

RESIDENTS & PRECEPTORS TEACHING/LEARNING WORKSHOP

**UC San Diego Skaggs School of Pharmacy
and Pharmaceutical Sciences**

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TEACHING & LEARNING

or

Who am I teaching?

Why do I have to know about goals and objectives?

MEETING AND SETTING THE TONE

or

What do I have to do at my first meeting?

What kind of structure should I set up to teach?

EFFECTIVE PRESENTATIONS

or

Can I answer the 3 questions that all audiences have?

How do I use the Rule of 7s?

A CASE STUDY APPROACH TO MANAGING STUDENTS

or

Can I please everyone?

Can I change someone's behavior

in such a way that they actually want to do it?

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)

Effective Presentation Skills

5. 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)
6. Select and employ effective verbal, non-verbal or visible delivery strategies designed to engage learners in your topic (pp.19-21, pp.23-24, pp.27-29)
7. Create or select and modify a template for handouts and PowerPoint® slides that will be more practical than ones you have employed in the past (pp.24-25)
8. Explain what the Rule of Sevens is and what type of fonts are considered to be more readable in projection slides (p.25)
9. 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)

Greeting, Teaching and Managing Students

10. 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.9-10)
11. 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
12. 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)
 - What...?
 - Where...?
 - When...?
 - How...?
 - What if...?

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 (p.13)

RESIDENT TEACHING/LEARNING WORKSHOP

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Please feel free to contact me for any assistance I may be able to provide related to your teaching activities.

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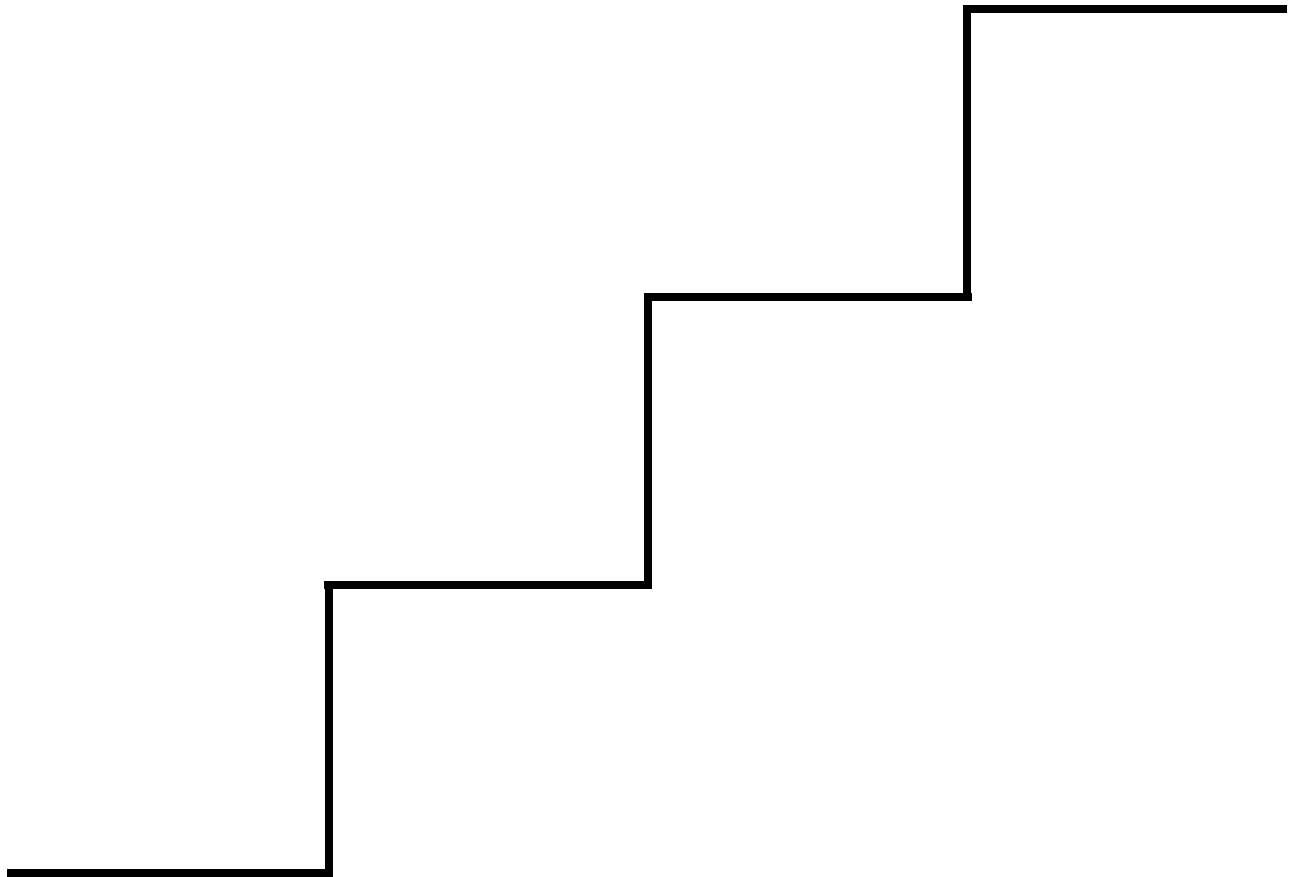
Goals

