Teaching & Learning Workshop
A Toolkit for Clinical Pharmacy
Preceptors & Residents — Part 1
UC San Diego Skaggs School of Pharmacy
and Pharmaceutical Sciences
25 August 2012

Teaching & Learning
Fun in Academe 101A: Writing Educational Objectives
Who am I teaching?
Why do I have to know about goals and objectives?

Greeting Your Student
& Setting the Tone
Setting the Context for Learning in Your Environs
What do I have to do at my first meeting?
What kind of structure should I set up to teach?

Giving Effective Presentations
Coaching Students (and Practicing What You Preach)
Can I answer the 3 questions that all audiences have?
How do I use the Rule of 7s?

Managing Students
Can I please everyone?
How can I change someone’s behavior?
Objectives & Expectations

Teaching & Learning
1. Prepare objectives that meet criteria to help you evaluate student performance (pp. 3-7)
2. Prepare evaluation questions that reflect the performance objectives established (pp. 3-7)
3. When preparing for IPPE/APPE electives, be able to turn to convenient resources to help craft educational objectives, employ teaching methods not tried before and apply them to specific groups of learners
4. Suggest an evaluation tool that could be used on your rotation which is not presently being used that could be used to document how to what extent a desired behavior is being accomplished. (pp.7)

Greeting, Teaching and Managing Students
5. Select and then articulate on at least 4 out of 8 key recommended topics to raise during your orientation of new learners to your setting (pp.9-11)
6. Apply at least 2 new strategies in your setting when teaching student pharmacists and assess if these strategies qualify to be added to your repertoire of teaching skills
7. Formulate a sample question for students starting with one of the words below and then indicate what that question would generally be measuring, e.g., “What...?” would generally measure an ability to recall information. Here are the others - (pp.19-20)
   o What....?
   o Where....?
   o When....?
   o How....?
   o What if....?

Effective Presentation Skills
8. Recall the 3 questions that large and small groups of learners have and describe what you say or do to best answer those questions (p.23)
9. Select and employ effective verbal, non-verbal or visible delivery strategies designed to engage learners interactively in your topic (pp.19-24, pp.27-29)
10. Create or select and modify a template for handouts and PowerPoint® slides that will be more practical and useful than ones you may have employed in the past (pp.24-26)
11. Explain what the Rule of Sevens is and what type of fonts are considered to be more readable in projection slides (p.25)
12. For each presentation you make from now on, develop a call for action to be delivered at the conclusion of each presentation (p.27 or p.28)

Case Study Approach to Managing Students
One of the fastest and most effective ways to learn is to actually do what you need to learn in real-time. Since doing so is impractical during our session, we will try to simulate potentially difficult situations with students and discuss ways to resolve them.

13. For yourself or a colleague, employ or recommend at least two methods to communicate more effectively in a challenging, interpersonal confrontation with a student
14. Define the following acronyms and suggest a personal interpersonal situation in which they could have been applied (p.21)
   - PNP
   - The 3 F’s
15. In a real or simulated situation with a confrontational student pharmacist, provide summarizing dialog that demonstrates how to verify that the student comprehends the expectation, recommendation, or demand that you intended to be acted upon (pp.15-16).

©Kenneth W. Lem
# Teaching/Learning Toolkit for Clinical Pharmacy Residents

## Table of Contents

- Objectives & Expectations ...................................................................................................... i
- Teaching & Learning .......................................................................................................... i
- Greeting, Teaching and Managing Students ......................................................................... i
- Effective Presentation Skills ............................................................................................. i
- Case Study Approach to Managing Students ........................................................................ i
- Goals ................................................................................................................................... 1

### Steps in the Learning Curve -- Which steps are YOUR students on? ....................................... 1

### Setting Objectives = Evaluating Students .............................................................................. 2

### The Teaching/Learning Process ............................................................................................. 3

#### A Brief Guide to Behavioral Goals and Objections

- **OBJECTIVES** ........................................................................................................... 3

- **THE FUNCTION OF OBJECTIVES** ........................................................................ 3
- **GOALS vs. OBJECTIVES** ..................................................................................... 3
- **SOME GUIDELINES IN WRITING BEHAVIORAL OBJECTIVES** ..................... 4
- **SAMPLE OBJECTIVES** ...................................................................................... 4
- **SOME SAMPLE ACTION-VERBS FOR OBJECTIVES OR SKILLS** .............. 5
- **“OBJECTIVE HELP” FROM BLOOM’S TAXONOMY** ........................................ 6

- An Attitudinal Adjustment When Writing Objectives .................................................... 7
- Some Scales for Student Assessments ............................................................................. 7

### Greeting Your Student & Setting the Tone ............................................................................. 9

- The First Time You Meet with Students, what should you begin to accomplish? ............ 9
- FAQs about the First Meeting & Orientation ........................................................................ 9
- Welcome them - with enthusiasm! ..................................................................................... 9
- Self-Introduction ........................................................................................................... 9
- Orient them to the service ............................................................................................. 10
- Orient them to how you teach ....................................................................................... 10
- A Structured Approach to teaching: ............................................................................. 13
  - The Five "ADDED" steps ....................................................................................... 13
  - Teachable Moments” ............................................................................................... 13

### Assertiveness Toolkit .......................................................................................................... 15

- General Assertiveness Guidelines ................................................................................... 15
- Making a Demand or Stipulation ..................................................................................... 15
- Use increasing levels of muscle ..................................................................................... 15
- Why thank a student who is upset with you? .................................................................... 15
- Responding to Criticism ............................................................................................... 16
- One-Minute Praising and Reprimands ........................................................................... 16

### But how do students REALLY learn to do what they need to do? ....................................... 17

- Suggested Reading List ................................................................................................. 17

### Small-Group Teaching Strategies by Types .......................................................................... 18

### How Questions Can Be Asked to Stimulate Learning ........................................................ 19
Goals

With regard to your teaching, to provide at least one “Ah-hah” experience today, that is, for you to learn and do something that will enable students to better learn from you. Also, to have you apply at least 2 new strategies in your teaching setting with students from UCSF.

Teaching and Beef Stew

Steps in the Learning Curve --
Which steps are YOUR students on?
Setting Objectives = Evaluating Students

Complete the following sentences:

1. *The reason or purpose why I will be evaluating students is to...*

_________________________________________________________________
_________________________________________________________________

2. *In my class or rotation, one of the specific actions or behaviors that I would like my student to perform is to...*

_________________________________________________________________
_________________________________________________________________

3. *When, where and to/for whom would you like this action to be performed?*

_________________________________________________________________
_________________________________________________________________

4. *I will be able to tell if my student is performing it to my satisfaction when...*

_________________________________________________________________
_________________________________________________________________
The Teaching/Learning Process

1. GOALS

7. EVALUATION

2. AUDIENCE

6. MATERIALS

3. OBJECTIVES

5. METHODS

4. CONTENT/SUBJECT

A Brief Guide to Behavioral Goals and Objectives

THE FUNCTION OF OBJECTIVES
The development of objectives serves as the guide in the process of planning, presenting and evaluating instruction.

GOALS vs. OBJECTIVES
Yes, there is a difference between a goal and objective – it is a major one.

GOALS of course are less precise and are stated in general terms so that the student can be quickly informed about the nature of the course. Sample terms found in GOALS (and NOT objectives) include:

..... to know.... ..... to understand....
..... to familiarize.... ..... to develop an appreciation for....

