

Creating Excellent Student Rotations

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Objectives

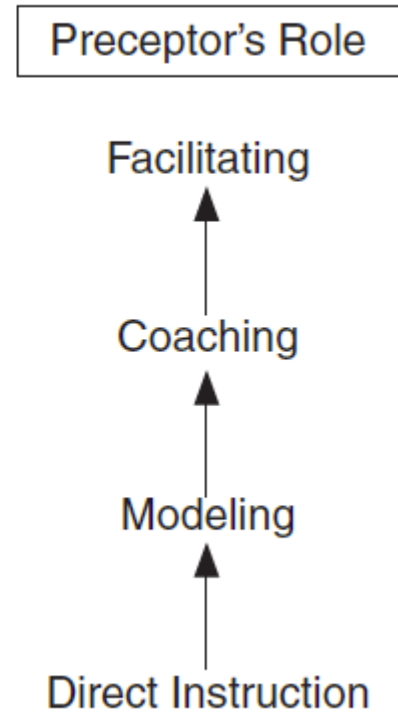
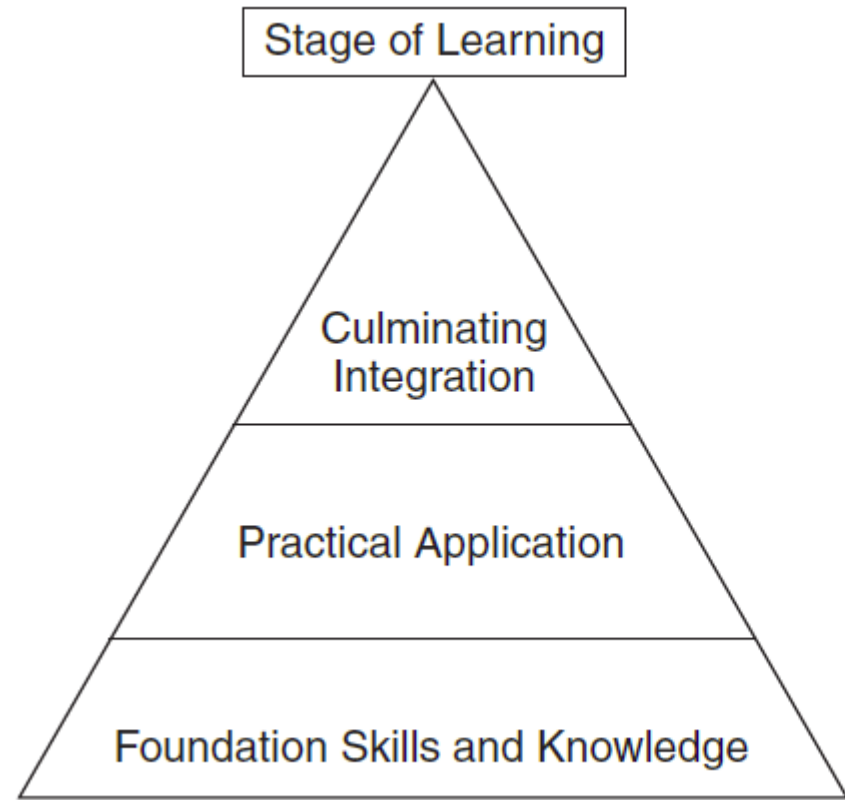
- Appropriately categorize learning activities for IPPE rotations
- Deliver excellent feedback that encourages student growth
- Create an individualized student rotation based on the knowledge of student learning styles

Overview

- What is an IPPE? What should be included in the rotation?
- Different learning activities based upon rotation type and student progression
- Discuss different learning styles
- Apply learning styles to appropriate feedback
- Identify appropriate activities based upon different learning styles
- Student cases

