

# Becoming an Effective Preceptor

June 1998  
renewed 2001 and 2004

## EXERCISE BOOKLET

**Directions:** Please write or type ALL YOUR ANSWERS to the exercises in this booklet. Be sure that your penmanship is easily readable.

After you have completed ALL exercises, you must return this booklet along with \$25 (if not a preceptor for UT) and the course evaluation to:

Administrative Associate, Internship Program  
College of Pharmacy  
The University of Texas at Austin  
1 University Station A1900  
Austin, TX 78712-0120

in order to receive continuing education credit.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Texas Pharmacist License No.: \_\_\_\_\_

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## Exercise 1-My Philosophy of Education

Please respond to each item indicating whether you agree or disagree by circling the appropriate letter(s) using the following code.

SA = Strongly Agree      A = Agree      NO = No Opinion      D = Disagree  
SD = Strongly Disagree

1. SA A NO D SD Most students who do NOT perform well lack the motivation to work hard.
2. SA A NO D SD My role as a preceptor is to provide students with the knowledge they need to be competent practitioners.
3. SA A NO D SD Every preceptor teaches ethics, either directly or by example.
4. SA A NO D SD What students learn during a rotation should be the sole responsibility of the preceptor.
5. SA A NO D SD Only students, who have demonstrated competency during their rotations, should receive positive evaluations from their preceptors.
6. SA A NO D SD The internship evaluation system encourages students to become good problem solvers.
7. SA A NO D SD Preceptor values are an important factor in the manner in which they teach and evaluate students.
8. SA A NO D SD Preceptors should make a conscious effort to reinforce the basic sciences.
9. SA A NO D SD Learning is more than an accumulation of facts.
10. SA A NO D SD All faculty, including preceptors, should help students integrate information from a variety of sources.
11. SA A NO D SD Preceptors should have a clear understanding of what students need to learn during their rotations.
12. SA A NO D SD Telling students what they need to know is the most effective mode of helping them learn.
13. SA A NO D SD Problem solving is domain specific. A good problem solver needs to have specific information related to the problem to be solved.
14. SA A NO D SD Instructional strategies which require students to be active and accept responsibility for their own learning result in improved performance as health care professionals.

15. SA A NO D SD Preceptors have a unique opportunity to help students develop their problem solving and critical thinking skills.
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**Exercise 2 - Characteristics of Effective Clinical Teachers**

List at least five (5) characteristics of an effective preceptor.

- 1.
- 2.
- 3.
- 4.
- 5.

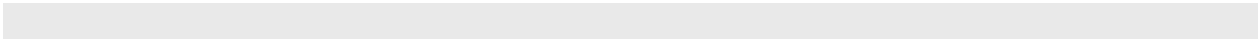
**Exercise 3 - My Greatest Strengths as a Clinical Teacher**

After reading the above description of effective clinical teachers, what do you think are your two greatest strengths as a teacher?

- 1.
- 2.

**Exercise 4 - Roles of Clinical Teachers**

List at least three (3) roles which preceptors are expected to play when they are teaching students during a rotation.

- 1.
  - 2.
  - 3.
- 

<b>Exercise 5 - Reflective Exercise</b>
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Think of preceptors who helped you move from the novice state towards becoming a professional pharmacist. Choose one or more persons who made your clinical learning experiences effective and enjoyable. List the first name of each preceptor and the behaviors which they exhibited to help you become an expert pharmacist.

First name                      Behaviors

First name                      Behaviors

First name                      Behaviors

<b>Exercise 6 - Self Assessment of One's Ability to Show Concern for Students' Feelings, Interests, and Problems.</b>
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Directions: Complete the following exercise by choosing one of three responses and write the letter in the blank next to the number. If you would respond differently than any of the three responses provided, write your response next to "d" for each item.

\_\_\_1. If a student told me that his work was suffering because of a fight he had had with his wife, I would say . . .

- a. "Too bad. You can't let outside things have such an effect on your school work."
- b. "Let's talk about it and see if we can get your mind back on your work."
- c. "You're old enough to handle your own love life."
- d. \_\_\_\_\_

\_\_\_2. When I know a member of one of my students' family is ill, I ...

- a. Would just hope he gets his rotation completed.
- b. Inquire about the person and ask if any different arrangements need to be made about doing his work.

c. Don't say anything because I don't know how to bring up the subject.

d. \_\_\_\_\_

\_\_\_ 3. When a student brings up something she read in a professional journal only tangentially related to the topic we are discussing, I . . .

a. Tell her to quit trying to get me off the track.

b. Tell her to get her mind back on the subject we are discussing.

c. Try to find a way to use her information in our discussion.

d. \_\_\_\_\_

\_\_\_ 4. When a student asks if she can do a community research project on public health during her rotation, I would respond ...

a. "Let's see where we can work it into your schedule and determine what resources would be necessary."

b. "We don't have time for that on this rotation."

c. "That's not part of the assigned curriculum, and besides, I don't know anything about the community and how it contributes to public health."

d. \_\_\_\_\_

\_\_\_ 5. When another preceptor tells me about how he used a new technique for teaching students about "over-the-counter" drugs, I would say . . .

a. "This is a well established internship, not a set up to let everyone do their own thing. In the real world, people don't keep trying new things but stick with the tried and true."

b. "You're breaking your neck for nothing. Neither the students or pharmacy faculty appreciate your efforts."

c. "Sounds pretty good. What kind of results did you get and could you explain it to me sometime?"

d. \_\_\_\_\_

### Scoring for the Self Assessment

No.	Answer	Points	Score	
1.	a.	10	_____	If you score is 85-100 you have ability and are inclined to show a genuine concern for students' feelings, interests, and problems.
	b.	20		
	c.	5		
2.	a.	5	_____	If your score is between 50-84 you are about average in your concern for students' feelings, interests, and problems.
	b.	20		
	c.	10		
3.	a.	5	_____	If you score below 50 you probably have difficulty showing concern for students' feelings, interests, and problems.
	b.	10		
	c.	20		
4.	a.	20	_____	(There is no way to assign points for "d" answers.)
	b.	5		
	c.	10		
5.	a.	5	_____	
	b.	10		
	c.	20		
Total Score		_____		

### Exercise 7 - Characteristics of an Effective Learning Environment

Think about your experience as a student. What characteristics of the environment made learning effective and efficient for you? List at least three (3) characteristics of a positive learning environment.