All of these phases above are found in GOAL or purpose statements, but NOT in educational objectives.

OBJECTIVES, not just one, but usually a set of them, are used to attain the stated goal. They assist the presenter and the student to decide specifically what is to be learned. When the student is informed of the objectives, it will prepare him or her for what he or she is expected to do with the information. Simple activities found in OBJECTIVES include:

..... to write.... ..... to solve.... ..... to analyze....
..... to list..... ..... to discuss....
The most difficult – and the most important – part of construction and **OBJECTIVE** is the selection of an appropriate **action verb**. It should express clearly what the student should be able to do with the subject content – **recognize**, **explain**, **solve**, **assess** and so on. A list of typical action-verbs that have been used to write **OBJECTIVES** is provided later on for your reference.

**SOME GUIDELINES IN WRITING BEHAVIORAL OBJECTIVES**

Students cannot be expected to meet our behavioral or instructional goals unless we clearly state what the requirements are. As you recall, objectives contain the following component parts and can be remembered by the acronym, **ACE**.

1. **Activity of the student.** There are 2 types of activities: indicator and observable.

   - **Indicator** activity occurs when the student is responding as a result of mental skills, e.g., **define**, **list**, **identify**, **write**, **describe**, **translate**, **analyze**, **evaluate**, etc. **Observable** activity occurs when the student is performing a motor skill, e.g., **prepare a piggy back**, **operate an HPLC machine**, **demonstrate**, **levigate two powders**, **construct**, **analytically weigh**, etc.

   In any learning situation one of the two activities, indicator or observable, **MUST** be involved.

2. **Conditions**, or environment for the activity, are the situations under which the behavior is to occur, such as: “given a list of ..., given a standard set of tools ..., without the aid of references ..., under normal pressure ..., ” etc.

3. **Evaluation** is the standard of performance for the accomplishment of the activity. It involves a measure such as: accuracy, speed, quantity, quality, etc. 100% accuracy is always assumed unless otherwise stated.

Clarification of our objectives is the first step toward successful learning. The objective will closely describe the behavior called for in the final test item. Here are three samples, starting with the objective for this unit. Decide how well they meet the criteria for a proper educational objective.

**SAMPLE OBJECTIVES**

4. **Upon completion of this unit, and without reference materials, you will be able to write an objective in your specialty area containing the three necessary elements indicated by the acronym, ACE.**

   The above objective contains the three necessary parts:

   - **Activity** – “**write** an objective”
   - **Conditions** – “**Upon completion of this unit, and without reference materials**”
   - **Evaluation** – “**the three necessary elements**”

   The exact format for writing an objective may vary – it may be a sentence, a paragraph or a list. Although the sequencing of the elements may also vary, all three **must** be present in every objective.

   Remember, observable activities are required when the objective involves motor skills. Indicator activities are required when the objective requires mental skills. Often a single objective will require both observable and indicator activities.

---

1 Adapted from: *Objectives: Development and Evaluation of Audiovisual Instruction Materials*, National Medical Audiovisual Center, Atlanta, GA.
5. **Given a patient with GERD the student should be able to recite the parameters that need to be monitored for progression of the disease and efficacy of the pharmacotherapy.**

All three elements are present:

- **Activity** - "recite a list of parameters to be monitored for progression of disease and efficacy of pharmacotherapy"
- **Conditions** - “Given a patient with GERD"
- **Evaluation** - 100% accuracy is assumed since it was not stated

6. **Based on history and physical findings, the student should be able to report orally during rounds the empiric antibiotic treatment of choice for infected endocarditis, including dosage and routes of administration.**

Again, all three elements are present:

- **Activity** - “report the empiric antibiotic treatment for infective endocarditis”
- **Conditions** - it needs to be done “orally during rounds,” and “based on history and physical findings”
- **Evaluation** - Assume 100% accuracy and make sure that “dosage and route of administration” is included in the report.

Remember, teaching can be most effective when the student is provided a clear-cut description of the **Activity** you expect to be performed, the **Conditions** under which the performance for the activity will be made, and the **Evaluation** standard by which performance will be judged. If you have incorporated these criteria in your objectives, then it is correct and acceptable even though the format and sequence may vary.

### SOME SAMPLE ACTION-VERBS FOR OBJECTIVES OR SKILLS

Ranked in order from a low to a relatively high level of sophistication

<table>
<thead>
<tr>
<th>Level 1 (Recognition)</th>
<th>Duplicate, find, gather data, list repair, state, tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 (Recall)</td>
<td>Cite evidence for, compute, define, describe, examine, explain, identify, illustrate, imitate, manipulate apparatus, measure, prepare</td>
</tr>
<tr>
<td>Level 3 (Application)</td>
<td>Analyze, compare, construct, contrast, devise a method, relate, differentiate, discriminate, distinguish between, estimate, identify the variables, interpret, justify, organize data, plot a graph, prove, reformulate, specify limitations &amp; assumptions, state a problem</td>
</tr>
<tr>
<td>Level 4 (Transfer)</td>
<td>Deduce, discuss critically, formulate hypothesis, generalize from date, infer, integrate, manipulate ideas, predict, propose reasons and defend them, reorganize, synthesize</td>
</tr>
</tbody>
</table>
**OBJECTIVE HELP** FROM BLOOM'S TAXONOMY*

*Use ACTION-TYPE VERBS when preparing objectives to establish performance criteria for subsequent student evaluation.*

