|  |  |
| --- | --- |
| **Over-confident Characteristics:** * Believes they know more
* Interrupts or corrects others and sometimes incorrectly
* Resists feedback, thinking it doesn’t apply to them
* Dominates conversation
* Dismisses or challenges instructional content
* Fails to prepare, assuming they know everything

**Possible causes-** prior success in similar courses learning to complacency, overestimation of skills or knowledge, or fear of vulnerability or appearing unknowledgeable.**Strategies:**Tactfully interrupt – stop the train Peer review- “let’s see what others say” Challenge with higher-level taskprovide more complex, assign leadership roles Constructive Criticism- offer feedback that highlights areas of improvement, emphasizing growth opportunities Reflection exercises-(for the whole group) they can critically analyze their performance and identify areas of self- improvement, include questions that prompt them to consider what they’ve learned and what they need to work on.  | **Anxious Characteristics:** * excessive worry about their performance
* struggles to participate due to fear of making mistakes
* may exhibit physical sign of anxiety
* avoid answer questions or volunteering
* frequently asks for reassurance
* appears overwhelmed by tasks that are manageable

**Possible causes:** perfectionist, or fear of failure, past negative experiences, external pressures.**Strategies:**Safe learning environment – establish supportive environment where mistakes are viewed as learning opportunities, avoid putting them on the spot, give them time to prepare responses- adequate wait timeClear instructions and expectations-break down complex task into smaller, manageable steps with clear guidelinesRound robin giving the learners a heads up – they will be asked to share, this gives them time to think of somethingEncouragementno matter how small, use praise to build their confidence and reduce anxietyStress-reduction strategies- short breaks during class to help manage anxiety. fidge-it toys!!! |
| **Distracted/Disengaged Characteristics:** * shows little to no interest
* frequently distracted or appears bored during sessions
* often misses deadlines

**Possible causes:** personal issues, perceived irrelevance of the content to career goals, lack of confidence or previous neg. experience**Strategies:** Increase relevance- connect the material to real-world nursing scenarios for the learner’s career goals Varied instructional methods- utilize multimedia, content experts, group exercises, simulation, offer choices in assignments for differing learning preferences, interactive learning/problem solvingPersonal check-ins- schedule 1 on 1 meetings to discuss their interests, challenges and goals, and show empathy and offer support for any personal issues that maybe affecting their learning.  | **Resistant Learner Characteristics:*** Disrupting to the class with off–topic comments
* Challenges authority or instructional methods by complaining or passive-aggressive behaviors
* Often questions the relevance of validity of the curriculum

**Possible causes:** disagreement with the program’s objective or methods, personal conflicts with instructors or peers, cultural/generational differences leading to misunderstanding**Strategies:** Squelch the attitude before it spreads. Ignoring the behavior – empowers the resistant learner at the expense of others Open dialogue- initiate a conversation to understand ask open-ended questions to explore their resistance and find common groundConsistent boundaries and expectations- clearly communicate the rules and expectations and practice limit settingPositive reinforcement and redirection- recognize and praise positive behavior to reinforce cooperation and redirect negative energy by assigning them roles that channel their resistance into something constructive (leading a discussion on a topic that they are passionate about. |