







Taking an Inventory Before Starting

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Student Expectations Inventory

Start lectures/rotation orientations with a session on:

A.) What would you like to learn about regarding _____?

B.) What do you think you are going to learn about _____ in the next _____ few minutes / days / weeks / months?

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Student Expectations Inventory

• Goals:

- To ensure students have a purpose for attending your lecture or participating in your rotation site's activities.
- To allow students to gain a deeper understanding about what they can come away with after time spent in your lectures or participating in your rotation site's activities.

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Student Expectations Inventory

- Requirements for success:
 - The professor/preceptor must:
 - ...have adequate time in class or during site orientation
 - ...possess a genuine desire to get to know the student professionally
 - ...be prepared to patiently handle situations in which the student verbalizes being unaware of why s/he needs to listen to your lecture or participate in your site
 - ...be comfortable not always leading the student.

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Student Expectations Inventory

- Barriers to success:
 - Busy / tight schedules in the classroom or on site
 - Class participation is extremely poor
 - Both/either students and faculty do not perceive a value in the exercise
 - High classroom focus on content delivery rather than dialogue
 - Lack of professor's/preceptor's self-confidence in the topic and content delivery

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Student Expectations Inventory

- Executing the inventory (Appendix A)
 - You may use a variety of media and methods to record the inventory
 - Lower technology
 - "Show of hands"
 - Paper / pencil
 - White board
 - Student's own journal (written)
 - Higher technology
 - Blackboard technology
 - Student's own journal (PC or blog/social sites)
 - Online polling and open-ended surveys
 - Individual reflecting fields / programs used in APPE/Resident documentation

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Student Expectations Inventory

- Debriefing the students on the inventory
 - Revisit the inventory with students after the lecture/rotation OR during feedback sessions
 - Revisit the list of expectations and highlight how you met each one; be sure to discuss other expectations which were not met* and why they were not met – perhaps the student had a foundational/conceptual misunderstanding and could now see that they may learn the particular concept best elsewhere
- *Do not feel the need to change your lecture / rotation too drastically to meet the expectations if they do not make the best sense in this setting.

Summarize/Paraphrase

Summarize/Paraphrase

- Present the students with a reading/excerpt during class or on rotations.
 - Sources: primary literature, packet inserts, drug information sources, textbooks, etc (Appendix B).
- Ask them to summarize the reading:
 - Classroom format may benefit from not giving students access to the abstract.
 - Analogous to journal club exercises in clinical settings, but make it a verbal exercise to also help with presentation skills

Summarize/Paraphrase

- Goals:
 - To allow students to read and reflect on a critical piece of literature through attempts at transforming "content" to "concepts"
 - Reflecting may help students assimilate the assigned information into concepts for deep memory storage and facilitation of application to practice
- Readings:
 - Excerpts from books or primary lit.
 - Any reading relevant to the topic

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Summarize/Paraphrase

- Requirements for success:
 - There must be time for the reading during class or meetings on site
 - The reading must be long enough to begin discussion and short enough to be thoroughly reviewed in 10-15 minutes.

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Summarize/Paraphrase

- Barriers to success:
 - The reading is beyond the scope of the topic being discussed or is only tangentially related – excessive background work is required by students to navigate the reading*
 - Students being fearful of presentations in front of the class / peers / professors**
 - * this is not a negative, but may make the short-reading activity seem like a "research" activity
 - ** identifying these fears early is essential – the instructor can start with ice-breaking/cohesion exercises to get the group more relaxed

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Summarize/Paraphrase

- Within the next 30 minutes, and in no more than 150 words, briefly discuss 2 points of interest in the attached 8-page article. Use the 2 focus questions below to help guide your responses (you must answer at least one of the questions in your response).
- Focus questions:
 - 1. What is the ONE most important fact you learned? *
 - 2. Identify ONE element in this article that will help you as a pharmacist in practice (this differs from the fact you provided above).
 - * Please support your response with sources / passages

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Create Your Own Algorithm

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Create Your Own Algorithm

- Please work in pairs and use the following medications to create your own treatment algorithms to treat **DEPRESSION** complete with a list of risk and benefits to each option (Appendix C)
 - Sertraline
 - Mirtazapine
 - Nefazodone
 - Imipramine
 - Bupropion
 - Methylphenidate
- Be able to apply your algorithm to a case scenario presented to you by the instructor.

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Create Your Own Algorithm

- Give the students a case scenario which will force them to utilize their algorithm (Appendix D).
- Students:
 - After applying your algorithm to this scenario please answer the following questions:
 - What modifications, if any, would you make to your algorithm?
 - What difficulties did you face when trying applying your algorithm to the given scenario?

Targeted Documentation

Targeted documentation: Writing a Focused Clinical Note (Appendix E)

- After reading the preceding case scenario, please write down some possible plans.
- After you develop a list of possible plans for the case, please select only one of these plans.
- Re-read the case and make an assessment of the plan item you identified above.
- Within the case, identify the objective and subjective information necessary to support your plan and assessment items above.

References

- 1. Retrieved from: <http://www.merriam-webster.com/netdict/learning>
- 2. J Health Commun. 2009 Dec;14(8):797-811.
- 3. Int J Nurs Educ Scholarsh. 2005;2:Article 7. Epub 2005 Apr 15.
- 4. J Adv Nurs. 2004 Feb;45(4):381-91.
- 5. Educ Health (Abingdon). 2007 Nov;20(3):124. Epub 2007 Nov 23.