<table>
<thead>
<tr>
<th>Level</th>
<th>Skills Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remembering</strong></td>
<td><strong>Drawing out factual answers; testing students' recall and ability to remember</strong></td>
</tr>
<tr>
<td>Define</td>
<td>Label</td>
</tr>
<tr>
<td>Describe</td>
<td>List</td>
</tr>
<tr>
<td>Enumerate</td>
<td>Match</td>
</tr>
<tr>
<td>Find</td>
<td>Name</td>
</tr>
<tr>
<td>Identify</td>
<td>Recall</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td><strong>Understanding meanings; evaluating students' ability to explain ideas or concepts.</strong></td>
</tr>
<tr>
<td>Classify</td>
<td>Discuss</td>
</tr>
<tr>
<td>Cite</td>
<td>Estimate</td>
</tr>
<tr>
<td>Conclude</td>
<td>Explain</td>
</tr>
<tr>
<td>Describe</td>
<td>Generalize</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Give examples</td>
</tr>
<tr>
<td><strong>Applying</strong></td>
<td><strong>Applying or extrapolating previously learned knowledge to new situations; evaluating a students’ skill to generalize appropriately</strong></td>
</tr>
<tr>
<td>Administer</td>
<td>Control</td>
</tr>
<tr>
<td>Apply</td>
<td>Demonstrate</td>
</tr>
<tr>
<td>Calculate</td>
<td>Determine</td>
</tr>
<tr>
<td>Change</td>
<td>Develop</td>
</tr>
<tr>
<td>Chart</td>
<td>Discover</td>
</tr>
<tr>
<td>Choose</td>
<td>Draw</td>
</tr>
<tr>
<td>Collect</td>
<td>Establish</td>
</tr>
<tr>
<td>Compute</td>
<td>Extend</td>
</tr>
<tr>
<td>Contribute</td>
<td>Imitate</td>
</tr>
<tr>
<td><strong>Analyzing</strong></td>
<td><strong>Examining the organizational structure of information; dissecting a problem and understanding its individual components</strong></td>
</tr>
<tr>
<td>Break down</td>
<td>Debate</td>
</tr>
<tr>
<td>Characterize</td>
<td>Deduce</td>
</tr>
<tr>
<td>Classify</td>
<td>Diagram</td>
</tr>
<tr>
<td>Compare</td>
<td>Differentiate</td>
</tr>
<tr>
<td>Contrast</td>
<td>Discriminate</td>
</tr>
<tr>
<td>Correlate</td>
<td>Distinguish</td>
</tr>
<tr>
<td><strong>Creating</strong></td>
<td><strong>Applying prior knowledge and skills to combine elements into a model not clearly there before; assessing students’ ability to combine elements into a new pattern or point of view</strong></td>
</tr>
<tr>
<td>Adapt</td>
<td>Create</td>
</tr>
<tr>
<td>Anticipate</td>
<td>Design</td>
</tr>
<tr>
<td>Categorize</td>
<td>Develop</td>
</tr>
<tr>
<td>Collaborate</td>
<td>Deviser</td>
</tr>
<tr>
<td>Combine</td>
<td>Express</td>
</tr>
<tr>
<td>Communicate</td>
<td>Facilitate</td>
</tr>
<tr>
<td>Compare</td>
<td>Formulate</td>
</tr>
<tr>
<td>Compose</td>
<td>Generate</td>
</tr>
<tr>
<td>Contrast</td>
<td>Incorporate</td>
</tr>
</tbody>
</table>
### Level | Skills Demonstrated
--- | ---
**Evaluating** | **Judging or deciding according to some set of criteria, whether an action was correct or incorrect; determining if students can justify a stand or decision**
Assess | Critique | Judge | Rank
Choose | Decide | Justify | Rate
Compare/Contrast | Defend | Predict | Reframe
Conclude | Evaluate | Prioritize | Select
Criticize | Interpret | Prove | Support


**An Attitudinal Adjustment When Writing Objectives**
Many who prepare objectives will begin by contemplating what content students will have to know to learn the subject at hand. Often the next step will be to write that the students should be “knowledgeable in” something, or “appreciate the variety” about another thing. These beginnings are actually the start of goal-type statements and are not objectives at all since the actions are not specific enough (remember the ACE format when writing objectives).

**Suggestion** Some authors of objectives have found it helpful to begin the process of writing objectives by writing out questions for a final exam on the subject first. These questions can be easily transformed into objectives.

**Hint** When trying to come up with the appropriate descriptive action verb, some find it helpful to refer to the list of verbs above that are categorized by level. The underlined action verbs above are ones that are commonly used.

**Some Scales for Student Assessments**

<table>
<thead>
<tr>
<th>Rating Formats</th>
</tr>
</thead>
</table>
| **1.**
- Excellent
- Good
- Satisfactory
- Needs Improvement
- Unsatisfactory |
| **2.**
- Never, or almost never does this
- Seldom does this, and even then does it poorly
- Does this satisfactorily, but infrequently
- Does this well, but could do it more frequently
- Does this extremely well, and as often as appropriate |
| **3.**
- Pass
- Fail |
| **4.**
- Pass with distinction
- Pass
- Fail |
| **5.** On a scale of from 1 to 5 with 1=Poor to 5=Excellent |
Greeting Your Student & Setting the Tone
Kenneth W. Lem, Pharm.D.

“The first impression is a lasting impression”
(How long does it take to make a first impression?)

The First Time You Meet with Students, what should you begin to accomplish?
- Begin to build rapport and earn respect
- Be enthusiastic!
- Remind yourself that you are a role model

FAQs about the First Meeting & Orientation

Q: What information do you incorporate in the first orientation meeting?
A: Consider the following topics as part of your introduction to you and your service

Welcome them - with enthusiasm!

Self-Introduction

| Your Personal Info | How you want to be called
|                    | Your background (educational, interests)
|                    | Your interest in teaching
|                    | How and when you can be reached
|                    | What upsets you / what tests your patience
|                    | What gets you excited and makes you happy

| Your Professional Info | Your interest in the service you are on
|                        | Your interest in teaching
|                        | How you view this service as a unique opportunity to learn
|                        | How you view your own role on the service
|                        | Your responsibilities

---

2 A psychologist, Nalini Ambady, once gave students 3, ten-second videotapes of a teacher - with the sound off. She found that they had no difficulty at all in coming up with a rating of the teacher’s effectiveness. Then she cut the clips back to five-seconds, and the ratings were the same. [She] compared those snap judgments of the teacher effectiveness with evaluations...after a full semester of classes, and she found that they were essentially the same. This phenomenon is a characteristic of a person’s adaptive unconscious. Gladwell, Malcolm, *blink*, Little Brown & Co., NY 2005.
Q: What information do you incorporate in the first orientation meeting? (Cont’d)

Learn about your student

| Expectations of Students | What their role is on this service  
That their priority is patient safety  
To keep you informed and up to date  
To report errors or concerns stat  
Professionalism |
|-------------------------|--------------------------------------------------------------------------------|
| Student profile         | What are their expectations?  
How do they learn best?  
What are their personal interests and future plans? |

Orient them to the service

| Personnel on the Service | What their roles are  
How you interface with them  
Unique individuals to note |
|--------------------------|------------------------------------------------------------------|
| Unique Aspects of the Service | Unwritten rules or customs  
Layout of the service  
Emergency protocols and procedures |

Orient them to how you teach

| Attitude towards learning | There are no dumb questions  
Learning is a student function and a preceptor function as well  
Self-directed learning is a given (student and self)  
If feasible, offer them a chance to teach something |
|---------------------------|------------------------------------------------------------------|
| Reveal your limits         | What you will do to help them learn  
Explain when you draw the line and when they must rely on themselves to learn  
Tell them how you critique and evaluate |
Q: What information do you incorporate in the first orientation meeting? (Cont’d)

Recap reminder

| Welcome them | With true feeling  
|             | Look them in the eyes  
|             | Shake hands |

Q: How can I remember all the considerations above?

A: Get help from the *Clinical Pharmacy Resident Guide to Teaching/Learning* on the blue index card.

Q: Besides suggestions on the cards, what else can help to establish a productive rapport with the student?

A: Here are some Non-Verbal hints to facilitate rapport

- Be **enthusiastic** when you meet and display **confidence**
- **Smile** & make good **eye contact**
- Pay **undivided attention**
- Establish **professional rapport**, adapt techniques used in social settings
- **Show interest in their name** - and learn how to pronounce it
- **Shake hands** - and not just at their orientation
Q: What is the student’s role?
A: Why not ask them first? Then explain what a highly rated student pharmacist does on your service. Here are some samples, but be sure to include ones of your own too.

- Is a self-directed learner
- Behaves and acts professionally and ethically
- Maintains confidentiality
- Keeps you informed – especially when it involves a patient’s well-being
- Meets your and the School’s expectations [“Here’s what I expect of you…”] and work on seeing that both of you agree on the expectations

Note: Think about preparing a check sheet of items you would like to include when orienting your student to you and your service. What you checked and discussed can serve as a basis for mid- and final performance evaluations, and it is evidence that you covered key points during their orientation.

