☐ Case Study 1: Noncompliant and Manipulative

Purpose: Apply frameworks to real-world teaching examples

Scenario

During a clinical rotation, a third-year medical student evaluates a 42-year-old man with severe opioid use disorder (OUD) who is requesting an early refill. The patient reports that his medication was stolen. He appears distressed but not in acute withdrawal. After the encounter, the student expresses frustration and says:

“Patients like this are always drug-seeking. They know how to manipulate the system. He’s been noncompliant every time we’ve seen him. Why do we keep trying?”

The student appears irritated and disengaged for the remainder of the clinic session.

Instructions

1. **Identify the teaching challenge.**
    - What is happening on the cognitive level? Emotional level?
    - What assumptions or biases might be playing a role?
2. **Plan a structured teaching response**
    - Use **PREPARE**, **LEAP**, or **ORID** to guide the approach.
3. **Discuss strategies to debrief emotional responses.**
    - What emotional signals do you notice?
    - How might you acknowledge and name these emotions?
4. **Select a spokesperson to report out**
5. **Return to Main Room & Report**