- 1.
- 2.
- 3.

<b>Exercise 8 - Issues in Clinical Teaching</b>
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Please respond to each statement by circling the letters which best represent your opinion. Use the following code: SA = Strongly Agree; A = Agree; NO = No Opinion; D = Disagree; SD = Strongly Disagree

- |   |    |   |    |   |    |
|---|----|---|----|---|----|
| 1. Students who are assigned to my clinic know what they need to learn.                                       | SA | A | NO | D | SD |
| 2. I have a clear understanding of what students need to learn on my rotation.                                | SA | A | NO | D | SD |
| 3. I have adequate resources, including enough time, to do a good job of teaching.                            | SA | A | NO | D | SD |
| 4. Students at my site have ample access to the medical literature, either in print or electronically.        | SA | A | NO | D | SD |
| 5. Learning goals are clearly described by the internship director.   | SA | A | NO | D | SD |
| 6. My role as a clinical teacher has been clearly defined by the program director.                            | SA | A | NO | D | SD |
| 7. I have a clear understanding of how the material I teach fits into the overall curriculum of the students. | SA | A | NO | D | SD |
| 8. I have a clear understanding of how students are to be evaluated while on my rotation.                     | SA | A | NO | D | SD |
| 9. Teaching requires that I set aside specific time to meet with my student(s).                               | SA | A | NO | D | SD |
| 10. Clinicians who know how to provide patient care automatically know how to teach.                          | SA | A | NO | D | SD |
| 11. The "patient mix" in my clinic provides a well rounded experience for my students.                        | SA | A | NO | D | SD |
| 12. I have ample opportunity and time to observe my students working with patients.                           | SA | A | NO | D | SD |

**Exercise 9 - Planning for Motivation**

## Planning for Motivation

Keeping in mind the motivational factors described above, think about those aspects of your rotation which you believe will be motivational for your students. List at least two factors which you believe will encourage your students to achieve the learning outcomes which either the program or you have identified. For example, your setting may serve a wide variety of patients. Being able to work with patients with a variety of health conditions should help students to develop their competency in many areas.

- 1.
- 2.

**Exercise 10 - Preparing for Teaching in the Internship Program**

## Preparing for Teaching in the Internship Program

Directions: Please respond to each of the following four questions. You do NOT have to write long essays but be sure the reader can understand the ideas you are communicating.

1. Why should students spend time in your rotation? How do pharmacists improve health care? What unique service do they provide?
2. What are the special goals and objectives for this rotation? (Do NOT rewrite all the objectives which are included in the material from the internship director. ONLY write the objectives which are developed by you.)

3. What learning activities will be provided to help students achieve the goals and objectives?
  
  
  
  
  
  
  
  
  
  
4. What types of evaluation will be conducted to determine whether or not the students have achieved the objectives?

### **Exercise 11 - Orientation Role Play One**

Question One:           What was your opinion about how this preceptor introduced the student to his rotation.

Question Two:           What additional information would you provide for the student?

Question Three:        If you were this preceptor's supervisor, what feedback would you give him about how to orient a student to his rotation?

### **Exercise 12 - Orientation Plan for Students**

1. Introduction of team members (*List team members and titles*)

2. Overview of site operations (*Policies and procedures*)
3. Description of the population served, including demographics and health status
4. Community resources available to assist in health care process
5. Guidelines unique to site (*Any information which students should know so they can achieve maximum benefit from their experience and keep them out of trouble.*)
6. Expectations for student's role
7. Learning objectives unique to the rotation
8. Description of a model students should use for case presentations (e.g. SOAP notes.)

9. Information about the location (*where to eat, personal telephone calls, etc.*)
  
10. What to do in emergencies: contact persons with telephone numbers

### **Exercise 13 - Setting Expectations**

Directions: Outline your answers to the following five (5) questions.  
Describe the rotation setting where you teach.

1. What are the overall goals and learning objectives for this rotation? You do NOT have to repeat the objectives which have been specified by the program director.
  
2. What are the characteristics of the population and community which you serve?  
  
What kinds of care and services are the people seeking?  
  
What kinds of health needs and expectations do they have?  
  
What are their ages and backgrounds?  
  
How do they view health and illness?

What do they expect from pharmacists?

3. What are the rules and regulations which students are expected to follow while working with you? What services and resources are available? Are there specific procedures which students are expected to follow for carrying out certain tasks, e.g. patient case presentations, record keeping of controlled substances, how to deal with phone messages for other workers? What should they do in an emergency, etc.?
  
4. Who are the people who will be working with the students and what roles do they play (job description including their work with students, if any)?
  
5. When and how will you be available? Will you see students on a scheduled basis to discuss their progress or only when there seems to be a need?

#### **Exercise 14 - Orientation Role Play Two**

Question One:           What was your opinion about how this preceptor introduced the student to his rotation.

Question Two:           What additional information would you provide for the student?

Question Three: If you were this preceptor's supervisor, what feedback would you give him about how to orient a student to his rotation?