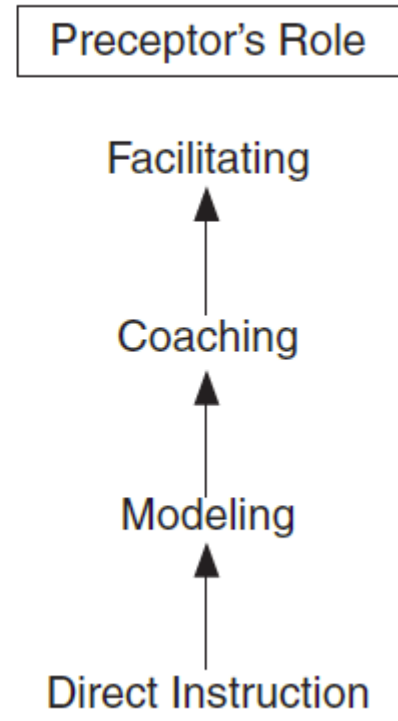
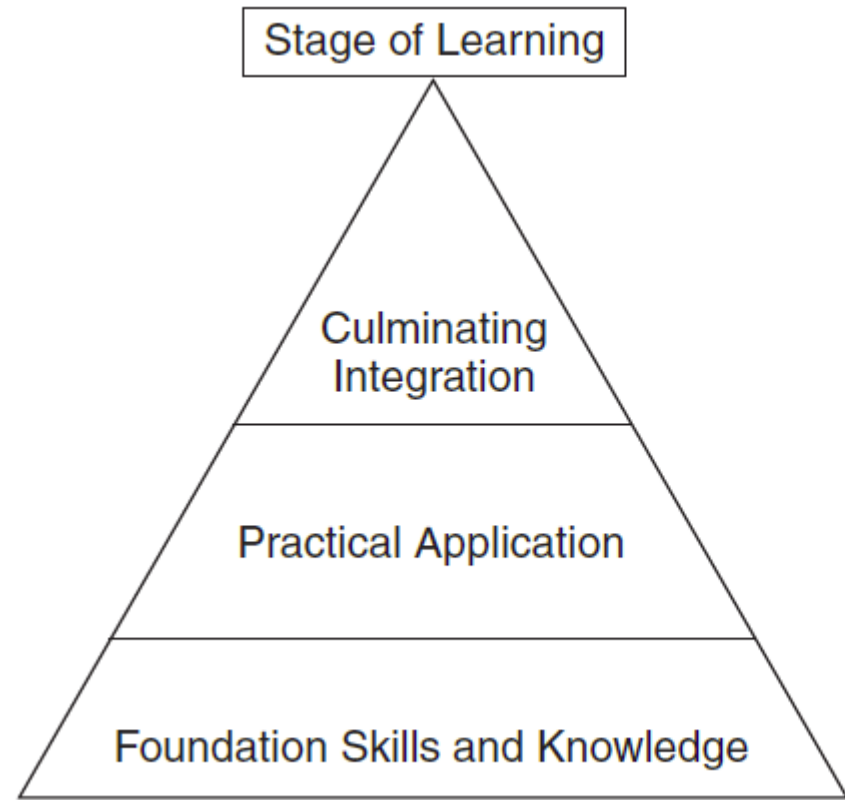
Teaching vs. Parenting

- Ten tips for effective teaching, Family Medicine 1998
- Stages of parenting -> stages of teaching



Cognitive Learning

- Knowledge – remembering new facts
- Comprehension – understanding the meaning of new information
- Application – applying knowledge to solve a problem
- Analysis – breaking down complex ideas into simpler parts and relationship between the parts
- Synthesis – creating something new to solve a complex problem
- Evaluation – judging the soundness of one's own work and that of peers



IPPE – Introductory Pharmacy Practice

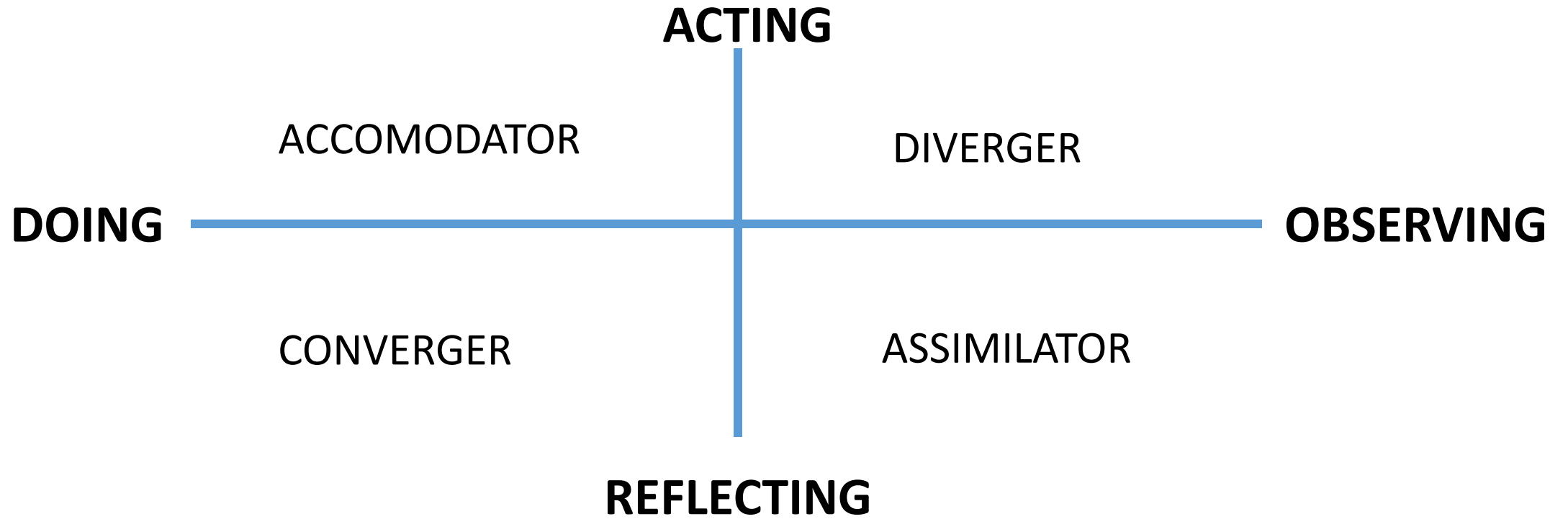
- Participate in accurate prescription/medication order processing
- Demonstrate knowledge of a unit dose system
- Demonstrate knowledge of an intravenous admixture system
- Demonstrate knowledge of current standards of institutional pharmacy practice
- Display appropriate professional behavior and work ethic
- Demonstrate cultural and social competency

