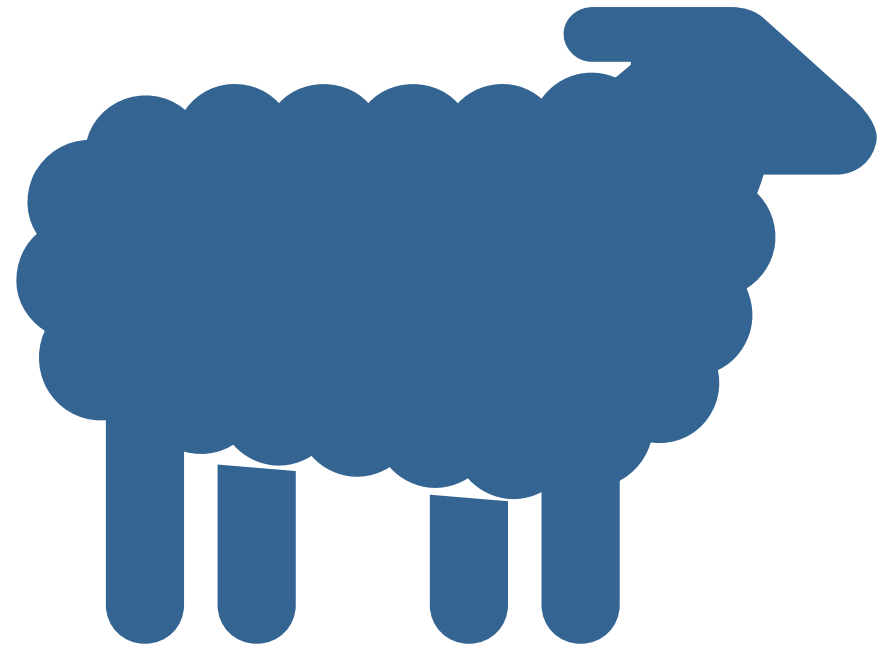


# **A TAILORED APPROACH TO PRECEPTING: OUR WORK WOOL NEVER BE DONE**

**JOSH ILENIN, PHARM.D, MS**

**ERIN MEILTON, PHARM.D, BCPS**

**12/17/2020**



# DISCLOSURES

- **JOSH ILENIN HAS NO FINANCIAL RELATIONSHIPS TO DISCLOSE**
- **ERIN MEILTON HAS NO FINANCIAL RELATIONSHIPS TO DISCLOSE**

# COURSE LEARNING OBJECTIVES

- **1. DESCRIBE COMMON LEARNING STYLES THAT MAY BE ENCOUNTERED IN PRACTICE**
- **2. EXPLAIN THE FOUR RIGHTS OF THE PHARMACY EDUCATIONAL CONSUMER**
- **3. IDENTIFY ADJUSTMENTS TO ROTATION EXPERIENCE IN RESPONSE TO A CHALLENGING LEARNER**

# LEARNING STYLES

***“HOW LEARNERS GATHER...INTERPRET, ORGANIZE, COME TO CONCLUSIONS ABOUT, AND ‘STORE’ INFORMATION FOR FURTHER USE” – VANDERBILT UNIVERSITY CENTER FOR TEACHING***

- **SUBJECT OF EXTENSIVE RESEARCH OVER PAST 50+ YEARS**
- **INDIVIDUALS HAVE A PREFERRED METHOD OF RECEIVING AND PROCESSING INFORMATION**
- **TEACHING STYLE OFTEN REFLECTS OWN PERSONAL LEARNING STYLE**
- **UNDERSTANDING AND ADAPTING TO VARIOUS STYLES MAY IMPACT PRECEPTOR-STUDENT RELATIONSHIP**



# FAMILIES OF LEARNING STYLES

Learning styles and preferences are largely **constitutionally based** including the four modalities: VAKT<sup>2</sup>.

Learning styles reflect deep-seated features of the **cognitive structure**, including 'patterns of ability'.

Learning styles are one component of a relatively **stable personality type**.

Learning styles are **flexibly stable learning preferences**.

Move on from learning styles to **learning approaches, strategies, orientations and conceptions of learning**.

## Dunn and Dunn<sup>3</sup>

### Gregorc

Bartlett  
Betts  
Gordon  
Marks  
Paivio  
Richardson  
Sheehan  
Torrance

## Riding

Broverman  
Cooper  
Gardner *et al.*  
Guilford  
Holzman and Klein Hudson  
Hunt  
Kagan  
Kogan  
Messick  
Pettigrew  
Witkin

## Apter Jackson

Myers-Briggs  
Epstein and Meier  
Harrison-Branson  
Miller

## Allinson and Hayes Herrmann Honey and Mumford Kolb

Felder and Silverman  
Hermanussen, Wierstra, de Jong and Thijssen  
Kaufmann  
Kirtton  
McCarthy

## Entwistle Sternberg Vermunt

Biggs  
Conti and Kolody  
Grasha-Riechmann Hill  
Marton and Säljö  
McKenney and Keen  
Pask  
Pintrich, Smith, Garcia and McEachie  
Schmeck  
Weinstein, Zimmerman and Palmer  
Whetton and Cameron

