student must reply before they can return to clinical**. |
| Hello <student name>I am writing to follow up on our discussion in clinical on <date>. You will note I have cc'd the course coordinator, so they are aware. There are many objectives you are meeting in the clinical setting including <list some of the things the student is doing well>. However, as we discussed, <few sentences outlining the discussion you had related to concerns>. In order to be successful in this clinical you must demonstrate safe provision of care and meet *all* objectives and entry-level competencies for the course. At this point this has not become a pattern, but if <concern/behaviour> continues or additional issues arise, this would demonstrate a pattern of issues and necessitate the implementation of a Student Performance Contract (if not severe) or removal from the clinical setting (if severe) as per the [Process Related to Students who Demonstrate Unsafe Practice](https://nursing.usask.ca/policies/undergraduate.php#panel-UndergraduatePolicies-ProcessesRelatedtoStudentswhoDemonstrateUnsafePractice).We discussed several strategies to prevent this from happening again including <list strategies from student and/or instructor>. I think implementing these will set you up for success in the remainder of your clinical time. If you have questions about this now, or anytime during the remainder of the rotation, please reach out. We are here to support and facilitate your learning so that you can achieve the competencies necessary to become a successful RN. ***Please reply to this email to indicate that you have read and understood this feedback prior to being eligible to return to the clinical setting.*** See you on <next clinical shift>, <Instructor name> |