Example Schedule for Rotations

Table Discussions –

- What activities could you do at your site and what level of cognitive learning would that address?
 - Participate in accurate prescription/medication order processing
 - Demonstrate knowledge of a unit dose system
 - Demonstrate knowledge of an intravenous admixture system
 - Demonstrate knowledge of current standards of institutional pharmacy practice
 - Display appropriate professional behavior and work ethic
 - Demonstrate cultural and social competency

Learning Styles



Accommodator

- **Approach to material:** emphasize utility
- **Process of learning:** action or activity with a reason
- **Teaching approaches:** values outcome
- **Psycho-educational needs:** reason to care and be involved
- **Relating to Others:** values efficiency, ? At the expense of efficacy
- **Teaching Methods:**
 - Time/resource efficient learning
 - Practical problem solving
 - “Just-in-time” curriculum

Diverger

- **Approach to material:** emphasize inter-relationships and connections
- **Process of learning:** reflection-in-action
- **Teaching approaches:** values relationships
- **Psycho-educational needs:** supportive peers, time to reflect and discuss before performing
- **Relating to Others:** values harmony, group process over outcomes
- **Teaching Methods:**
 - Reflection
 - Mentoring
 - Creative, unstructured activities

Assimilator

- **Approach to material:** emphasize theory and expertise
- **Process of learning:** reflection-on-action
- **Teaching approaches:** values credentials
- **Psycho-educational needs:** expert teachers, time to reflect and discuss before performing
- **Relating to Others:** may confuse others' confidence with competence
- **Teaching Methods:**
 - Expert-drive lectures
 - Individual activities
 - Web-based, non-interactive

Converger

- **Approach to material:** emphasize application and value
- **Process of learning:** action/activity
- **Teaching approaches:** values drive
- **Psycho-educational needs:** an audience to impress with an outcome to achieve
- **Relating to Others:** may mistake own confidence with competence
- **Teaching Methods:**
 - Purpose-drive group work
 - Competitions
 - Role-playing
 - In-practice activities

Millennial Learners

- How to engage millennial learners:
 - Multimedia – multi-tasking
 - Be more relaxed
 - Make your teaching relevant
 - New teaching methods

Now for the INTERACTIVE Portion...

References

- Novotney A. Engaging the millennial learner. American Psychological Association. 2010;41(3):60.
- Austin Z. Development and validation of the pharmacists' inventory of learning styles (PILS). AJPE 2004;68(2) Art 37.
- Austin Z. Learning styles of pharmacists: impact on career decisions, practice patterns and teaching method preferences. Pharm Educ 2004;4(10):13-22.
- Weitzel KW, Walters EA, Taylor J. Teaching clinical problem solving: a preceptor's guide. Am J Health-Syst Pharm. 2011;69(15): 1588-99.

ACPE – Appendix 2 Expectations within APPE Curriculum

- “Involved interaction with practitioners and patients to advance patient welfare in authentic practice settings, and provides exposure to both medication distribution systems and high-quality, interprofessional, team-based patient care”