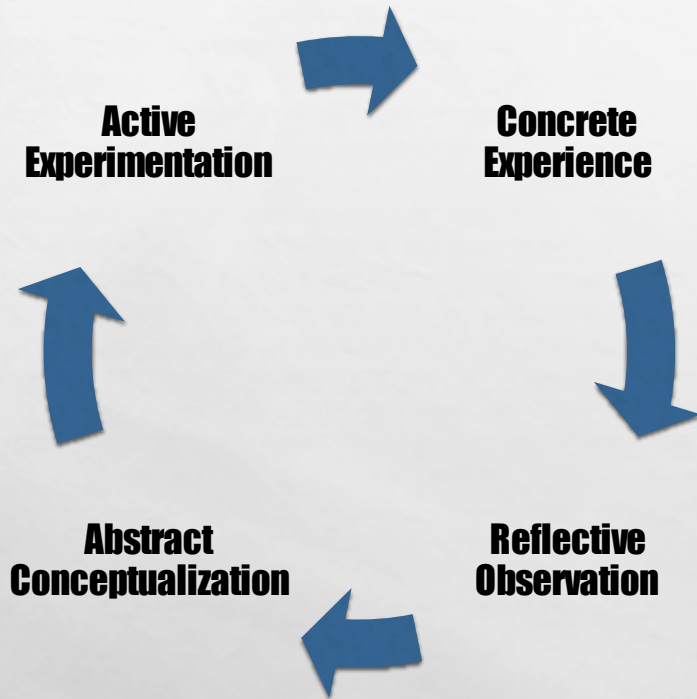
# LEARNING STYLES

- **OVER 70 DIFFERENT LEARNING STYLES HAVE BEEN DESCRIBED IN THE LITERATURE**
- **POPULAR, WELL-STUDIED EXAMPLES THAT HAVE BEEN APPLIED IN PHARMACY EDUCATION INCLUDE:**
  - **KOLB'S LEARNING STYLE INVENTORY (LSI)**
  - **PHARMACIST INVENTORY OF LEARNING STYLES (PILS)**
  - **HONEY AND MUMFORD'S LEARNING STYLES QUESTIONNAIRE (LSQ)**
  - **FLEMING'S VAK/VARK MODEL (VARK)**

# LEARNING STYLES INVENTORY (LSI)

- **ORIGINALLY DEVELOPED BY DAVID KOLB IN 1971**
- **EXPERIENTIAL LEARNING IS COMPOSED OF A FOUR-STEP CYCLE**
- **INDIVIDUALS MAY NATURALLY GRAVITATE TOWARD ONE OR TWO STEPS IN THE CYCLE**
  - **EFFECTIVE LEARNERS CAN FLEX BETWEEN ALL FOUR**
- **10-15-MINUTE SURVEY MOST RECENTLY UPDATED IN 2011 (VERSION 4.0)**
- **FOUR DISTINCT LEARNING STYLES BASED ON SURVEY RESPONSES**

# LEARNING STYLE INVENTORY (LSI)



1. Rank order each set of four words (going across) in the 10 items listed below. Assign a 4 to the word which *best* characterizes your learning style, a 3 to the next best, a 2 to the next, and a 1 to the *least* characteristic word. Assign a different number to each of the four words. *Do not make ties.*

- |                                 |                  |                        |                      |           |
|---------------------------------|------------------|------------------------|----------------------|-----------|
| 1. ____ involved                | ____ tentative   | ____ discriminating    | ____ practical       |           |
| 2. ____ receptive               | ____ impartial   | ____ analytical        | ____ relevant        |           |
| 3. ____ feeling                 | ____ watching    | ____ thinking          | ____ doing           |           |
| 4. ____ accepting               | ____ aware       | ____ evaluating        | ____ risk-taker      |           |
| 5. ____ intuitive               | ____ questioning | ____ logical           | ____ productive      |           |
| 6. ____ concrete                | ____ observing   | ____ abstract          | ____ active          |           |
| 7. ____ present-oriented        | ____ reflecting  | ____ future-oriented   | ____ practical       |           |
| 8. ____ open to new experiences | ____ perceptive  | ____ intelligent       | ____ competent       |           |
| 9. ____ experience              | ____ observation | ____ conceptualization | ____ experimentation |           |
| 10. ____ intense                | ____ reserve     | ____ rational          | ____ responsible     |           |
| (for scoring only)              | ____ (CE)        | ____ (RO)              | ____ (AC)            | ____ (AE) |



