

# EFFECTIVE CLINICAL TEACHING



December 2001

## EXERCISE BOOKLET

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

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

\_\_\_\_\_

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

**DIRECTIONS:**

Please write **ALL YOUR ANSWERS IN** the exercises in this booklet. Be sure that your penmanship is easily readable.

Please return the completed Exercise Booklet to:

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

# EXERCISE BOOKLET

## DIRECTIONS:

Write your answers to all the exercises in this booklet. After you complete this module, return the entire completed Exercise Booklet per instructions in the module in order to receive continuing education credit.

### **Exercise One** **My model of clinical teaching**

**Write an outline or draw a diagram of your own personal model of clinical teaching.**

### **Exercise Two**

- 1. How would you evaluate the instructor's clinical teaching in this scenario? Did the instructor provide an opportunity to help the student learn in an effective manner?**
  
  
  
  
  
  
  
  
  
  
- 2. If you were this preceptor's supervisor, what feedback, both positive and negative would you give her?**

### Exercise Three

Use this code to respond to these five questions. Circle the letter(s) that best describe your clinical teaching -- M = most of the time, S = sometimes, AN = almost never

Think about students you have taught recently. What model of clinical teaching did you use?  
Did you

M S AN 1. ask students to make a decision before you told them what to do?

M S AN 2. ask students why they were the decision they did?

M S AN 3. explain the general principle involved in treating these patients?

M S AN 4. reinforce students' correct behavior?

M S AN 5. correct student mistakes ?

Select one change you can make in your clinical teaching that you believe will make learning more effective and/or more efficient for your students.

### Exercise Four

1. How many seconds do teachers wait for students to answer their questions? \_\_\_\_\_

2. What percentage of their own questions do teachers answer? \_\_\_\_\_

**Exercise Five**  
**Purpose of Asking Questions 1**

**Directions:** Match each question with the purpose for which it could be used by writing the appropriate letter(s) in the blank by the question number.

**K = Knowledge**  
**C = Clarification**  
**E = Extension**

**P = Prompting**  
**J = Justification**  
**W = Why Didn't You**

- \_\_\_\_\_ 1. "What did you learn about this patient's condition when you were studying about this disease?"
- \_\_\_\_\_ 2. "Why did you NOT ask the patient about his oral health practices?"
- \_\_\_\_\_ 3. "How might his drug regimen influence treatment success?"
- \_\_\_\_\_ 4. "Your answer is correct, but how would it change the situation if this patient had cancer?"
- \_\_\_\_\_ 5. "What difference, if any, would it make in the treatment you recommend if this patient was obese?"
- \_\_\_\_\_ 6. "Why do you want to know about the patient's recent auto accident?"
- \_\_\_\_\_ 7. "What is the recommended dosage for that drug?"
- \_\_\_\_\_ 8. "What is the importance of the fact that this patient was not seen by a physician for her high blood pressure in the past two years?"

**Exercise Six**  
**Purposes of Asking Questions 2**

**Directions:** Please read the following conversation between a teacher and a student. In the right hand column indicate what you think the teacher's PURPOSE(S) was/were in asking the question. (This is an actual recorded interaction between a teacher and a student.)

Teacher questions = regular type  
Student responses = *italics*

Teacher	Purpose(s) of asking
<p>1. All right! I got your physical examination. It looks pretty good. What is your take on this?</p> <p><i>I think she has some sort of tonsillitis. Okay! I want to Do a culture to see what's going on.</i></p>	1.
<p>2. What would cause someone to have tonsillitis? What would be some reasons?</p> <p><i>Strep, viruses.</i></p>	2.
<p>3. All right, viruses. Can you give me an example of a virus that would cause her to have pretty bad pharyngitis that sometime makes you tired.</p> <p><i>Mono</i></p>	3.
<p>4. That's why I asked you about this.</p> <p><i>I told her I was asking if she had a boyfriend. She sort of shied away from that. Sometimes when you have viruses you can share; he's sick, she's sick.</i></p>	4.
<p>5. So you have bacterial and viral causes. How are you going to figure out which one it is?</p> <p><i>By doing a culture but that may or may not tell you.</i></p>	5.
<p>6. But why may it not tell you?</p> <p><i>It may not show positive on the culture if you don't do it correctly.</i></p>	6.
<p>7. If you swab the tonsils you should be able to recover it. Have you swabbed a throat before, done a throat culture?</p> <p><i>No.</i></p>	7.
<p>8. Okay, we will demonstrate it there. All right, you can use a throat culture. Are there any clues do you know of in the</p>	8.

<p>history or physical examination that might tell you, “gee, this is more likely to be strep or maybe this is more likely to be viral?” Anything you can think of?</p> <p><i>I would say we talked about this last time. Fever and how high it goes. That is not really indicative.</i></p>	
<p>9. That might not help much.</p> <p><i>I know I have the answer but I just cannot think of it.</i></p>	9.
<p>10. Let’s think about this a little bit. When you get a cold, it gives you a sore throat. What other symptoms does a cold give you</p> <p><i>Running nose, sniffles, sneezes.</i></p>	10.
<p>11. Are most colds due to bacteria or viruses?</p> <p><i>Viruses.</i></p>	11.
<p>12. Let’s figure this out. When you have a sore throat but in addition you have a runny nose and sneezes you are likely to have strep or bacterial infection. So let’s go back to the issue. Which one do you think this is?</p>	12.

### Exercise Seven

**Directions:** For each feedback statement, decide if it violates one or more of the guidelines for giving feedback presented above. If it does violate any of the guideline(s), indicate which one(s). For all items that do **NOT** meet the guidelines, rewrite the statement so it does meet the guidelines.

Use the numbers to indicate which guidelines were violated, if any.