Q: What other information about the student may be helpful?
A: Think about making a student’s profile for yourself, e.g., on a 3x5 index card

- Memorize their Name and how to pronounce it
- Assess their Expectations
- Other Information: Contact info, interests

Q: How can I be empathic yet be able to show my student that I mean business?
A: Describe your “multiple personalities” and give examples

- Reiterate Preceptor Role (see Clinical Pharmacy Resident Guide to Teaching/Learning card)
- Different circumstances will bring out the best - or the beast - in you
  - “I’m really happy & proud when....”
  - “Here’s what you can expect of me when....”
- Set the tone: "tough" or "lenient?"
- Explain how you handle evaluations
- Tell when and how you can be reached; include times to avoid (except for emergencies)
A Structured Approach to teaching:

The Five "ADDED" steps

**ACTION** - Tell them what action or behavior is expected

**DEMONSTRATE** - Show them how to do it in the setting

**DELEGATE** - Let the student try

**EVALUATE** - Observe and rate the performance

**DO PRAISE** - Reinforce (or redirect: go back to “ACTION”)

---

**Q:** How can I identify a “Teachable Moment” and exploit it with the Structured Approach above?

**A:** A teachable moment occurs when a new or unique activity occurs that makes it easy for your student to learn – especially when there is an emotional component involved.

For example, as you review a chart, you detect a potential anaphylactic reaction to a drug being ordered. The literature contains case reports of it being cross-sensitive with another drug to which the patient is known to be allergic, and no one caught it until now.

**Action** “Here’s a potentially life-threatening adverse reaction that was missed by the prescriber, and we need to figure out how to catch it anytime something like this happens...”

**Demo** “In general, I tailor my stepwise approach to reviewing a chart with this drug to detect and avoid potential misadventures. The main steps I follow are...”

**Delegate** “Now you show me how you would review this chart; talk out loud and say everything you are thinking so I can hear how you think...”

**Evaluate** “Here’s how I would describe the process you used....” “What could have improved the way you reviewed the chart would be to....” “There is always something to check out for this type of patient, and it is to..., and it was done [or not done]”

**Do Praise** “What you did best was....and what I learned from your method is....”

*OR*

If there were any deficiencies, “I liked how you covered...., and I also noticed that some key points were missed in the process. Let’s step back and review your steps again.”
Q: When are some good times to verbalize my thinking with my student?
A: When you are problem-solving, e.g. when reviewing a chart or SOAPing.

Practice verbalizing the questions you ask yourself when SOAPing and then say the answers out loud for your student. Specific items might include:

- Differentiating signs from symptoms
- Assessing therapeutic options
- Prioritizing pharmacotherapy
- R/I and R/O options
- Planning the components for patient education
- Writing SOAP notes

**Ask students to verbalize when problem-solving**

- Praise them for making good points
- Correct errors
- Encourage independence and praise for self-directed learning
- Catch them doing something right
Assertiveness Toolkit

General Assertiveness Guidelines
- Be calm
- Be honest
- Be specific

Note: Be prepared to repeat (and repeat one more time)
Conclude by asking the student verify your message by saying it back to you in their words

Making a Demand or Stipulation

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be prompt</td>
<td>Do not wait.</td>
</tr>
<tr>
<td>Offer specifics</td>
<td>&quot;Here's what you need to do....&quot;</td>
</tr>
<tr>
<td>Say intent</td>
<td>&quot;By doing so, it will....&quot;</td>
</tr>
<tr>
<td>Say how you feel about it</td>
<td>&quot;I feel that this is...&quot;</td>
</tr>
<tr>
<td>Establish deadlines</td>
<td>&quot;Do this by....&quot;</td>
</tr>
<tr>
<td>Encourage feedback</td>
<td>&quot;Just to make sure, tell me what needs to be done....&quot;</td>
</tr>
</tbody>
</table>

Use increasing levels of muscle

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>&quot;I've no other choice but to turn in a &quot;no-pass&quot; on the attendance portion of your grade now. You will have to repeat the course next year.&quot;</td>
</tr>
<tr>
<td>Level 3</td>
<td>&quot;If you persist in being late, I have no other alternative but to rate you down on attendance on your evaluation. A less than 70% in any portion means that you must repeat the course.&quot;</td>
</tr>
<tr>
<td>Level 2</td>
<td>&quot;I am serious about being on time. It's one of the requirements of this course, and I find it very distracting in we start late.&quot;</td>
</tr>
<tr>
<td>Level 1</td>
<td>&quot;As was mentioned in the orientation, our meeting starts at 7:30 a.m. sharp, and it bothers me if we don't get started on time. I'd appreciate your being on time from now on.&quot;</td>
</tr>
<tr>
<td>[PASSIVE]</td>
<td>Looks at clock, sneers at student [in silence].</td>
</tr>
</tbody>
</table>

Why thank a student who is upset with you?
Under certain circumstances, you may be able to find provide a positive statement to defuse a potential volatile interpersonal event. For example:

Someone who is agitated and blaming you for something that affected them adversely

"I’m glad that you are bringing that to my attention."

"Thank you. I appreciate your raising the issue"

Reflective listening may also help to tone down strong emotions so a channel of communication can be opened.

"I can see that this situation is upsetting to you, and I’m sorry. I suspect it is because of the below average evaluation you received. Let’s sit down and talk about it."
Responding to Criticism

**Be prompt**  
“We need to talk about this now.”

**Get specifics**  
“Wait, let me see if this is what you mean....”

**Accept if true**  
“Yes, and I am working on it.” or “Yes, and here’s how I’m dealing with it...”

**Disagree if false**  
(with an "I" message)  
“No, I disagree.” (Not "You're wrong.")

**Set limits**  
“I may have high expectations, but I am not unfair.” or “I cannot accept that; I am known to give the benefit of the doubt.”

**Close with the next step**  
“So by next Friday, I will expect....” or “Just to make sure, tell me what the understanding is.”

**Use Sparingly...**

**Fog away the criticism**  
“I may see how you think that, nevertheless you still need to complete this task.”

**Delay**  
“...so I have to give that some thought. I'll get back to you by ....” (And do).

**Close with the next step**  
“So by next Friday, I will expect....” or “Just to make sure, tell me what the understanding is.”

---

**One-Minute Praising and Reprimands**

**One-Minute Praisings**

Praise behavior or performance (with true feeling). Tell people up front you are going to let them know how they are doing

- Do it soon.
- Be specific.
- Tell the person what they did right.
- Tell the person how you feel about it. Stop for a moment of silence to them "feel" how good you feel.
- Encourage to do more of the same (with true feeling).
- Shake hands.

**One-Minute Reprimands**

Reprimand the behavior (with true feeling). Tell people up front that you are going to let them know how they are doing in no uncertain terms.

- Do it soon.
- Be specific.
- Tell the person what they did wrong.
- Tell the person how you feel about it. Stop for a moment of uncomfortable silence to let them "feel" how you feel.
- Encourage the person (with true feeling).
- Shake hands.
Choosing One of the Four Basic Leadership Styles for Yourself
Which one are you, and when?

Style 1: **Directing** -- The leader provides specific instructions and closely supervises task accomplishment.

Style 2: **Coaching** -- The leader continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions, and supports progress.