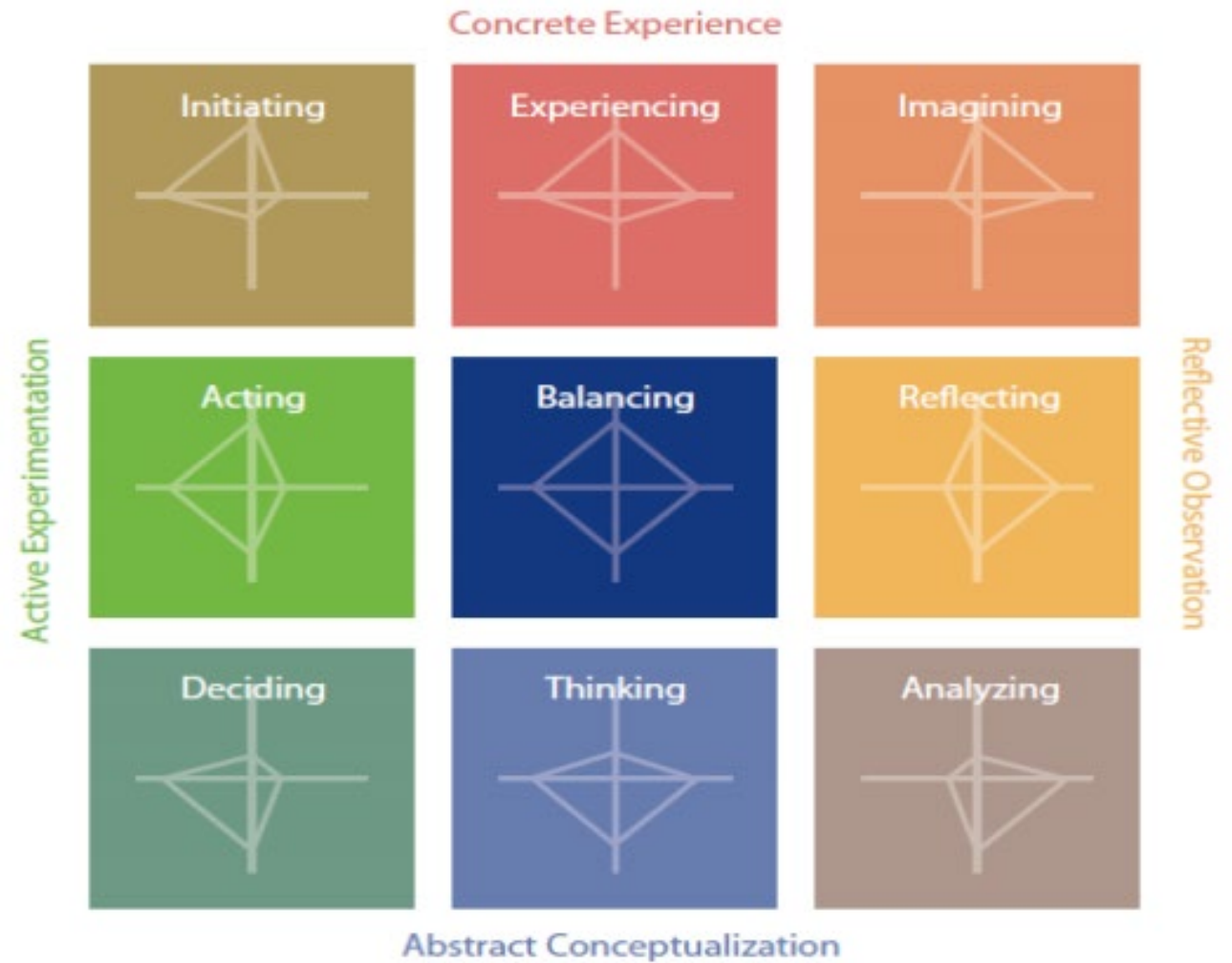
# LEARNING STYLES INVENTORY (LSI)

- **ACCOMMODATIVE = CONCRETE EXPERIENCE + ACTIVE EXPERIMENTATION**
  - **UTILIZE CASE STUDIES, SIMULATIONS, ROLE PLAYING, HANDS-ON PRACTICE**
- **DIVERGENT = CONCRETE EXPERIENCE + REFLECTIVE OBSERVATION**
  - **UTILIZE TOPIC DISCUSSIONS, GROUP PROJECTS, AUDIO/VISUAL RESOURCES**

# LEARNING STYLES INVENTORY (LSI)

- **ASSIMILATIVE = REFLECTIVE OBSERVATION + ABSTRACT CONCEPTUALIZATION**
  - **UTILIZE LECTURES, PRESENTATIONS, GUIDELINES, JOURNAL ARTICLES, QUIZZES**
- **CONVERGENT = ACTIVE EXPERIMENTATION + ABSTRACT CONCEPTUALIZATION**
  - **UTILIZE INDIVIDUAL PROJECTS OR ASSIGNMENTS, DRUG INFORMATION QUESTIONS**

# LEARNING STYLES INVENTORY 4.0 (LSI)



# PHARMACIST INVENTORY OF LEARNING STYLES (PILS)

- **ORIGINALLY PUBLISHED IN 2003**
- **PHARMACY-SPECIFIC VERSION OF LEARNING STYLES INVENTORY**
  - **DEVELOPED AND ADAPTED WITH QUESTIONS PHRASED IN CONTEXT OF PHARMACY PRACTICE**
- **SUBSEQUENT ANALYSIS OF PHARMACIST PREFERRED LEARNING STYLES (PILS AND LSI)**
  - **176 PHARMACISTS COMPLETED A LEARNING STYLES WORKSHOP AND ASSESSMENT**
  - **GOAL = DETERMINE TRENDS IN LEARNING STYLE BY PRACTICE SETTING AND EXPERIENCE LEVEL**