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 UCSD.

Teaching and Beef Stew



**Steps in the Learning Curve --
Which steps are *YOUR* students on?**



Setting Objectives = Evaluating Students

Complete the following sentences:

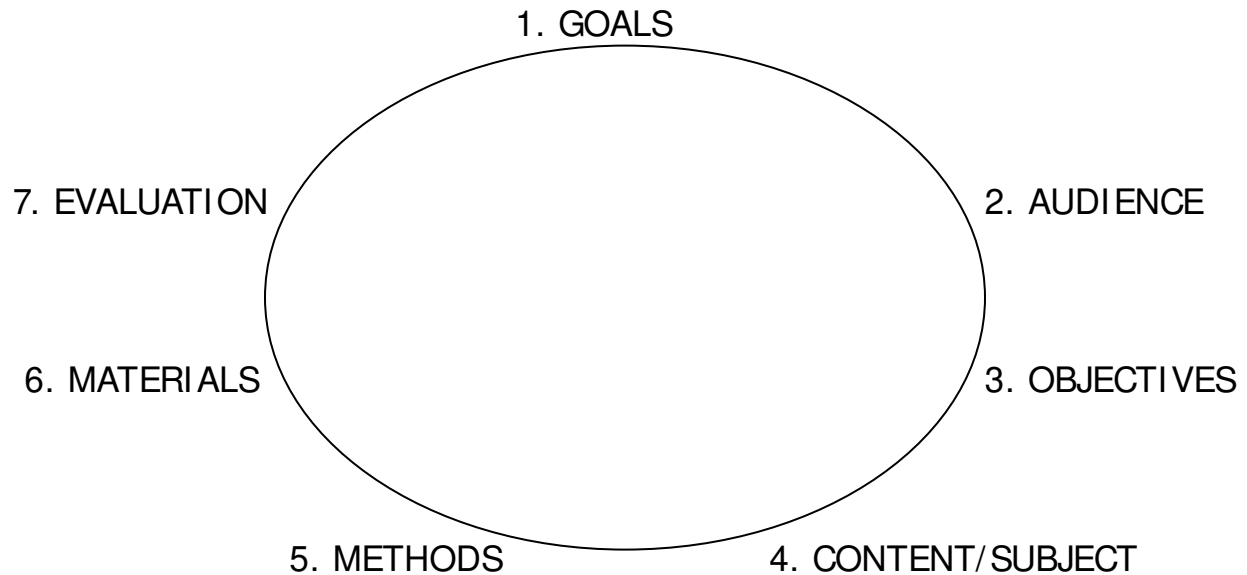
1. *The reason or purpose why I will be evaluating students is to...*

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



A Brief Guide to Behavioral Goals and **Objectives**

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 OBJECTIVES¹

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 – It needs to contain “*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.