Style 3: **Supporting** -- The leader facilitates and supports subordinates' efforts toward task accomplishment and shares responsibilities for decision-making with them.

Style 4: **Delegating** -- The leader turns over responsibility for decision-making and problem-solving to subordinates.

Note that different settings or circumstances may dictate switching styles.

**But how do students REALLY learn to do what they need to do?**

Suggested Reading List

Berger, Bruce (Ed.), *Promoting Civility in Pharmacy Education*,
Blanchard, Kenneth, et al, *Leadership and the One Minute Manager*
Blanchard, Kenneth and Lorber, Robert, *Putting the One Minute Manager to Work*
Blanchard, Kenneth and Johnson, Spencer, *The One Minute Manager*
Collins, Marva and Tamarkin, Civa, *The Marva Collins Way*
Gladwell, Malcolm, *Blink, The Power of Thinking without Thinking*
Hersey, Paul, *The Situational Leader,*
Johnson, Spencer and Wilson, Larry, *The One Minute Salesperson*
Johnson, Spencer and Johnson, Constance, *The One Minute Teacher*
Mager, Robert, *Preparing Instructional Objectives,*
Small-Group Teaching Strategies by Types

Type 1: Bored, disinterested, unexcited, dead, unresponsive, sluggish, lump-on-the-log
Strategies:

Type 2: Disgusted, let’s-get-it-over-with attitude, uncooperative, antagonistic, cynical, rebellious, disbeliever, ignoring, distracted.
Strategies:

Type 3: Nervous, embarrassed, scared, insecure, flustered, awkward, quiet, shy, reticent, withdrawn.
Strategies:

Type 4: Accepting, ready, enthusiastic, open, willing, cooperative, red hot, confident, inquisitive.
Strategies:
How Questions Can Be Asked to Stimulate Learning

Three Times to Ask Questions

At the **BEGINNING** - start with questions about experiences or feelings

In the **MIDDLE** - make questions **open-ended** (avoid yes/no answers) and occasionally reflect comments or questions back to the audience

At the **END** - use questions to supply take-home messages about the presentation

The Role & Use of Questions

What kinds of questions are effective? What kinds are not intimidating and will...

- Get the balls rolling?
- Not embarrass a person?
- Encourage discussion?

Effective questions will prompt students to...

- Generate hypotheses
- Interpret data
- Make judgments
- Apply principles to new situations
- Make predictions
- Formulate ways to test predictions or hypotheses

Construct and organize questions ahead of time...

- That will be provocative
- That will state the question clearly
- To be used to retain attention
- That will encourage students to ask questions

Sample OPEN-ENDED Questions to Stimulate PROBLEM-SOLVING

For **PROCESS**, ask “**How...?**”

After a response or after listing options on board (e.g., when SOAPing)...

**How** did you decide to choose that therapeutic option? (vs. **What** therapeutic option did you choose?)

**How** did you come to that recommendation? (vs. **What** would you recommend?)

For **CONTENT**, ask “**What...?**”

After a response or after listing options on board (e.g., when SOAPing)...

**What** condition did you rule out? Then, **how** did you come about to rule that out? (still processing)

**What** therapeutic option did you select? Then, **how** did you go about selecting it?

---

3 Open-ended questions start with **What, Where, When, or How and avoid Why.**
Encourage MORE PROCESSING or CONTENT after a satisfactory answer

Encourage more PROCESS with...

What if...? (e.g., What if the patient had a history of atopy?)

What about _________? [offer an alternative]

Anything else? [and maybe there is nothing else, but keep them thinking!]

Emphasize CONTENT with...

What if the agent was not available in your pharmacy? What alternative could you recommend?

Which agent is more likely to _________? [evaluation]

The point of this whole scenario [or case, or calculation] is what?

Before we go on to the next case, there's one point I want to make: This is a 3 YO boy, so what ________?

This is going to be on the exam.

Ask other questions to encourage learning and participation

Name one thing so far that you gained or learned from today's [case, lecture, conference]

What would your 'take home message' be for the material just covered?

Employ positive reinforcements & responses to student replies

Yes! You got it! [and paraphrase to clarify and reinforce]

Good point! That's important because _________ [be specific in your praise].

A guide of sample questions and their uses
Responding to Incorrect Answers in Class
it's okay to disagree, but don't disagree disagreeably!

Ways to respond if a student's response is incorrect
Follow with open, non-correcting questions, and learn how they got it wrong.

Hmm, now tell me. How did you come about with that answer?
Okay, now let me know what you based that on...

Start it with “Actually,...”
Use when the answer is wrong and you wish to give the correct one.

Interesting! Actually,...

Replace “but” with “and...”
When you catch yourself starting to answer with a “but,” immediately change it to “and” and finish the sentence. Here is a student arguing over a question on a graded exam by saying it was too ambiguous.

BEFORE
I know that the question could have been worded more clearly, but we also announced that students need to call a preceptor over if there is any confusion about any of the questions.

AFTER
I know that the question could have been worded more clearly, and I also know we announced that students need to call a preceptor over if there is any confusion about any of the questions.

Use P-N-P (Positive-Negative-Positive) for a negative message, Sandwich the negative message in between two positive messages.

Positive: Thanks for being on time; that’s a great trait that you have.

Negative: I wanted to point out that the last two SOAP notes you entered were in the wrong section. I’m going to ask that before you start writing, avoid distractions, and do it to completion to reduce chances of creating errors.

Positive: When you do write them, they are clear and succinct. Keep up that part of it!

Use The 3 F’s (Feel-Felt-Found) to make a recommendation with a “war story”

Feel: When I was going through this rotation, I used to feel the same anxiety when I had to give a talk in front of the attendings.

Felt: I felt that I was on my own and that my heart would pound so loudly that everyone would hear it.

Found: However, I found that by preparing early and having a practice session with my preceptor, my confidence was built up and I wasn’t as anxious.
Closing a Meeting, Conference Section
or Lecture While Encouraging Retention

Ways to summarize
You do it
Ask students to do it

To initiate a summary by students, ask,

- *Okay, [Student Name], we just discussed the progress (or issue, or tasks that need to be accomplished, or the brilliant idea you had, or the next steps that need to be taken about __________ ) how about giving us a quick recap of the most important points we talked about.*
- *If nothing else, what three ideas or concepts should we come away with?*
- *Give me three take home messages from today’s meeting (or conference).*

Another way to close is to include a transition to the next presentation

*For next time, think about [mention your next topic or issue].*
Giving Effective Presentations

Your Role and Responsibility as a Presenter
- Recognize that your audience comprises practitioners and are influential
- Modify the behavior of your audience to initiate positive changes in practice, patient behavior and health outcomes
- Only promote actions and provide information that is trustworthy

Goal for Presenters
   Inspire the Audience To Modify Their Behavior to
   - Do a better job of problem-solving
   - Make wise judgments from trustworthy information
   - Communicate more effectively
   - Enable your audience to answer the 3 questions audiences have
     1) So what?
     2) Who cares?
     3) What’s in it for me?

Educational Objectives
- How to make a good impression & establish credibility & trustworthiness
- Provide answers to the audience’s 3 questions
- Select and employ effective verbal, non-verbal, and visual delivery strategies to engage the audience
- Bring your presentation to a close with a call for action

What is the KEY to Preparing and Delivering Your Presentation?