# PHARMACIST INVENTORY OF LEARNING STYLES (PILS)

When I am trying to learn something new...	Usually	Sometimes	Rarely	Hardly
1. I like to watch others before trying it for myself.	B	D	C	A
2. I like to consult a manual, textbook, or instruction guide first.	B	C	D	A
3. I like to work by myself, rather than with other people.	A	C	B	D
4. I like to take notes, or write things down as I am going along.	B	C	D	A
5. I am critical of myself if things do not work out as I hoped.	B	C	D	A
6. I usually compare myself to other people just so I know I am keeping up.	B	D	C	A
7. I like to examine things closely instead of jumping right in.	B	D	C	A
8. I rise to the occasion if I am under pressure.	C	A	B	D
9. I like to have plenty of time to think about something new before trying it.	D	B	C	A
10. I pay a lot of attention to the details.	B	C	A	D
11. I concentrate on improving the things I did wrong in the past.	C	A	D	B
12. I focus on reinforcing the things I got right in the past.	B	D	A	C
13. I like to please the person teaching me.	D	B	A	C
14. I trust my hunches.	D	C	A	B
15. In a group, I am usually the first one to finish whatever we are doing.	A	C	D	B
16. I like to take charge of a situation.	C	A	B	D
17. I am well-organized.	B	A	C	D

# PHARMACIST INVENTORY OF LEARNING STYLES (PILS)

TABLE II Predominant (current) site of practice as a pharmacist

	Assimilator	Accommodator	Converger	Diverger	Total
Community pharmacy	32	7	19	12	70
Teaching hospital	10	5	10	6	31
Community hospital	9	5	10	5	29
Pharmaceutical industry	5	4	11	4	24
Others	0	0	4	8	12
Total	56	21	54	35	166

TABLE III Predominant (current) role in practice as a pharmacist

	Assimilator	Accommodator	Converger	Diverger	Total
Dispensing/supervision	26	8	10	1	45
Patient care/counseling	19	4	16	16	55
Management Administration	6	5	18	7	36
Medical information/research	3	0	3	1	7
Others	2	4	7	10	23
Total	56	21	54	35	166

# PHARMACIST INVENTORY OF LEARNING STYLES (PILS)

TABLE IV Most preferred teaching modality

	Assimilator	Accommodator	Converger	Diverger	Total
Expert lecturers	25	0	2	0	27
Laboratory exercises	0	11	8	0	19
One to one teaching	3	6	20	13	42
Reading texts or journals	28	1	0	2	31
Role playing	0	1	7	7	15
Small group discussions	0	2	17	13	32
Total	56	21	54	35	166

TABLE V Least preferred teaching modality

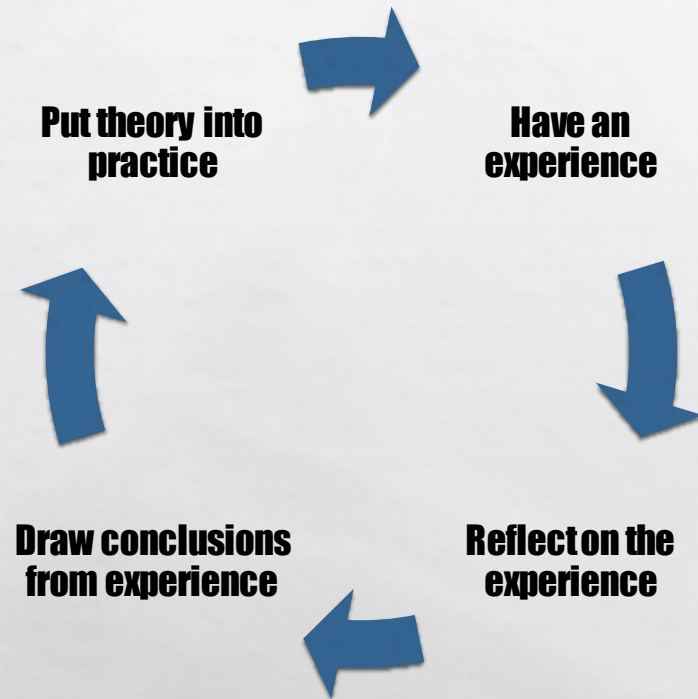
	Assimilator	Accommodator	Converger	Diverger	Total
Expert lecturers	0	6	22	10	38
Laboratory exercises	13	0	3	3	19
One to one teaching	0	0	0	0	0
Reading texts or journals	1	10	28	18	57
Role playing	32	1	1	4	38
Small group discussions	10	4	0	0	14
Total	56	21	54	35	166