¹Adapted 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 routs 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

Level 1 (Recognition)	Duplicate, find, gather data, list repair, state, tell
Level 2 (Recall)	Cite evidence for, compute, define, describe, examine, explain, identify, illustrate, imitate, manipulate apparatus, measure, prepare
Level 3 (Application)	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 & assumptions, state a problem
Level 4 (Transfer)	Deduce, discuss critically, formulate hypothesis, generalize from date, infer, integrate, manipulate ideas, predict, propose reasons and defend them, reorganize, synthesize

“OBJECTIVE HELP” FROM BLOOM’S TAXONOMY*

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

Level	Skills Demonstrated			
Remembering	<i>Drawing out factual answers; testing students' recall and ability to remember</i>			
	<u>Define</u>	Label	Recite	Sequence
	<u>Describe</u>	<u>List</u>	Record	State
	Enumerate	Match	Reproduce	<u>Tell</u>
	Find	<u>Name</u>	<u>Select</u>	Write
	<u>Identify</u>	Recall		
Understanding	<i>Understanding meanings; evaluating students' ability to explain ideas or concepts.</i>			
	Classify	Discuss	Illustrate	<u>Predict</u>
	Cite	Estimate	Interpret	Report
	Conclude	<u>Explain</u>	Locate	<u>Restate</u>
	<u>Describe</u>	Generalize	Make sense of	Review
	<u>Differentiate</u>	<u>Give examples</u>	<u>Paraphrase</u>	<u>Summarize</u>
Applying	<i>Applying or extrapolating previously learned knowledge to new situations; evaluating a students' skill to generalize appropriately</i>			
	Administer	Control	Implement	Provide
	<u>Apply</u>	<u>Demonstrate</u>	<u>Interview</u>	Relate
	<u>Calculate</u>	Determine	Include	<u>Report</u>
	Change	Develop	Inform	Select
	<u>Chart</u>	Discover	<u>Instruct</u>	Show
	Choose	Draw	<u>Participate</u>	<u>Solve</u>
	Collect	Establish	Predict	Transfer
	Compute	Extend	Prepare	Use
	Contribute	Imitate	Produce	Utilize
	Analyzing	<i>Examining the organizational structure of information; dissecting a problem and understanding its individual components</i>		
Break down		Debate	<u>Explain</u>	Recognize
<u>Characterize</u>		Deduce	Focus	Research
Classify		Diagram	Illustrate	<u>Relate</u>
<u>Compare</u>		<u>Differentiate</u>	Infer	Separate out
<u>Contrast</u>		Discriminate	Outline	Subdivide
Correlate		Distinguish	<u>Prioritize</u>	Summarize
Creating	<i>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</i>			
	Adapt	Create	<u>Individualize</u>	<u>Propose</u>
	Anticipate	Design	<u>Integrate</u>	Rearrange
	Categorize	Develop	Intervene	Reinforce
	<u>Collaborate</u>	Devise	Model	Reorganize
	Combine	Express	Modify	<u>Revise</u>
	<u>Communicate</u>	Facilitate	Organize	<u>Rewrite</u>
	Compare	Formulate	Perform	Substitute
	Compose	Generate	Plan	Validate
	<u>Contrast</u>	Incorporate	Produce	<u>Write</u>

Continued...

Level	Skills Demonstrated			
Evaluating	<i>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</i>			
	<u>Assess</u>	Critique	<u>Judge</u>	Rank
	Choose	Decide	<u>Justify</u>	<u>Rate</u>
	Compare/Contrast	<u>Defend</u>	Predict	Reframe
	<u>Conclude</u>	Evaluate	<u>Prioritize</u>	Select
	Criticize	Interpret	Prove	Support

* Adapted from: Bloom, B.S. (Ed.) (1956) *Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain*. New York; Toronto: Longmans, Green and

Overbaugh, R.C., Schultz, L. "Bloom's Taxonomy." *Omaha Public Schools*. 29 June 2010
http://www.ops.org/reading/blooms_taxonomy.html.

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 are ones that are commonly used.

