

APPALACHIAN COLLEGE OF PHARMACY



**Planned Academic Success System
(PASS)**

**STUDENT GUIDE TO
EFFECTIVE TUTORING**

Planned Academic Success System (PASS)

Appalachian College of Pharmacy student tutors are expected to approach the tutoring program with professionalism and integrity.

Who May Be An ACP Tutor?

Students who have demonstrated academic success and who effectively communicate ideas and information to others are eligible to become a tutor.

Who Do Tutors/Tutees Report To?

Tutors and Tutees report to the Assistant Dean of Student & Alumni Affairs. Appointments may be made during office hours of Monday -Friday, 9:00 am to 5:00 pm.

When May Tutors/Tutees Meet?

Tutors/Tutees may set their own scheduled meetings. Tutors shall be available to meet with tutees during reasonable hours. Scheduled appointments are never to conflict with classroom schedules. Tutors shall schedule adequate study times for their personal studies and shall not compromise their own academic requirements/needs for those of tutees.

How Many Hours May A Tutor Work?

Tutoring may not exceed 20 hours per month without prior authorization from the Assistant Dean of Students.

Timesheets

Tutors are responsible for presenting monthly timesheets with the names of tutees, subject(s) tutored, starting and ending time of sessions, and total hours worked. Timesheets are due on or before the 25th of each month.

Be Punctual

Be mindful of appointment scheduling. Be on time.

Be Professional

Students rely on your undivided attention when engaged in tutoring sessions. Be respectful of the tutee and his or her academic needs. Turn off all forms of media during your appointments. Do not text, chat, Facebook, receive/make phone calls, or become otherwise engaged with others during your scheduled appointments.

Be Attentive

Tutoring is as much about listening as talking. Ask the tutee to explain his or her understanding of the subject. By listening closely, you may detect learning challenges.

Be Patient

Not everyone grasps concepts at the same speed. Never act annoyed or impatient with the student's progress. If the tutee does not respond positively, consider trying a different approach of instruction.

Do Not Overreact

Do not overreact to a tutee's challenge. Insensitive comments like, "*Are you serious?*" or "*I learned that in high school!*" are inappropriate and should never be made

Give Examples

Do not assume that the tutee comprehends your explanations or directions. Be sure to follow up with examples and have them restate your directions as they work through the problems.

Be Organized

Have your subject materials, learning aids, and notes organized when meeting with a tutee. Do not fumble through notes and papers. Be organized before you arrive.

Be Confidential

No one wants his or her particular learning challenges broadcast around campus. By meeting with you, a tutee is entrusting that their tutoring sessions will be kept confidential.

Remain Focused

A person that is frustrated may “*trails off*” during discussion. If this happens, politely redirect the tutee to the academic subject at hand. Remember that both their time and yours is valuable.

Repetition Is Key

Restate the tutee’s challenge. Be sure you have a clear understanding of what the tutee’s challenges are – do not assume. “*So let me see if I understand this correctly. You do understand _____, but your challenge is _____. Is this correct?*”

Learning Styles

The compatibility of your tutoring approach with the tutee’s learning style will prove most successful when matched as closely as possible.

Discover what kind of learner the tutee is. The three most common learning styles are: Auditory, visual, and kinesthetic.

- Auditory – one learns well by simply listening (*lectures*)
- Visual – one learns best by sight (*visual aids*)
- Kinesthetic – one learns best by “hands-on” projects (*“doers”*)

Body Language

Be aware and sensitive to body language – both yours and the tutee’s:

- Be careful with pointing. Finger pointing is often interpreted as either a sign of assertiveness or a sign of aggression.
- Folded arms often signal that one is closing off or are being offended.
- Open arms may signal that one is approachable and willing to communicate with others.
- A lowered head may reflect that one feels defeated.
- Running fingers through hair may signal frustration.
- A widening or brightening of a person's eyes shows an increased interest.
- A person who consistently looks around them may be bored with a situation / conversation.
- Positioning hands behind the back shows that one is comfortable and relaxed.
- Tapping fingers communicates impatience or frustration.
- Biting fingernails may signal nervousness.
- Fiddling with items may be a sign of nerves or anxiety; alternatively it may be done as a result of boredom or impatience.
- Kicking or shaking one's foot when sitting with crossed legs may suggest boredom or impatience.

You Are A Resource

Do not use your scheduled appointments to do assignments for tutees. Class assignments are each individual's responsibility. It is unacceptable to simply "*give answers*" to others. This is not only a breach of the Honor Code, but will only serve as a "crutch" to tutees with their future endeavors.

Challenge The Mind

Ask questions. Be sure that the tutee comprehends the method of finding the correct answer. At the end of each session, provide questions for the tutee to ensure comprehension of the material reviewed.

Encourage, Encourage, Encourage

Reinforce to the tutee that you are available for them and that you believe in them. Remind them that this is a hurdle that can be conquered. Reinforce that you care about their success and that, “*Yes they can!*”

Do Not Oversell

While encouragement is absolutely necessary for personal motivation, be mindful to not oversell a tutee’s academic abilities. Never promise a tutee that they are going to “*ace a test*” or that they will “*definitely make an A*”. Be realistic in that, if the tutee applies the subject fundamentals during the test, they should do well.

Look To The Past

If a tutee becomes overwhelmed, have them reflect on past accomplishments. Remind them that they have arrived at this level of education because of their dedication and perseverance. Once they have refocused, begin again with their studies.

Be Honest With Yourself

If, after a number of sessions, it becomes obvious to you that, for one reason or another, a tutee is not benefiting from your tutoring, let the Assistant Dean of Student & Alumni Relations know.

Do Not Fake It

Never “fake” knowing an answer. Admit to the tutee if you do not know an answer. Tell him or her that you will locate the correct answer or information and will get back to them. Contact the tutee once you have located the needed information or share it during your next tutoring session.

Remember Your Role

Your job of tutoring is to assist the tutee with the learning process. Do not assume the role and responsibility of an instructor. You have made yourself available to “*work with*” students. If you need help or if problems arise, simply contact the Assistant Dean of Student & Alumni Affairs.

Success Awaits

Success is not necessarily measured by the tutee’s ability to immediately “get it”. A successful tutor should be willing to go over material several times.

End Positively

Be sure to end each session with a positive ending. Never throw up your hands and say, “*Well, I see we are not getting*”

anywhere with this, so ... let's just call it a night!" Regardless of how difficult a session may be, be sure to end it on an "up note". It is important that a tutee leaves feeling encouraged and hopeful.

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### **Tips for Tutors**

1. Treat the tutee with respect.
2. Ask the tutee questions to evaluate their comprehension of the curriculum.
3. Allow the tutee to discover answers rather than giving answers too quickly.
4. Ask the tutee to explain concepts in their own words to reinforce and assess comprehension.
5. Spend more time listening than talking.
6. Be confidential.
7. Project enthusiasm.
8. Accentuate the positive.
9. Avoid negatives in your vocabulary.
10. Be patient.

To learn more about PASS or to a request a tutor contact:

Wade McGeorge, Assistant Dean of Student & Alumni Affairs

Email: [wmcgeorge@acp.edu](mailto:wmcgeorge@acp.edu)

Phone: 276-498-5266

For assistance or questions about tutoring specific curriculum content contact:

Ingo Engels, PASS Coordinator

Email: [iengels@acp.edu](mailto:iengels@acp.edu)

Phone: 276-498-5252