# LEARNING STYLES QUESTIONNAIRE (LSQ)

- **ADAPTED FROM KOLB'S LEARNING STYLES INVENTORY IN 2000**
- **GREATER FOCUS ON MANAGERIAL AND LEADERSHIP EXPERIENCES**
- **ASKS LESS DIRECT QUESTIONS ABOUT LEARNING STYLE – MORE GENERAL BEHAVIORAL QUESTIONS**
- **INDIVIDUALS HAVE A PREFERENTIAL, BUT FLEXIBLE LEARNING STYLE**
  - **MAY ADJUST BASED ON SITUATION, LEVEL OF EXPERIENCE, SELF-CONFIDENCE**
- **SURVEY CONSISTS OF 40 OR 80 QUESTIONS**

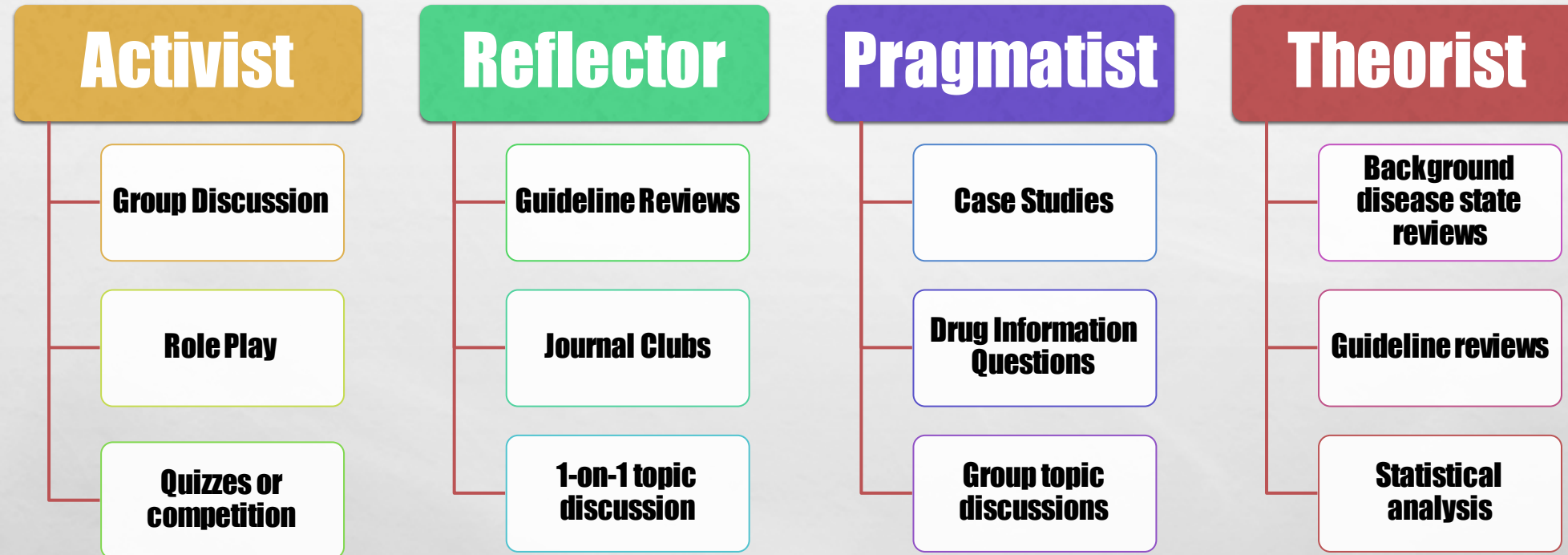


# LEARNING STYLES QUESTIONNAIRE (LSQ)



<b><u>Activist</u></b> <ul style="list-style-type: none"><li>• Learn by doing</li><li>• Ok with trial and error</li><li>• Open to new ideas</li></ul>	<b><u>Reflector</u></b> <ul style="list-style-type: none"><li>• Observe first, then act</li><li>• Gather lots of information</li><li>• Time to process and refine</li></ul>
<b><u>Pragmatist</u></b> <ul style="list-style-type: none"><li>• Need to see value in learning</li><li>• Practical applications</li><li>• Look for role models</li></ul>	<b><u>Theorist</u></b> <ul style="list-style-type: none"><li>• Systematic thinkers</li><li>• Need to understand process</li><li>• Question/probe for more info</li></ul>

# LEARNING STYLES QUESTIONNAIRE (LSQ)



# VAK/VARK MODEL (VARK)

- **DEVELOPED BY NEIL FLEMING IN 1987**
- **LEARNING STYLES INFLUENCED BY PREFERRED SENSORY EXPERIENCE**
- **INTRODUCED CONCEPT OF A MULTIMODAL LEARNING STYLE**
  - **NO CLEAR PREFERENCE FOR ONE STYLE; EQUAL COMFORT WITH MULTIPLE STYLES**
- **VARK TYPE1 – CAN USE ONE OF MULTIPLE STYLES IN A CONTEXT-SPECIFIC MANNER**
- **VARK TYPE2 – PREFER TO PROCESS SITUATIONS USING MULTIPLE STYLES SIMULTANEOUSLY**

# VAK/VARK MODEL (VARK)

## VISUAL LEARNER (V)

- **PROCESS INFORMATION BEST THROUGH VISUAL RELATIONSHIPS**
  - **TABLES, CHARTS, GRAPHS, DIAGRAMS HELP WITH INFORMATION RETENTION**
  - **DOES NOT INCLUDE POWERPOINT SLIDES OR VIDEOS**
  - **'WHITE BOARD' LEARNERS**