Some Scales For Student Assessments

Rating Formats	
<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Never, or almost never does this <input type="checkbox"/> Seldom does this, and even then does it poorly <input type="checkbox"/> Does this satisfactorily, but infrequently <input type="checkbox"/> Does this well, but could do it more frequently <input type="checkbox"/> Does this extremely well, and as often as appropriate
<input type="checkbox"/> Pass <input type="checkbox"/> Fail	<input type="checkbox"/> Pass with distinction <input type="checkbox"/> Pass <input type="checkbox"/> Fail
On a scale of from 1 to 5 with 1= Poor to 5= Excellent	

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Meeting, Teaching and Managing Students

Kenneth W. Lem, Pharm.D.

“The first impression is a lasting impression”

(How long does it take to make a first impression?²)

The First Time You Meet with Students

- 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 for information and discussion

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
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
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?

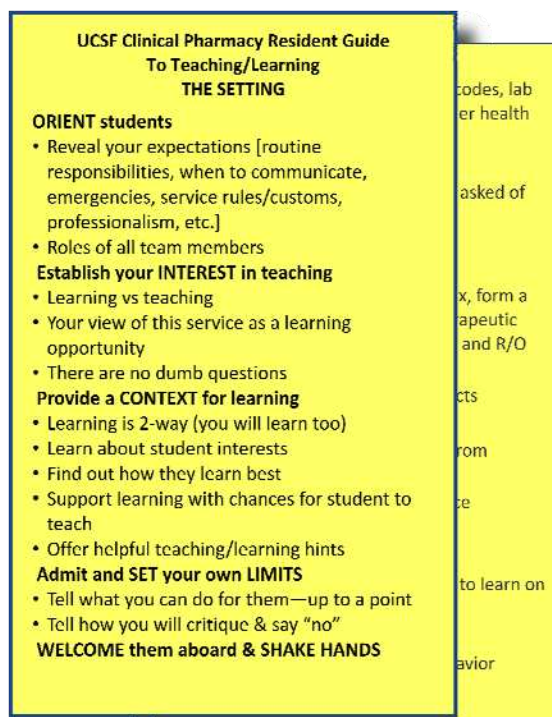
² A psychologist, Nalini Ambady, once gave students 3, ten-second videotapes of a teacher – with the sound off. She found that they had no difficulty at all in coming up with a rating of the teacher’s effectiveness. Then she cut the clips back to five-seconds, and the ratings were the same. [She] compared 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.

A: Consider the following topics for information and discussion (cont'd)

Personnel on the Service	<p>What their roles are</p> <p>How you interface with them</p> <p>Unique individuals to note</p>
Unique Aspects of the Service	<p>Unwritten rules or customs</p> <p>Layout of the service</p> <p>Emergency protocols and procedures</p>
Attitude towards learning	<p>There are no dumb questions</p> <p>Learning is a student function and a preceptor function as well</p> <p>Self-directed learning is a given (student and self)</p> <p>If feasible, offer them a chance to teach something</p>
Reveal your limits	<p>What you will do to help them learn</p> <p>Explain when you draw the line and when they must rely on themselves to learn</p> <p>Tell them how you critique and evaluate</p>

Q: How can I remember all the considerations above?

A: Get help from the *Clinical Pharmacy Resident Guide to Teaching/ Learning* on the laminated 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

Be enthusiastic when you meet

Smile & make good eye contact

Pay undivided attention

To establish professional rapport, adapt techniques used in social settings

Shake hands – and not just at their orientation

And a verbal one: Learn their names – and how to pronounce them

Q: What is the student's role?

A: Why not ask them first? Then consider

To be a self-directed learner

To behave and act professionally and ethically

To maintain confidentiality

To keep you informed – especially when it involves a patient's well-being

AND to meet your and UCSD's expectations ["Here's what I expect of you..."]

They should be able to agree and tell you what they are

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?"

How you handle evaluations

How you can be reached (within limits)

Room and office hours?

Mobile phone or pager

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")

Recognizing and Exploit Teachable Moments

Reviewing a chart, reviewing labs, detecting ADEs

ACTION "Here's what needs to be done..."