Some Presentation Guides for Effective Presentations
Note: Since there are limitations to what the audience can absorb, be succinct, organized, and incorporate a new strategy!
   - Introducing yourself to make a “good first impression”
   - Establish your credibility
     - How you appear
     - What you say and how you say it
   - Cite references or provide quotes
Employ positive non-verbal cues for a delivery technique

- Eye contact
- Smiles

Other non-verbal (some audible) expressions of agreement OR skepticism

<table>
<thead>
<tr>
<th>Generally accepting</th>
<th>Generally skeptical</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Uh-huh”</td>
<td>Furrowed brow</td>
</tr>
<tr>
<td>Nodding</td>
<td>Raising eyebrows</td>
</tr>
<tr>
<td>Smile</td>
<td>Nose wrinkling</td>
</tr>
</tbody>
</table>

**PowerPoint Slides - Pros and Cons**

<table>
<thead>
<tr>
<th>Element</th>
<th>As an enhancement</th>
<th>As a distraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images</td>
<td>Ideas or concepts can be put across more easily</td>
<td>Incongruous images causes confusion and interrupts flow</td>
</tr>
<tr>
<td>Text</td>
<td>Exact language appears</td>
<td>Too much to read or hard to see</td>
</tr>
<tr>
<td>Bullet points</td>
<td>They spot the start of new line &amp; key phrases recap content</td>
<td>They are too brief to express intended meaning</td>
</tr>
<tr>
<td>Charts &amp; graphs</td>
<td>They can summarize data &amp; show relationships</td>
<td>They contain too much detail or are too hard to read</td>
</tr>
<tr>
<td>Animation &amp; builds</td>
<td>Can highlight key points and show sequence</td>
<td>Too many “bells &amp; whistles” are distracting</td>
</tr>
<tr>
<td>Darkened room</td>
<td>Slides are easier to read</td>
<td>Cannot take notes &amp; zzzzzzzzz</td>
</tr>
</tbody>
</table>

**Gripes That Audiences Have About Slides**

<table>
<thead>
<tr>
<th>Gripe</th>
<th>Some Possible Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannot read text</td>
<td></td>
</tr>
<tr>
<td>All text and is boring</td>
<td></td>
</tr>
<tr>
<td>Disorganized slides</td>
<td></td>
</tr>
<tr>
<td>Slides do not follow handout</td>
<td></td>
</tr>
<tr>
<td>Speaker reads slides</td>
<td></td>
</tr>
</tbody>
</table>
Basic Guidelines for Slide Design

Follow text guidelines

The “Rule of 7’s”
- 7 words per line
- 7 lines per slide
- Bold faces

Point size
- Title = ~40 pts
- Sub-heads = ~32 - 28 pts

Apply legible fonts

Use Sans serif [e.g., Arial or Tahoma]
Avoid Serif fonts [e.g., Currier or Times New Roman]

Emphasize with contrast & animation

Bullets, bold face, Italics, colored letters, words in Boxes, clipart
Animate, use “build series” (lines revealed one at a time)

Organize slide decks (sets) (PowerPoint 2010)

Create a master slide for a more uniform look [View tab → Slide Master]
Starting with no slides
- Create master slide
- Create presentation draft under [Outline] tab

For existing slides or when preparing final draft of new set
- All slides need titles and all titles need to be descriptive, e.g.,
  - “Pharmacology of Chlorpheniramine” NOT “Pharmacology” or just plain “Chlorpheniramine”
  - “3 Factors Altering Drug Distribution” NOT “3 Factors” or “Drug Distribution”

Review slide-to-slide continuity under the [Outline] tab in “Normal” view
For continuity between slides and hard copy, compare them side-by-side.

Note: in Win7, an application on the screen can be resized to take up the left half or right half of the screen by clicking it and dragging and bouncing the application to the far left or far right of the screen.

More on PowerPoint (References)


Options for Handout Formats

What is your reason for having handouts?
- To help the audience (and maybe you) keep a presentation order
- To fulfill a requirement (Continuing education, academic mandate)
- To serve as a subsequent reference or study guide
- To provide data, data, data, citations and summary

What kind of format will you chose?
- A more conventional one? (Word processed, edited with documented data, tables, charts, URLs)
- PowerPoint template? (the “easy” way)
- What else can you include in your own, personal notes?

Three Rules for Handouts

1) Deliver your presentation in the same sequence as your slides

2) Number the pages in the footer – even if you have to pencil them in just before you Xerox them

3) List your [Filename] and [Date] in the footer
   - Update the filename EVERYTIME you modify text
   - Use a template or a macro to enter these data
   - Consider coding your date
     e.g., August 27, 2013 → 802713 or reverse to 132708

Information to Include for CPE Programs

Don’t forget your NAME and titles/affiliation, e.g.,

[Name], Pharm.D.
Clinical Pharmacy Resident, [specialty]
Department of Clinical Pharmacy
UCSF School of Pharmacy
San Francisco CA
Date of Presentation

- List of Educational Objectives
- Content
- References
- Self-assessment questions that correspond to the educational objectives
Hone Your Presentation Delivery Skills by Practicing
Knowing your content well will engender confidence
and facilitate all aspects of delivery

During a presentation, try to
Minimize reading notes or slides
Follow a logical sequence and use transitions when changing topics
End on time (better to edit and cut than to hurry up and rush)

An Overall Presentation Format
The traditional, overall order is to
Tell ‘em what you’re going to tell ‘em
Tell ‘em
Tell ‘em what you told ‘em

A newer, more effective order includes...
Tell ‘em what to do with the information! (Tell them how they can best use the content just delivered)

Try Something New Next Time
You may be able to perfect some presentation techniques and strategies, but trying new ones will always help to keep your delivery fresh. Another positive spin is that your audience will appreciate your efforts.

How to Handle Anxiety
List half a dozen ways to reduce anxiety

Preparation tips (beforehand)
Non-drug methods
Other means
Always, ________________________________

Presentation tips (during the presentation)
Find friends in the audience and look at them (plant them around the audience)
Make friends in the audience before you speak
Deny the audience is there (or look at their foreheads instead of their eyes)
Find attentive people (people who are nodding along with you)
Find inattentive people (people who are not paying attention to you)
Plant shills and have them ask questions (whose answers you know!)
Press palms together hard, then slowly relax (and keep smiling!)
Always, ________________________________
Recap

Make a Positive Impression & Establish your presence

The audience should recognize you, the presenter, right away
Smile 😊
“Advanced”—Say or do something to catch their attention

How to Emphasize a Point

Non-verbally
“Body language”
Pausing
Vocal strategies

Verbally
War stories
Shills who ask questions

Slide Design

Avoid crowded slides (Rule of 7s)
Stimulate vision and help establish order with animation, e.g., “Build series”
Use more images

Presentation & delivery

Establish in the first few minutes (verbally AND non-verbally)
How you look
What you do - and How Well you do what you do
What you say and How you say what you say
How your presentation will benefit the audience (Audience’s 3 questions)

Try different strategies each time
Know your topic

Have a Take-Home Message

Recap the highlights of the content
Provide it yourself or ask the audience to participate
You paraphrase or modify to provide the message you want
Use the time to check that you have covered your objectives

Tell 'em what to do with the information

One Last Thing...
Think about inspiring the audience instead of just delivering data, data, data, citations, and summary
Checklist of Other Presentation Strategies

☐ Vary the Presentation Method Within the Lecture
   A. Demonstrate an activity or procedure
   B. Vary the volume and pitch of your voice
   C. Have "show and tell" props and materials
   D. Use audio/visual media
   E. (Later: Stop and allow time for questions)

☐ Verbal Strategies
   A. Provide an introduction with an overview and sequence
   B. Describe application: why and/or how
   C. Use appropriate language Use anecdotes or "war stories"
   D. Summarize with a call for action

☐ Other Strategies
   A. Have food
   B. Provide prizes for positive reinforcement
   C. Get up to speed on conducting Role playing situations
   D. Offer games as part of your presentation
   E. Form dyads or triads for collaboration exercises

☐ Attitude During Presentation
   A. What is your tone of voice?
   B. When does humor work?
   C. Do you know the names of students?
   D. How enthusiastic are you about your subject?