- |                                   |  |
|-----------------------------------|--|
| 1. DESCRIPTIVE and NON-EVALUATIVE | 5. LIMITED IN QUANTITY                   |
| 2. SPECIFIC                       | 6. POSITIVE AS WELL AS CORRECTIVE        |
| 3. BEHAVIORALLY ANCHORED          | 7. ANTICIPATORY GUIDANCE                 |
| 4. WELL TIMED                     | 8. DEVELOP A PERSONAL FEEDBACK MECHANISM |

**1. A student in his first rotation has just finished interviewing a patient who has come to your pharmacy for the first time. He recently moved to your city and has not had any prescriptions filled since he has been here. After the student spent considerable time with the patient he presents his finding to the preceptor and the presentation is far from satisfactory. The preceptor provides the following feedback. “You really have to be more thorough about your interviews with new patients. Don’t you remember what you were taught in your lecture classes last year? You ought to read your text book.”**

**Does this feedback violate one or more of guidelines?**

**Yes**       **No**

**If yes, which ones? List all that were violated.** \_\_\_\_\_

**What feedback would you give to this student?**

**2. A student has just completed filling a prescription for a patient. The student checked the patient’s medical information in the computer and determined that the prescription was okay for this patient and there were no indications of adverse drug interactions. This student had not always checked the medical information of patients in the past before filling a prescription. The preceptor had observed the students behavior and provided this feedback. “You really did a nice job with that patient. Checking the patients medical information was the right thing to do because without doing so it is impossible to know whether or not there could be an adverse drug interaction.”**

**Does this feedback violate one or more of guidelines?**

**Yes**       **No**

**If yes, which ones? List all that were violated.** \_\_\_\_\_

**What feedback would you give to this student?**

3. A preceptor is working with a student who is in the third week of his last rotation. The preceptor has observed that this student has had trouble relating to patients but has not commented on this fact before. The student cannot engage in social conversation and uses many technical terms when talking to patients. After listening to this student interact with a jovial, happy, easy to talk to patient, the preceptor asks to talk to the student after she dismissed the patient. The preceptor begins, "Why is it so difficult for you to talk to a kind gentleman like that? All you have to do is relax and let the conversation flow. Ask him a question or two about his hobbies or work and then just talk to him like you would any long time friend. I'm sure the patients will respond."

Does this feedback violate one or more of guidelines?

Yes       No

If yes, which ones? List all that were violated. \_\_\_\_\_

What feedback would you give to this student?

4. A student who is in his last rotation filled a prescription without checking the patient's medical profile. The preceptor checks the medical profile and discovers that there is a potential adverse drug interaction with other OTC medications that the patient is already taking. During the "end-of-the-day" review the preceptor says, "Why did you fill that prescription without checking the patient's medical profile? Were you not concerned about the possibility of an adverse drug interaction? You need to learn more about OTC medications."

Does this feedback violate one or more of guidelines?

Yes       No

If yes, which ones? List all that were violated. \_\_\_\_\_

What feedback would you give to this student?

5. A student on her first rotation is about to council a patient who has not been complaint with the medication regimen that the preceptor has recommended to her. The preceptor realizes that it has been some time since this student had studied about non-complaint patients in class so he observed the student from a distance. The student had some difficulty in talking with the patient and did not seem to know how to proceed. Later the preceptor talked with the student and said, “Why didn’t you ask me for help if you were having trouble? This is something you should have learned in school. After all, talking with patients is the best way to gather necessary information.”

Does this feedback violate one or more of guidelines?

Yes                       No

If yes, which ones? List all that were violated. \_\_\_\_\_

What feedback would you give to this student?

**Exercise Eight**  
**Directions**

In the left column, identify several types of challenging or difficult students with a word or phrase. In the right column, describe what they do (or what they fail to do) that makes them a challenge.

**Types of challenging / difficult students                      What makes them challenging for teachers / preceptors?**

--	--

--	--

--	--

--	--

--	--

--	--

### **Exercise Nine**

#### **Case Study - Puzzling Paula**

Paula has just started a clinical preceptorship with you. You are looking forward to working with Paula, because you have heard that she is one of the top students in the program. During the first few days of the preceptorship, your direct contact with Paula is limited because you are busy organizing a professional meeting and interviewing candidates for several open positions in your new downtown facility. You also were in Los Angeles for five days attending a continuing education course and a brief vacation. But the reports you receive about Paula from other staff are very positive. She is enthusiastic, interacts well with patients, and works hard.

After you return from Los Angeles, you tell Paula to shadow you for a couple of days to see “how its done around here.” By the third day, she acts bored and doesn’t appear to pay attention when you explain things or when she watches you with patients. Today Paula arrived late and took a two hour lunch without calling to explain. You are puzzled and wonder about her motivation.

**What factors might be causing Paula's behavior?**

**You are Paula’s preceptor. What would you do?**



**Exercise Twelve**

Please write your definition of knowledge.

**Exercise Thirteen**

Think about some facts, principles, or use of prescription or OTC drugs that you learned while you were going through your educational experience that are no longer accepted as true by your professional community

Examples:

Causes of disease

Treatment of disease

Side effects of medications

**Exercise Fourteen**

Write as many word or phrases that you can think of when you hear the work "BAR."

### Exercise Fifteen

**Write the schema (thought processes) that you have in your long-term memory for the following scenario.**

**"Mr. Chesterfield, a patient who has been a customer of yours for three years comes into your store at 7:00 PM with a prescription for XXXXXXXXXX. Mr. Chesterfield says he has a terrible sinus infection and severe headache. You check the man's medical profile and determine that this prescription may have an adverse reaction to other medications he is already taking.**

**What thought process would you use to solve this problem.**