DEMO "*Here's how I think about it...*"

DELEGATE "*Show me by thinking out loud...*"

EVALUATE "*Here's what I observed...*" "*What needed to be considered was...*"

DO PRAISE "*What you did best was...*"

Thinking while writing - Verbalizing the questions you ask yourself and saying the answers out loud

Differentiating signs from symptoms

Assessing therapeutic options

Prioritizing pharmacotherapy

R/I and R/O options

Planning patient education

Writing SOAP notes

Ask them 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 Guidelines

Be calm

Be honest

Be specific

Note: Be prepared to repeat

Conclude with the student verifying your message

Making a Demand or Stipulation

Be prompt	Do not wait.
Offer specifics	"Here's what you need to do...."
Say intent	"By doing so, it will...."
Say how you feel about it	"I feel that this is..."
Establish deadlines	"Do this by...."
Encourage feedback	"Just to make sure, tell me what needs to be done...."

Use increasing levels of muscle

[AGGRESSIVE]	"Don't you have any feel for time? You're the most inconsiderate and rude student I know. Tell you what, why don't you just not show up next time!"
Level 4 CARRY OUT	"I've no other choice but to turn in a "no-pass" on the attendance portion of your grade now. You will have to repeat the course next year."
Level 3 CONSEQUENCE	"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."
Level 2 STRONGER	"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."
Level 1 FEELING	"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."
[PASSIVE]	Looks at clock, sneers at student [in silence].

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, <i>nevertheless</i> 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?



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:

Table 1. Good Teachers and Good Teaching

9 Key Characteristics that Faculty and Students Agree On³

- Knowledge of the subject
- Clarity and understandability
- Course preparation and organization
- Impartiality in evaluating students
- Sensitivity to and concern with students' level and learning progress
- Overall fairness to students
- Quality of exams
- Enthusiasm
- Availability and helpfulness

Table 2. Survey of New TA's⁴

Most positive characteristics of a previous instructor

- Clarity, organization, prepared (6)
- Motivated, enthusiastic (5)
- Interactive (3)
- Patience (2)
- Encouraging (2)
- Knowledgeable (2)
- Used examples to explain (2)
- Stressed understanding concepts (2)
- Understanding, interested in students (2)
- Sensitive to mood of class and able to adapt

Negative characteristics of a previous instructor

- Unorganized, not prepared (4)
- Did not respect students, unconcerned about students (2)
- Teaching was a required chore, apathetic (2)
- Monotonous delivery, boring (2)
- Impatient (2)
- Spoke too fast
- Unfair
- Discouraging
- Not responsible
- Read the textbook
- Not enough writing
- Tested rote memory
- Disdain for students who asked questions
- Incoherent explanations
- Unfocused presentations
- Not available when needed
- Ignored students' responses
- Expectations too high for students
- Bluffed answers when did not know
- Unable to understand students' questions

“How do I handle a student who...?”

- Is not motivated to learn? Doesn't work to their potential? (3)
- Expects me to do the work or solve problems for him/her? (2)
- Knowledgeable and disrupts by asking questions so others lose interest?
- Not smart enough and does not work hard?
- Is satisfied with superficial understanding?
- Not satisfied with his/her grade?
- Questions my authority?
- Doesn't trust you?

³Feldman, Kenneth A. *Effective College Teaching from the Students' and Faculty's View: Matched or Mis-Matched Priorities?* Research in Higher Education, 1988, 23(4), 291-344.

⁴ Lem, Kenneth W. Personal survey

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Use Questions 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 answers⁵) 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?*

⁵ 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.

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].