☐ Reducing Nervousness
   A. Relaxation exercise
   B. Spot individuals you can "talk to"
   C. Know your material
   D. Practice in front of others or record yourself
   E. Have notes at hand, but talk, do not read

☐ Evaluate Your Presentation – Before As Well As Afterwards
   A. Employ A/V equipment for feedback
   B. Ask friends to help evaluate your presentation
   C. Perform a self-evaluation
   D. Peer review (afterwards)

☐ Take Home Message
   A. Derive it from your beginning objectives
   B. Conclude with a call to action - what to do with the content given
# Delivery Style Checklist

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPEARANCE</strong>— Professionally dressed; neat</td>
<td>Specific Positive Comments:</td>
</tr>
<tr>
<td><strong>STYLE</strong>— Engaging; interactive with audience, enthusiastic; thoughtful and precise in answering questions</td>
<td></td>
</tr>
<tr>
<td><strong>MANNER OF DELIVERY (Observable)</strong>— Confident; good eye contact; appropriate gestures</td>
<td>Suggestions for Improvement:</td>
</tr>
<tr>
<td><strong>MANNER OF DELIVERY (VOICE)</strong>— Audible; enunciates clearly, varies intonation; appropriate pace; lack of distracting mannerisms (no “uh’s”, etc.)</td>
<td>Overall Impression:</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong>— Well-organized; easy to follow; logical; ended on time</td>
<td></td>
</tr>
<tr>
<td><strong>USE OF TEACHING/LEARNING AIDS</strong>— A/V; PowerPoint®; handouts; complements presentation</td>
<td></td>
</tr>
<tr>
<td><strong>CONTENT</strong>— Objective; presents opposing views; distinguishes fact from opinion; critically evaluates information; demonstrated comprehensive knowledge of topic</td>
<td></td>
</tr>
</tbody>
</table>
Check Sheet for Presentations

PRE-MEETING TASKS/ SUPPLIES

☐ Survey
☐ Names of attendees / e-mails
☐ Prizes
☐ Candy
☐ Water
☐ Schedule food & beverages
☐ Name cards & marking pens
☐ Decks of playing cards
☐ Show & tell items

SYLLABUS/ HANDOUTS PREPARATION

☐ Cover: title/ course, (date), name
☐ Footer: filename, date & page no.
☐ G & O’s

Other handouts & notes
☐ Applications & Keepers
☐ Role playing scenarios
☐ Index card guides
☐ Name cards & marking pens
☐ Pocket folders
☐ Stage directions
☐ Biog for moderator
☐ Course evaluation
☐ Pre-seminar survey results

Continuing Professional Education (CPE)
☐ Biog / Non-conflict of interest statement
☐ Self-Evaluation questions

SLIDES

PowerPoint Prep
☐ *.wav files filed & linked
☐ Fonts embedded
☐ Audience names added
☐ Hyperlinks current
☐ Backup on flash drive

Laptop
☐ Laptop c power supply
☐ Remote control
☐ Laser pointer
☐ External speakers
☐ Tools
☐ VGA cable

ROOM SET-UP

☐ Location of rest rooms
☐ Evacuation route
☐ A/ V Set-up (laptop, LCD, microphone, audio)
☐ Set seating arrangement
☐ Clean boards
☐ Wi-Fi setup
☐ Locate food station
☐ Confirm catering
Introduction to Role-Playing Scenarios
Kenneth W. Lem, Pharm.D.

This segment of the introduction to teaching/learning has been well received in the past, and we have found it to be a confidence builder for new preceptors. There is no right or wrong answers, and different people will handle situations in different ways depending upon their own experience and "personality." In the following exercise, we ask you to assume different roles in different settings so that you and your colleagues can practice situations, which represent a cross-section of potential confrontations you could encounter with students. The situations have been based from actual incidents that have occurred in the past.

When learning about the various aspects of communication skills, we have found that next to real-life experiences, a simulated experience is among the best of ways for a person to learn and practice techniques in communicating with others. Simulated cases offer a distinct advantage over real-life situations because they afford us the opportunity to review different types of predicaments in a short period of time. They also allow us to evaluate the behavior of the participants and then come up with suggestions on how to improve it. You will find this reviewing aspect especially useful if a similar but real incident should arise. In a sense, we can help bring in some hindsight before exposure to the "real world". All these situations are conducted in the comfort of a classroom where we can all benefit from observing each other's skills at work.

Student-Preceptor Incident Instructions
Each scenario will involve a student and a preceptor. These roles will be alternated among members of your group of from three to five people. Each group will be given the same incident for a preceptor to resolve in a limited amount of time. The roles and their function are as follows:

PRECEPTOR – Be yourself. You are provided with the top half of the incident sheet, which has, the: Setting and sketch of the student. (Note: some details about the student may be missing - a typical, real-life situation.

STUDENT – Go back to being a student. You will have the whole incident sheet with the setting, beginning dialogue, and details about “your” attitude and personal circumstances. If something comes up that is not on the paper, improvise and do or say something the student you are playing would do.

RECORDERS – You have only the top half of the incident sheet. Record and be prepared to report effective strategies demonstrated by the preceptor (see backside of this sheet). How would you have handled this incident? Offer alternate methods of dealing with the incident.
**PORTRAYING THE ROLE ASSIGNED**
There is no right or wrong way of handling these incidents. Everyone will have their own style and approach – ones from which everyone else can learn.

The more realistically you portray the role of the student and teacher, the more you will gain from this experience. When your turn comes up to role-play the student, it may be helpful to imagine that you are another person – then pretend you are that person.

If you come to a point where you are stumped, improvise. Make up an answer. Just act as if you were in someone else's shoes. Anything is game. The aim is to keep the situation going so that each preceptor is afforded a maximal amount of practice and experience.

**SCENARIO RECORDING SHEET**
Each scenario should have a preceptor, a student and from one to two scribes who are to take notes below for discussion. Rotate roles with each new scenario.