## AUDITORY LEARNER (A)

- **PROCESS INFORMATION BEST THROUGH HEARING THE INFORMATION**
  - **LECTURES, TOPIC DISCUSSIONS, PODCASTS ARE USEFUL TOOLS**
  - **MAY RESTATE EARLIER DISCUSSION POINTS**
  - **ASK QUESTIONS THAT HAVE ALREADY BEEN ANSWERED**



# VAK/VARK MODEL (VARK)

## READ/WRITE LEARNER (R)

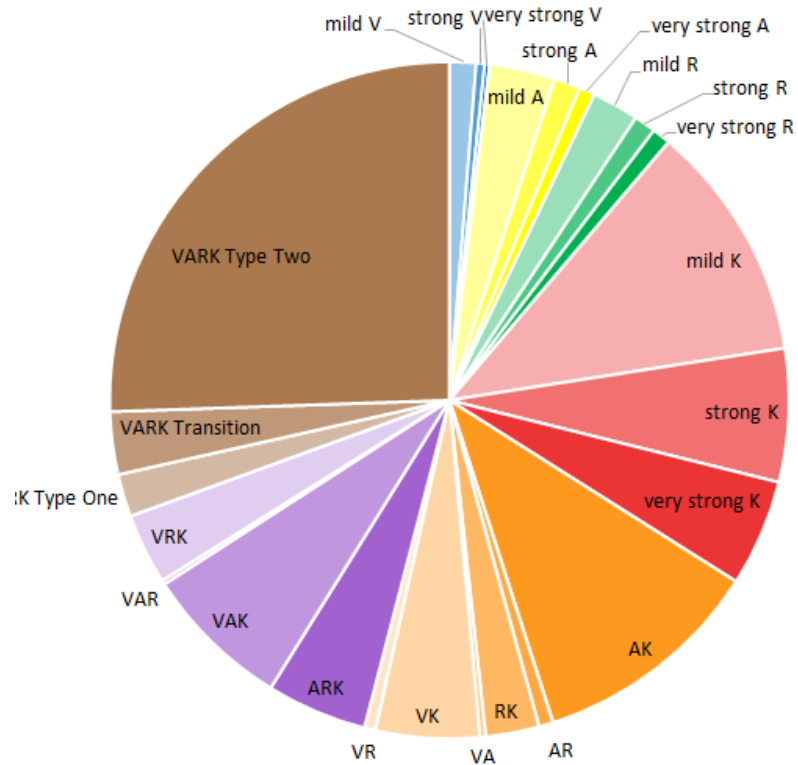
- **PREFER TO CONSUME INFORMATION EXPRESSED THROUGH WORDS**
  - **EXCEL AT REVIEWING GUIDELINES OR POWERPOINT SLIDES, READING JOURNAL ARTICLES**
  - **DRUG INFORMATION QUESTIONS, QUIZZES, OR**
  - **PREDOMINANT FORMAT FOR MANY PHARMACY SCHOOL CURRICULUMS**

## KINESTHETIC LEARNER (K)

- **PREFER TO CONSUME INFORMATION EXPRESSED THROUGH EXPERIENCES**
  - **THRIVE WHEN OBSERVING DEMONSTRATIONS, SIMULATIONS, OR REAL-LIFE EXPERIENCE**
  - **ACTIVE PARTICIPATION IS PREFERRED BY THESE LEARNERS**
  - **CASE STUDIES CAN BE USEFUL WITH THIS GROUP**

## VARK Learning Preferences

Results from the VARK Questionnaire (v8.01) on the vark-learn.com website



# VAK/VARK MODEL (VARK)

- **SINGLE PREFERENCE = 34%**
- **MULTIMODAL PREFERENCE = 66%**
  - **BI-MODAL PREFERENCE = 20%**
  - **TRI-MODAL PREFERENCE = 15%**
  - **QUATRA-MODAL PREFERENCE = 31%**

# DO LEARNING STYLES REALLY MATTER?



Personality and Individual Differences

Volume 116, 1 October 2017, Pages 410-416

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ELSEVIER

Computers & Education

Volume 106, March 2017, Pages 166-171

Enough with the "Learning Styles"

Alre

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## The Learning Styles Myth is Thriving in Higher Education

Philip M. Newton\*

Swansea University Medical School, Swansea, UK

## Stop propagating the learning styles myth

Paul A. Kirschner<sup>a, b</sup>✉

TEACHERS AND TEACHING VOL. 20, NO. 3

OLGA KHAZAN APRIL 11, 2018

Another Nail in the Coffin for Learning Style among Undergraduate Anatomy Students' Class Performance, and Reported VARK Le

Polly R. Husmann<sup>id</sup>,\* Valerie Dean O'Loughlin<sup>id</sup>  
Medical Sciences Program, Indiana University School of Medicine, Bloomington, Indiana

