

# Self-Guided Clinical Readiness Packet

**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” (completion/spot-check) during the final pre-clinical meeting.

## 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:** Have learners identify the safety risk, time pressure, or uncertainty.
2. **Use a tool:** Instruct learners to choose the best-fit tool—Visit Map (time), Reasoning (decision), SBAR (communication), Documentation Plan (notes).
3. **Ask early:** Coach learners to contact the clinical instructor/supervisor using SBAR and to make a clear request.
4. **Confirm the expectation:** Provide a sentence stem for learners to use: “What would ‘good enough’ look like here?”
5. **Record the learning:** Have learners capture one sentence in the Weekly Reset Page describing what they will do differently next time.