<table>
<thead>
<tr>
<th>Scenario #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Point:</strong></td>
</tr>
<tr>
<td><strong>Positive Point:</strong></td>
</tr>
<tr>
<td><strong>Alternate approach:</strong></td>
</tr>
<tr>
<td><strong>Alternate approach</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Point:</strong></td>
</tr>
<tr>
<td><strong>Positive Point:</strong></td>
</tr>
<tr>
<td><strong>Alternate approach:</strong></td>
</tr>
<tr>
<td><strong>Alternate approach</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Point:</strong></td>
</tr>
<tr>
<td><strong>Positive Point:</strong></td>
</tr>
<tr>
<td><strong>Alternate approach:</strong></td>
</tr>
<tr>
<td><strong>Alternate approach</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario #4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Point:</strong></td>
</tr>
<tr>
<td><strong>Positive Point:</strong></td>
</tr>
<tr>
<td><strong>Alternate approach:</strong></td>
</tr>
<tr>
<td><strong>Alternate approach</strong></td>
</tr>
</tbody>
</table>
Preceptor-Student Incidents A through K

STUDENT ROLE A - NP In a Conference
SETTING
Towards the end of the SECOND quarter of the conference section. Another resident in the first quarter had many of the same students from this section.

WHAT YOU KNOW ABOUT THIS STUDENT
Gregarious. Is a class officer. Although sometimes disruptive with jokes, generally is okay in conference section. However, when this person is not satisfied with the way things are going, this person is a WHINGER. In your judgment, this person earned no higher than a passing grade and performance was noticeably poor in one section and you gave an "NP" (No Pass).

STUDENT ROLE B - Missed Rounds & A Mini-talk
SETTING
One of the students on your rotation comes to see you the DAY AFTER missing rounds after which s/he was to have given a mini-talk. You meet only once weekly during the quarter.

WHAT YOU KNOW ABOUT THE STUDENT
Other instructors have warned you to expect the following: This student has a reputation of not coming to rotation on time. S/he is known to NOT show up during days that s/he is responsible for making a mini-talk on rotation. The usual excuse is because of illness.

STUDENT ROLE C - Encounter in the Hallway
SETTING
It's early in the quarter. You are conversing with the head nurse and/or an attending physician in the hospital hallway. You get interrupted by a student who comes rushing up to you.

WHAT YOU KNOW ABOUT THE STUDENT
You've heard that this person is bright, but that s/he is somewhat on the arrogant side. S/he has a reputation for challenging her/his preceptors.

STUDENT ROLE D - CP-170 (Special Group Studies) Borderline Student
SETTING
At a desk in U-367, the Residents' office.

WHAT YOU KNOW ABOUT THE STUDENT
In your CP-170 seminar section of 15 students, this student is a borderline one. You suspect s/he comes frequently without having done much reading. You are responsible giving grades in your section and you gave her/him a “D” grade.

STUDENT ROLE E - Late to Class, Late in Make-up Assignment
THE SETTING
In the hallway. You, the Resident, see a reluctant student. The student knows what you are probably going to say to him/her.

WHAT YOU KNOW ABOUT THE STUDENT
Otherwise average student in your rotation who typically arrives late—when s/he does come. S/he missed two rounds with no explanation. The make-up assignment you gave her/him TWO weeks ago is due this afternoon and s/he is supposed to present it orally to your group at that time. You told him/her which references were the best to look up for the report.

STUDENT ROLE F - Rejection Slip Shock
THE SETTING
In the DIAS office at Laurel Heights where you are on rotation. You’re seated at a table in the open area while other students and staff are working around you.

WHAT YOU KNOW ABOUT THE STUDENT
This student was assigned to write an article that the Director plans to have printed in the DIAS monthly publication, The P&T FORUM. You've reviewed the manuscript and made major changes in style and in content because of fuzzy statements and some inaccuracies. As a result, you have just asked this student to do additional research on the topic, to improve it, and to bring out other key points.
STUDENT ROLE G - A “Mick” That’s No Longer a “Mick”

SETTING
You are in the residents' office in U-367. The student is taking an elective course that you are co-teaching with a full-time faculty member. There are only two other students taking this elective.

WHAT YOU KNOW ABOUT THE STUDENT
Since he/she has already taken the pre-requisites for this elective, you expect that his/her level of performance will be higher than the others who did not. However, performance has been poor so far. He/she has missed some glaringly obvious points, and has not answered your questions correctly at previous meetings.

You have just told him/her right now (three weeks into the elective) s/he is not passing. You also have just asked him/her to meet with you an extra two times a week starting today so you can follow him/her more closely.

STUDENT ROLE H - No Letter of Recommendation

SETTING
Pharmacy resident's office (during a slack time) and towards the end of your rotation period with the student who is at your desk.

WHAT YOU KNOW ABOUT THE STUDENT
During the first week of the rotation this student asked you to write a letter of recommendation for a residency position for which he/she was applying. At that time you put him/her off since you did not have sufficient information to make a recommendation at that time.

He/she is barely passing now, and throughout the rotation he/she failed to meet assigned deadlines. Other colleagues reported not getting along with him/her. He/she is sometimes disrespectful of others during rounds. Now he/she is asking you to come through with the letter of recommendation for a residency. In all good conscience, you cannot write a complimentary letter of recommendation requested.

STUDENT ROLE I - Whiner Who Does Not “Get-it”

SETTING
You are conducting a mid-rotation evaluation of a student in an inpatient pharmacy satellite office.

WHAT YOU KNOW ABOUT THE STUDENT
The student seems NOT to have the sense of what it is expected of him/her. He/she frequently questions why he/she has to do basic things like getting daily labs, monitoring TPN, attending conferences, etc. He/she has a history of what others view as a negative and poor listener. He/she volunteered only two minor items on rounds so far this quarter.

STUDENT ROLE J - ESL Difficulties and More

SETTING
Last day of the student's first rotation. The student received an “NP” grade from you yesterday without a word after signing the evaluation form. Today he/she has just talked to one of the Vice Chairs of the Division to complain and was informed to see you again. He/she is now in the office with you.

WHAT YOU KNOW ABOUT THE STUDENT
This student is foreign born, where English was not the primary language, has problems with spoken English. He/she has a history of doing poorly in more than one of the core clinical courses in school. This rotation is the student's FIRST clinical rotation. He/she puts in many hours of studying, but his/her data base is judged to be weak. He/she collects data but cannot integrate it into an organized picture, and during discussions, he/she has never been rated highly in for participation. This student is going to get an “NP” for your rotation.

STUDENT ROLE K - One Bad Apple

THE SETTING
Conference section in which a quiz is being given. You are the preceptor walking around the room.

WHAT YOU KNOW ABOUT THE STUDENTS
You've had all of these students for the whole quarter. This is the last quiz of the quarter before their oral exams.
Applications to Teaching
for (name) __________________________

Take a moment to recall new ideas, techniques, strategies, or procedures that come to mind during this evening’s session, and jot them down below—as quickly as you can. Do not mull over them! These are only possibilities, and you can determine their feasibility and applications later. You can use the backside of this page too.

Idea/technique/procedure  Possible Applications to Teaching

Use backside if necessary
## Applications to Teaching (continued)

<table>
<thead>
<tr>
<th>Ideas/techniques/procedures</th>
<th>Possible Applications to Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Keepers**

Take a few minutes, go back to your Applications to Teaching, and **select three to four items that make sense to you and think may really work** for you in the coming months, i.e., ones you think you can apply and implement to improve your teaching. Write these ideas or strategies down in the space below.

<table>
<thead>
<tr>
<th>Ideas/techniques/procedures</th>
<th>Possible Applications to Teaching</th>
</tr>
</thead>
</table>
Blank side