## The Stubborn Myth of "Learning Styles"

State teacher-license prep materials peddle a debunked theory

## Instructions According to Learning Styles: Are We Itton?

Faculty of Medicine and Health Sciences, Universiti Malaysia Sarawak, Malaysia

# DO LEARNING STYLES REALLY MATTER?

- **EXTENSIVE RESEARCHED IN ACADEMIC AND PRACTICAL SETTINGS**
- **EVIDENCE SUGGESTS LEARNERS OPERATE ON A CONTINUUM, NOT AN ABSOLUTE STYLE**
- **MANY LEARNING/STUDY HABITS FORM DURING EARLY DEVELOPMENT**
- **NO DIRECT CORRELATION BETWEEN LEARNING STYLE UTILIZATION AND IMPROVED PERFORMANCE**
- **ACCOMMODATING LEARNING STYLE MAY BE A DISSERVICE TO LEARNER**
- **MAY BE MORE OF A LEARNING “PREFERENCE”**



# WHERE DO WE GO FROM HERE?

- **LEARNING STYLE ASSESSMENT OF STUDENT MAY BE A USEFUL FOR PRECEPTORS**
  - **CREATE A CONVERSATION ABOUT LEARNING**
  - **DON'T GET CAUGHT UP IN LEARNING STYLE LABELS**
- **CONSIDER DEVELOPING A BROADER LEARNING TOOLBOX**
  - **CONTENT AVAILABLE IN MULTIPLE FORMS AS NEEDED**
  - **UTILIZE STUDENTS AS A RESOURCE TO DEVELOP THIS CONTENT**
- **POOR STUDENT PERFORMANCE LIKELY NOT DUE TO MISMATCH WITH LEARNING STYLE**
- **PRECEPTORS SHOULD STILL BE PREPARED TO HANDLE INDIVIDUAL STUDENT NEEDS**

# EXPECTATIONS OF THE PRECEPTOR

- **ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE) 2016 STANDARDS**
  - **DEMONSTRATE CREATIVE THINKING**
  - **FOSTER PROBLEM SOLVING**
  - **FACILITATE LEARNING**
  - **DESIRE TO EDUCATE**
- **AMERICAN SOCIETY OF HEALTH-SYSTEM PHARMACISTS RESIDENCY STANDARDS**
  - **CONTRIBUTE TO RESIDENT SUCCESS**
  - **PROVIDE LEARNING EXPERIENCES IN ACCORDANCE WITH STANDARDS**
  - **DEMONSTRATE PRACTICE EXPERTISE AND PRECEPTING SKILLS (INSTRUCTING, MODELING, COACHING, FACILITATING)**

# FOUR RIGHTS OF THE EDUCATIONAL CONSUMER

- **OPPORTUNITY TO LEARN**
- **COMMITMENT TO TEACHING VIA BEST PRACTICES**
- **CURRICULUM DESIGNED TO PREPARE THE LEARNER FOR THE PROFESSION**
- **RESOURCES NECESSARY TO SUCCEED**

# BEST PRACTICES FOR LEARNER SUCCESS

- **ORIENTATION ON DAY 1**
  - **POLICIES, PROCEDURES**
  - **CALENDAR WITH PLANNED ACTIVITIES/PROJECTS & COMPLETION DATE(S)**
  - **COMPUTER ACCESS**
- **LEARNER EXPECTATIONS**
  - **GRADING**
  - **FREQUENCY OF FEEDBACK**
  - **PROFESSIONAL CONDUCT**



# TYPES OF CHALLENGING LEARNERS

- **LACKING CLINICAL KNOWLEDGE/SKILLS**
- **ENTITLED**
- **APATHETIC**
- **HIGH ACHIEVING**

# TIPS FOR THE LEARNER LACKING KNOWLEDGE/SKILLS

- **ASSESS KNOWLEDGE BASE**
  - **OBSERVATION**
  - **QUIZ/PRE-TEST**
  - **INTERFACE WITH EXPERIENTIAL DIRECTOR OR PROGRAM DIRECTOR**
- **MODEL / COACH**
- **INVOLVE THE LEARNER**
  - **ACTION PLAN WITH SMART GOALS**
- **DOCUMENT!!!**

# PRACTICAL CASE & DISCUSSION

- **APPE STUDENT ON WEEK 1 OF CARDIOLOGY ROTATION UNABLE TO MAKE ASSESSMENT OF PATIENTS AND RECOMMEND EVIDENCE-BASED MEDICATION THERAPY ADJUSTMENTS WHEN PRE-ROUNDING WITH PRECEPTOR IN THE MORNING**
- **HOW DO YOU DETERMINE IF THIS IS A KNOWLEDGE-RELATED ISSUE OR A SKILLS-RELATED ISSUE?**
- **HOW COULD YOU APPROACH THE SITUATION IF KNOWLEDGE IS LACKING?**
- **HOW COULD YOU APPROACH THE SITUATION IF PRESENTATION SKILLS ARE LACKING?**

