**SCENARIO: LESLEY**

Lesley is a 3rd year double degree health professional student. She has participated in an inter-professional simulated client clinic with a medical student. The aim of the clinic is to interview a client and ascertain which services or referrals the client would find helpful in a collaborative manner involving the other student and the client.

Kim is an Occupational Therapist and an experienced supervisor. She is enthusiastic about working in the interprofessional program.

Lesley’s performance is just acceptable. She has several long instances where she is unable to make eye contact with the client, preferring to ask multiple questions without glancing up from the paperwork. She appears blunt and looks out the window on several occasions, appearing disinterested.

During the feedback session after the clinic Kim presents observations of Lesley’s performance in a non-threatening and neutral manner. Lesley becomes very defensive, shoving her water bottle away and stating that she found the observations very hard to believe.

Identify the potential factors in this scenario that may impact on an effective and efficient learning process?

I.e. Select RELEVANT details related to student, supervisor and workplace.

|  |  |  |  |
| --- | --- | --- | --- |
| Student | Supervisor | Workplace | Other |
|  |  |  |  |

**More information: LESLEY**

Next day Kim has booked a private room to review the interprofessional session with Lesley. Lesley tells Kim she thinks the interprofessional sessions are a waste of her time. She wants to graduate in her courses and can’t see why she is being made to waste her time with simulated patients in this “Mickey mouse exercise”. She says she has enough tasks she has to work on for her assessment in her double degree!

* What should Kim do?
* Develop a script that could be used to address this situation
* Rehearse the script in preparation for sharing with the group.