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	AFTER
<i>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.</i>	<i>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.</i>

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.*

Suggestions for Closing a Presentation While Still Encouraging Retention

Ways to summarize

You do it

Ask students to do it

Ways to initiate a summary

*Okay, we just heard a series of ideas/responses, [Student Name], how about giving us a **quick recap** of the most important points to remember.*

*If nothing else, **what three ideas** or concepts should everyone take away today?*

***Give me three take home messages** from today's conference.*

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

***For next time**, think about [mention your next topic]*

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Effective Presentations

Real Life Consequences of an Effective Presentation

Positive changes in behavior in the audience

In turn, positive changes in health outcomes, patient behavior

Positive changes in attitude

Positive impact on you, the speaker

Recognition

Credibility

Goal for presenters

Inspire the Audience To Change Their Behavior To

Do a better job of problem-solving

Make wise judgments

Communicate more effectively

Enable them 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

Providing answers to the audience's 3 questions

Selecting and employing effective verbal, non-verbal, and visual delivery strategies to engage the audience

Bringing your presentation to a close with a call for action

What is the KEY to Preparing and Delivering Your Presentation?

Some Planning Guidelines

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"

Establishing your credibility

How you appear

What you say and how you say it

Citing references or even quotes

Employ positive non-verbal cues

Eye contact

Smiles

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

Generally accepting

- “Uh-huh”
- Nodding
- Smile

Generally skeptical

- Furrowed brow
- Raising eyebrows
- Nose wrinkling

To PowerPoint or not to PowerPoint?

Some things to consider

Element	As an enhancement	As a detraction
Images	Ideas or concepts can be put across more easily	Incongruous images causes confusion and interrupts flow
Text	Exact language appears	Too much to read or hard to see
Bullet points	Key phrases highlight content	Inadequate to express intended meaning
Charts and graphs	Summarizes data and shows relationships	Too much detail or too hard to read
Animated text	Highlights points and displays sequences	Too many “bells & whistles”
Darkened room	Slides easier to read	Zzzzzzzzzz

Some major complaints about slides and how to overcome them

Gripe	Some Possible Resolutions
Cannot read text	
Speaker reads slides	
All text and is boring	
Disorganized slides	
Slides do not follow handout	

Guidelines for Designing Slides

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)

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

Organize slide sets (PowerPoint 2007)

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”

Your Own Presentation Notes

What kind of notes are you using?

What else can you include in your notes?

Recommendations for Preparing Handouts

Three Rules

- 1) Give your presentation in the same sequence as your slides
- 2) Number your pages in the footer
- 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, 2010 → 082710 or 102708

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
UCSD Skaggs School of Pharmacy
& Pharmaceutical Sciences
San Diego CA

Date of Presentation

- List of Educational Objectives
- Content
- References
- Self-assessment questions that correspond to the educational objectives

Presentation Delivery Skills

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

Other means

Always, _____

Presentation tips (*during the presentation*)

Find friends

Deny the audience is there

Find attentive people

Deny there are attentive people

Always, _____

Making 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

Emphasizing a point

Non-verbally

“Body language”

Pausing

Vocal strategies

Verbally

War stories

Skills who ask questions

Recap - Slides

Avoid crowded slides (Rule of 7s)

Help establish order with animation, e.g., “Build series”

Use images

Use contrasting elements for emphasis

Recap - Presentation

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

Recap – Your 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

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"
 - E. Summarize with a call for action
- Other Strategies**
 - A. Food
 - B. Prizes for positive reinforcement
 - C. Role playing
 - D. Forming dyads or triads
- 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?
- 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 from your beginning objectives
 - B. Conclude with a call to action – what to do with the content given

Delivery Style Checklist

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

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 are 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.

Scenario # 1

Positive Point:
Positive Point:
Alternate approach:
Alternate approach

Scenario # 2

Positive Point:
Positive Point:
Alternate approach:
Alternate approach

Scenario # 3

Positive Point:
Positive Point:
Alternate approach:
Alternate approach

Scenario # 4

Positive Point:
Positive Point:
Alternate approach:
Alternate approach

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 WHINER. 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

Ideas/techniques/procedures

Possible Applications to Teaching

Use backside if necessary

Yellow

Applications to Teaching (continued)

Ideas/techniques/procedures

Possible Applications to Teaching

Keepers (Turn-in with your name)

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.

Ideas/techniques/procedures

Possible Applications to Teaching

<u>Your NAME:</u>	<u>E-Mail:</u>
-------------------	----------------

Turn this sheet in with your name and evaluation at the end of the session.

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