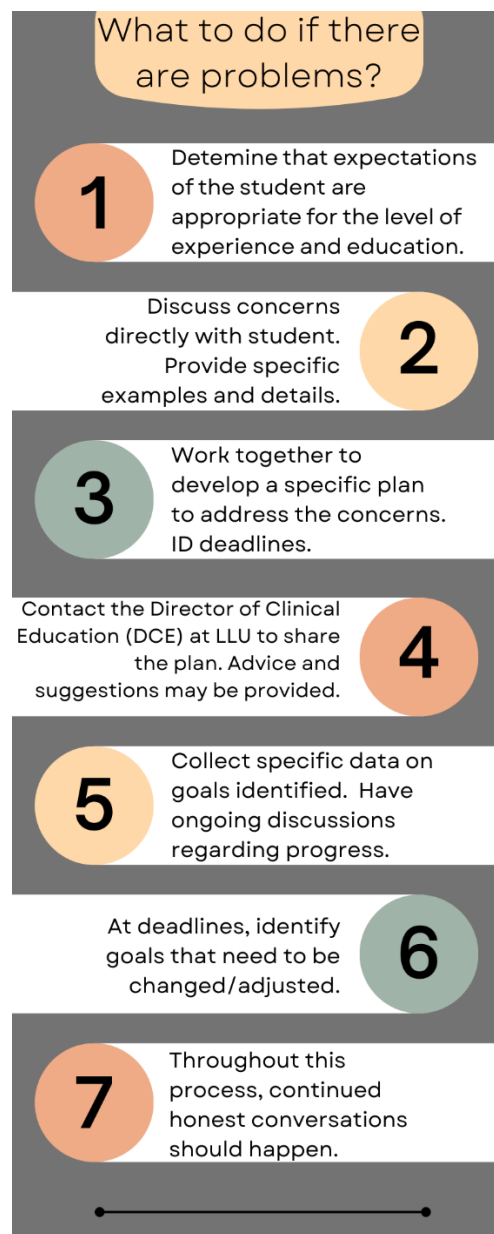


WHAT IF THERE ARE PROBLEMS?

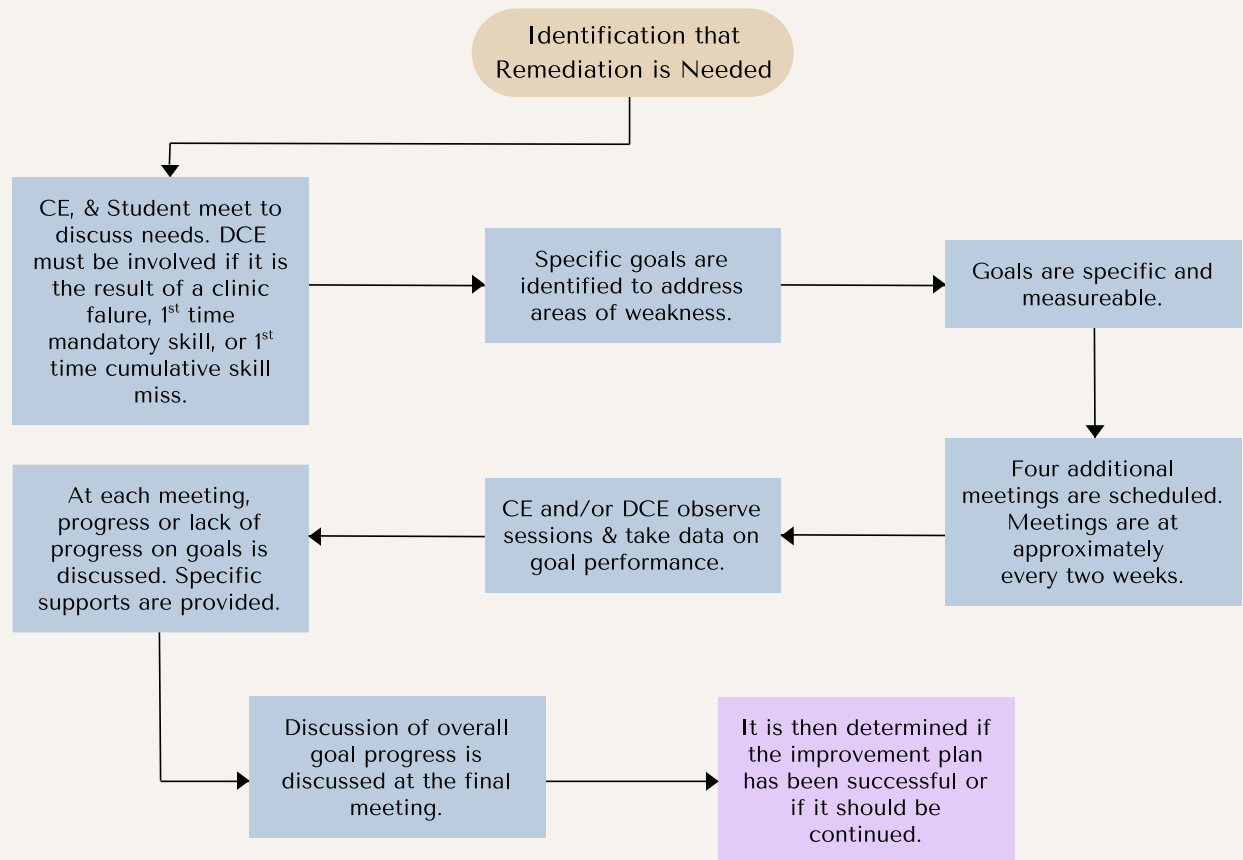
There are many challenges to interpersonal communication. Gender differences, cultural differences, and role identity are just a few. The most common challenge is that, often, we just do not understand each other. Research has shown that in a typical dyad, the two communication partners can correctly interpret and explain only 25% - 50% of the other's behavior. Interpretation plays a role in virtually every human act. Interpretations are influenced by: degree of involvement with the partner; relational satisfaction; past experiences; assumptions about human behavior; assumptions about the other's background or world view; perceptions about the other person (to name just a few). Evidence shows that judgments say more about our own attitudes than about the other person. Our attitudes impact our communication, sometimes preventing us from understanding the other person's communicative intent. In order to be an effective communication partner, each partner must: learn to see our own behaviors and understand how we come across to others; observe with a discerning mind the behavioral styles of others; and adjust as necessary!

In every relationship, adjustments need to be made. If, however, the clinical instructor and/or student clinician feel that there are problems that threaten student learning or jeopardize quality of service, the following steps should be taken:



Clinical Improvement Plan (CIP): At various times during the student's progression through clinical rotations there may be specific clinical or professional skills that the student may need to devote special focus to. Placement on a CIP should not be perceived as a negative as there are many possible causes for the need for this kind of special focus. Possible causes may be, but are not limited to, lack of previous knowledge, lack of understanding, or lack of exposure. For this reason, CIPs can be requested and implemented by students or CEs at any time during the clinical experience. CIPs must be implemented at times indicated in the above flowchart as a part of the clinical assessment process. This [CIP](#) form should be used for all documentation, and the following flowchart should be followed to ensure all aspects are being addressed.

CLINIC IMPROVEMENT PLAN PROCESS



All documents should be saved in the student's file