



Self-Guided Clinical Readiness Packet

For Learners Entering Clinical Environments | From Classroom to Caseload

Educator note: This packet is designed for programs where learners will not receive school-led instruction during clinicals. Finalize and distribute it before day 1. Consider requiring a brief "packet check" before clinical start.

Packet Components (Required)

- Quick Tools (1 page each): 3-Block Visit Map; SBAR; Real-Patient Reasoning; Point-of-Service Documentation Plan.
- Weekly Self-Checks: Weekly Reset Page; Burnout Early-Warning Check.
- Scripts (printable): SBAR help-seeking script; Attendance/adherence script; Stalled progress script.
- Documentation practice: Objective rewrite drill sheet (vague → objective language).
- Professional conduct reminders: privacy/minimum necessary; site-specific communication/documentation rules; escalation ladder.

Suggested Self-Guided Cadence During Clinicals (10 Minutes/Week)

Timing	Learner Action (Self-Guided)	Educator Expectation (Optional)
Week 0 (before day 1)	Review Quick Tools; complete 1 Visit Map + 1 SBAR practice scenario.	Packet completion check; confirm learners understand privacy expectations and who the clinical supervisor is.
Weeks 1–2	Complete Weekly Reset Page; choose 1 micro-adjustment (time, documentation, or communication).	If collecting, spot-check for specificity: one clear adjustment and one planned help-seeking moment.
Weeks 3–4	Complete Burnout Early-Warning Check; redo 1 documentation rewrite drill.	If collecting, look for structure-first actions and early escalation rather than "push harder" language.
Week 5+	Repeat Weekly Reset; refresh SBAR before a complex case or difficult conversation.	Optional mid-placement reflection prompt: "What has improved on the trendline, and what is the next constraint?"

Scripts (Printable)

SBAR Help-Seeking Script (Student → Clinical Instructor/Supervisor)

Educator guidance: Teach learners to make the request explicit (confirm plan, safety check, or prioritization help). Discourage "drive-by updates" that do not ask for anything.

S: "I need a quick check on my plan for today's visit with ____."

B: "Key background: ____ (1–2 facts that matter)."

A: "I'm seeing ____ and I think ____."

R: "Can you confirm whether you'd prioritize ____ or ____ first?"

Attendance/Adherence Conversation Script (Clinician → Patient)

Educator guidance: Emphasize a neutral, supportive tone: align on goals, explain the "why," and create a specific plan. Avoid blaming language.

"To reach your goal of ____, the key is consistent practice and attendance."

"What has made it hardest to attend or follow the plan?"

"Given your schedule, what is a realistic plan we can commit to this week?"

"If you miss a session, what is the backup plan so progress doesn't stop?"

Stalled Progress Script (Reality → Insight → Plan)

Educator guidance: Coach learners to be transparent without discouraging the patient: name the pattern, explain what it means, adjust the plan, and set a measurable check-in point.

Reality: "We've been working on ____ for __ weeks, and progress has been slower than expected / inconsistent."

Insight: "That usually means we need to adjust ____ (dosage, exercise selection, attendance, carryover)."

Plan: "For the next __, we will focus on _____. We'll re-check ____ (measure) on __ (date/visit)."

Weekly Reset Page (Handout Template)

What drained time/energy this week? _____

What improved (trendline, not perfection)? _____

Where did time break down? _____

One micro-adjustment for next week (choose one):

■ Visit Map

■ Documentation Plan

■ SBAR help-seeking

■ Other: _____

What "good enough" will look like next week: _____

When Learners Are Stuck: A Simple Escalation Ladder

1. Pause and define the problem: identify the safety risk, time pressure, or uncertainty.
2. Use a tool: choose the best-fit tool — Visit Map (time), Reasoning (decision), SBAR (communication), Documentation Plan (notes).
3. Ask early: contact the clinical instructor/supervisor using SBAR and make a clear request.
4. Confirm the expectation: use the stem "What would 'good enough' look like here?"
5. Record the learning: capture one sentence in the Weekly Reset Page describing what to do differently next time.