# TIPS FOR THE ENTITLED LEARNER

- **LEARNER TREATING EXPERIENTIAL EDUCATION AS SOMETHING 'OWED' TO THEM RATHER THAN AN OPPORTUNITY FOR LEARNING**
- **SET EXPECTATIONS UP FRONT & INVOLVE LEARNER IN DEVELOPING EXPERIENCE**
- **MODEL EXPECTED BEHAVIOR**
- **HOLD LEARNER ACCOUNTABLE TO EXPECTATIONS**
- **CREATE LIFE-LONG LEARNING HABITS**



# TIPS FOR THE APATHETIC LEARNER

- **WORK TO DEVELOP A RELATIONSHIP**
  - **PROVIDE YOUR BACKGROUND & ASK ABOUT THE LEARNER'S BACKGROUND**
  - **IDENTIFY LEARNER'S CAREER GOALS & WORK TO INCORPORATE INTO LEARNING EXPERIENCE**
- **REQUIRE THE LEARNER TO IDENTIFY WHAT THEY WANT TO LEARN/ACHIEVE ON THIS ROTATION**
  - **RETURN TO THESE OFTEN & WHEN FEEDBACK IS PROVIDED**
  - **INCORPORATE A SELF-ASSESSMENT PIECE INTO FEEDBACK SESSIONS**
- **DEFINE THE EXPECTED ROLE OF THE PHARMACIST, ROLE OF THE LEARNER**
  - **MODEL THIS BEHAVIOR**

# SUBSTANCE USE OR MENTAL HEALTH CONCERNS

- **ACUTE CHANGE IN BEHAVIOR OR APPEARANCE**
- **IF COMFORTABLE, ASK DIRECT QUESTIONS**
- **IMMEDIATELY INVOLVE HUB SITE COORDINATOR OR RPD**
  - **LINK TO RESOURCES AVAILABLE THROUGH COLLEGE OR HR**
  - **REFERRAL TO EMERGENCY SERVICES IF NEEDED**

# PRACTICE CASE & DISCUSSION

- **RESIDENT MATCHES INTO PROGRAM AND BEGINS ROTATIONS WITH IM EXPERIENCE. PROVIDED WITH A CALENDAR INCLUDING TOPIC DISCUSSIONS, CASE PRESENTATIONS, AND INVOLVEMENT IN PROCESS IMPROVEMENT INITIATIVE. ARRIVES TO FIRST TOPIC DISCUSSION AND HASN'T DONE THE READING AND ISN'T PARTICIPATING**
- **HOW DO YOU PROVIDE FEEDBACK?**
- **HOW DO YOU SET OR RESET EXPECTATIONS FOR THIS LEARNER?**
- **HOW CAN YOU APPROACH THE REMAINING PORTION OF THE ROTATION?**

# TIPS FOR THE HIGH ACHIEVER

- **IN SOME WAYS THE HARDEST LEARNER; SIGNIFICANT TIME/PRESSURE ON PRECEPTOR**
- **IDENTIFY THEIR PREFERRED ROUTE OF EXTERNAL MOTIVATION/PRAISE**
- **EMPOWER THEM TO FIND AND APPLY KNOWLEDGE**
- **INCREASE LEVEL OF INDEPENDENCE AND AUTONOMY QUICKLY**
- **TAP INTO INTEREST TO EDUCATE/PRECEPT OTHERS (MULTIDISCIPLINARY OR LAYERED LEARNING)**
- **EXPLORE ATYPICAL OPPORTUNITIES (MUE/RESEARCH, COMMITTEES, PROCESS IMPROVEMENT, ETC)**



# PRACTICE CASE & DISCUSSION

- **APPE LEARNER IN LATTER HALF OF ROTATION EXPERIENCE DOING A GREAT JOB. FOLLOWING A FULL PATIENT LOAD, COMPLETING CONSULTS, AND YOU TRUST THEIR INTERACTIONS WITH NURSES AND PROVIDERS.**
- **HOW TO YOU KEEP THIS LEARNER ENGAGED?**
- **WHAT OPPORTUNITIES COULD YOU IDENTIFY TO INCREASE THEIR INDEPENDENCE?**
- **HOW DO YOU ENGAGE TO IDENTIFY EXTRINSIC MOTIVATORS AND TAILOR THE EXPERIENCE?**

# WHEN TRADITIONAL ADVICE FAILS

- **DID THE LEARNER MEET MINIMUM ROTATION GOALS/OBJECTIVES**
- **PRECEPTOR'S DON'T FAIL LEARNERS, LEARNERS FAIL TO EARN A PASSING GRADE/CERTIFICATE**
- **DOCUMENT AT MINIMUM A MIDPOINT, AND IDEALLY DOCUMENT ADDITIONAL CONVERSATIONS**
- **ENGAGE YOUR RPD, APPE COORDINATOR, OR EXPERIENTIAL CONTACT(S)**

- **OSU = JULIE LEGG, KATIE MARKS**
- **ONU = PAT PARTELENO, LAUREN KREPPS**
- **FINDLAY = TONYA DAUTERMAN, LORI COLCHAGOFF**
- **CEDARVILLE = THAD FRANZ, HEATHER BELLMAN**
- **NEOMED = LUKAS EVERLY, KATHERINE BROWN**
- **TOLEDO = MEGAN KAUN, KRISTIN KAMCZA**

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