

CLINICAL PEP: PRACTICES OF EFFECTIVE PRECEPTORS



PROGRAM WORKBOOK

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VIDEO 3: THE MISERABLE MDI

INEFFECTIVE BEHAVIORS:



VIDEO 5: THE SHAKY SET-UP

INEFFECTIVE BEHAVIORS:



VIDEO 7: THE OBLIVIOUS OSCILLATOR

INEFFECTIVE BEHAVIORS:



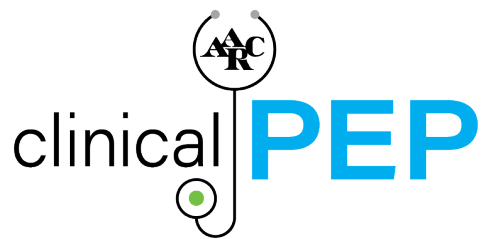
VIDEO 9: THE CATASTROPHIC CAREER CHOICE

INEFFECTIVE BEHAVIORS:



VIDEO 15: PITIFUL PERFORMANCE

INEFFECTIVE BEHAVIORS:



VIDEO 17: FACULTY FEEDBACK

INEFFECTIVE BEHAVIORS:



VIDEO 19: TERRIBLE TESTING

INEFFECTIVE BEHAVIORS:



VIDEO 21: PARADOXICAL PERSPECTIVE

INEFFECTIVE BEHAVIORS:



MODULE 1 ANSWER KEY

VIDEO 1 LAMENTABLE LABELING

INEFFECTIVE BEHAVIORS:

- USED ELECTRONICS/CELL PHONE
- APPEARED CONDESCENDING & UNINTERESTED
- GAVE MINIMAL/POOR DIRECTION
- ASSIGNED STUDENT A TASK THAT WAS NOT RELEVANT

VIDEO 3 THE MISERABLE MDI INSTRUCT

INEFFECTIVE BEHAVIORS:

- APPEARED HURRIED AND CONDESCENDING
- DID NOT VALUE STUDENT EXPERIENCE OR ACKNOWLEDGE INPUT
- PROVIDED INCOMPLETE, INCORRECT INSTRUCTION



MODULE 2 ANSWER KEY

VIDEO 5 THE SHAKY SET-UP

INEFFECTIVE BEHAVIORS:

- MADE STUDENT FEEL FOOLISH FOR ASKING A QUESTION/CONDESCENDING
- FOCUSED ON A MINOR DETAIL THAT THE STUDENT OMITTED (GETTING A HANDFUL OF ADAPTERS) VS. PROVIDING POSITIVE REINFORCEMENT FOR WHAT THE STUDENT DID CORRECTLY
- REFUSED TO ALLOW THE STUDENT PERFORM THE TASK

VIDEO 7 THE OBLIVIOUS OSCILLATOR

INEFFECTIVE BEHAVIORS:

- MADE THE STUDENT FEEL UNPREPARED AND IGNORANT, EVEN THOUGH THE TASK WAS NOT ROUTINE
- INTERRUPTED THE STUDENT
- QUIZZED THE STUDENT WITH RAPID FIRE QUESTIONING WITHOUT PROVIDING ANSWERS OR EXPLANATIONS
- DID NOT REVIEW ANY ASPECT OF THE TASK (INDICATIONS, NORMAL VALUES, GATHERING EQUIPMENT, PERFORMING THE PROCEDURE, INTERPRETING RESULTS) – DISMISSED THE STUDENT IN DISGUST AND TOLD THE STUDENT NOT TO PARTICIPATE

VIDEO 9 CATASTROPHIC CAREER CHOICE

INEFFECTIVE BEHAVIORS:

- MADE DEROGATORY COMMENTS ABOUT THE RESPIRATORY THERAPY PROFESSION
- CAUSED STUDENTS TO FEEL BADLY ABOUT THEIR CAREER CHOICE



MODULE 3 ANSWER KEY

VIDEO 11 THE CLUELESS COMMUNICATOR

INEFFECTIVE BEHAVIORS:

- CRITICAL TONE OF VOICE
- CRITICIZED STUDENT/TRAINEE IN PUBLIC
- BRUSQUE (VERBAL AND NON-VERBAL)
- INSULTING
- NO PLAN FOR IMPROVEMENT

VIDEO 13 TOTALLY TEXTBOOK

INEFFECTIVE BEHAVIORS:

- NON-VERBAL: MAKES A FACE/GRIMACES WHEN STUDENT/TRAINEE TALKS ABOUT WHAT THEY LEARNED IN SCHOOL
- INTERRUPTS THE STUDENT/TRAINEE
- USE OF THE PHRASE "I'VE BEEN DOING THIS SINCE BEFORE YOU WERE BORN!" INSTEAD OF PROVIDING AN EXPLANATION OR RATIONALE
- THREATENS TO CALL PROGRAM FACULTY (PREMATURE)
- DID NOT VALUE THE STUDENT'S/TRAINEE'S INPUT



MODULE 4 ANSWER KEY

VIDEO 15 THE PITIFUL PERFORMANCE EVALUATION

INEFFECTIVE BEHAVIORS:

- DID NOT SOLICIT FEEDBACK FROM OTHER CLINICAL PRECEPTORS WHO HAD SUPERVISED THE STUDENT
- BEGAN THE SESSION WITH A NEGATIVE COMMENT
- PROVIDED VAGUE FEEDBACK (“BAD ATTITUDE”)
- WAITED TOO LONG TO PROVIDE FEEDBACK ABOUT A PROBLEM

VIDEO 17 FAULTY FEEDBACK

INEFFECTIVE BEHAVIORS:

- DID NOT PROVIDE REVIEW, INSTRUCTION, OR GUIDANCE ABOUT THE PROCEDURE/DID NOT ASCERTAIN STUDENT'S COMFORT LEVEL OR KNOWLEDGE ABOUT THE PROCEDURE
- CORRECTED STUDENT IN FRONT OF A PATIENT
- EMBARRASSED STUDENT/CONDESCENDING
- DID NOT INSTRUCT STUDENT ON HOW TO IMPROVE PERFORMANCE

VIDEO 19 TERRIBLE TESTING

INEFFECTIVE BEHAVIORS:

- DID NOT PROVIDE REVIEW, INSTRUCTION, OR GUIDANCE ABOUT THE PROCEDURE/DID NOT ASCERTAIN STUDENT'S COMFORT LEVEL OR KNOWLEDGE ABOUT THE PROCEDURE
- EMBARRASSED STUDENT/CONDESCENDING
- SCORED STUDENT PERFORMANCE BASED ON EMOTION RATHER THAN PERFORMANCE QUALITY

VIDEO 21 PARADOXICAL PERSPECTIVE

INEFFECTIVE BEHAVIORS:

- UNPROFESSIONAL NON-VERBAL COMMUNICATION WITHIN THE SITUATION
- EMBARRASSED STUDENT/CONDESCENDING
- DID NOT INSTRUCT STUDENT ON HOW TO IMPROVE PERFORMANCE

