



Increasing Communication Effectiveness



Understanding Learning Styles

While you may face a diverse range of clients, there are basically three types of learning styles of people. By understanding the type of communication required for each of the learning styles, the clinic and staff have the ability to deliver effective communication then to a diverse group of clients. Benefits of understanding learning styles include the increase in information recall by your clients, the added value or “edge” you would have over your competition and the added ability to manage teams more effectively.

There are generally three main types of learning styles:

- visual learners (seeing)
- auditory learners (hearing), and
- tactile-kinesthetic learners (doing).

Most people use a combination of types of learning styles and no-one uses one style exclusively all the time. Young children start out being mainly kinesthetic learners. While the visual and auditory styles develop later. Each style has its own characteristics.

The largest group of learners is the visual learners, making up about 65% of the population. These types of learners absorb and recall information best when they are able to see the information.

Visual learners will often ask for verbal instructions to be repeated and do better when there is material available to read. These learners comprehend best to written information, notes, illustrations, highlighted areas, computer pictures etc.

Auditory learners make up about 30% of the population, absorbing information best through hearing the information. They are able to enjoy discussions and verbal instructions, and benefit from reading aloud or reading slowly.

While they may not immediately understand diagrams or illustrations, auditory learners do best repeatedly watching videos or listening to audiotapes.

The tactile-kinesthetic type of learner makes up about 5% of the population and does best by being active in some way, such as touching, doing, demonstrating or moving. The kinesthetic learner benefits from hands-on teaching techniques where they are using models or tools and where they are allowed to imitate and practice.

According to educational research, people learn best when they are presented with a combination of both verbal and visual

information. Putting together the characteristics of the three types of learning style, here are some ideas for increasing the potential for effective communication in the clinic.

In the waiting/reception area

- in-clinic DVDs on educational pet health topics ([PetCare TV](#))
- pet magazines distributed throughout
- seasonal articles posted on bulletin/notice boards (Lifelearn [Client Handouts](#))

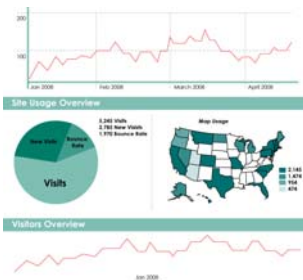
In the examining room

- monitors/computers showing images/illustrations of related conditions ([Diagnostic Imaging Atlas](#), [Client Illustrations](#))
- client handouts for staff and clients to discuss together, to write on, to take home (Lifelearn [Client Handouts](#))
- demonstrating & explaining with models/specimens/live animal (client's pet, [Diagnostic Imaging Atlas](#))

On the practice website

- Similar client educational information as to the in-clinic handouts (Lifelearn [webDVM website](#) or [Pet Health](#) web add-ons)
- Videos for clients to hear and see demonstrations of proper techniques (Lifelearn [webDVM website](#) or [e-Pet Health](#) add-ons)

webDVM®



Website Analytics - The New Language of Websites

Once your website is up and running, analytics are a great way of finding out about who visits your website. Common questions that can be answered by analytics are:

- how do people find the site and where have they come from previously?
- where do people coming to the website actually reside (remember its where the computer the person is using is e.g work or home)?
- once on the website, where do people go or how do they navigate through the site?

However, analytic reports can be misinterpreted due to the different definitions used by the various programs available. Commonly used terms may also be measured differently by the different analytics companies. The first step in preventing misinterpretation is to understand what the metrics mean for your specific analytics report. Here we present some basic metric definitions.

Clicks

A click is defined as the number of times a particular page is clicked on by one person. The recorded number of clicks may vary with:

- the recording of clicks from bookmarks,
- the recording of partial clicks e.g. the person clicks on the page but realizes that it was not the page they were looking for and stops the page from fully loading

Visits

Visits indicate the number of individual sessions initiated by all the visitors to the website. The visitor may go to many pages on your site but it is recorded then as one visit. It is then important to know the time frame in defining new visitors (30 minutes is often used). For example, if a visitor to a website is not active for an hour, is future activity still counted as the one visit?

Visitors

Visitors are defined as the number of unique individuals who have visited the website. In the same way that there are set time frames for defining a visit, there are usually time frames set for defining a visitor. For example, if a visitor visits a website in the morning and then goes back to the website in the afternoon, it may be recorded as one visitor and 2 visits.

Pageviews

A pageview is the view of a page on the website that is being tracked. Each time a visitor views a page, even if they had already seen it previously in the same visit, it will be counted as a separate pageview.

Bounce rate

Bounce rate is defined as the average percentage of visitors who land on the website and then exit to go to another website rather than continue onto other pages within the same website. For informational sites, where a user can obtain most of the information from one page, such as the home page or an educational page, the measurement of new visitors or returning visitors may be more useful than bounce rates.

Editor's Note:

Lifelearn's webDVM websites now feature seamless integration with Google Analytics. For more information, please call 1-800-375-7994, ext.231



Fall LIVE Seminars and Wet Labs



Don't be disappointed...Register Early

Secure your spot and take advantage of the 'early registration dates' for fall 2008 LIVE seminars and wet labs. Check out the courses on dentistry, ultrasound, echocardiography and cruciate surgery to the team training on client service and emergency and critical nursing.

Calgary, Alberta

- [Advanced Emergency & Critical Care Nursing](#), Sept. 6 Presented by Andrea Steele (OVC Emergency Clinic) Responses were overwhelmingly positive by 100 participants who attended the Guelph course in April.
- [Understanding Veterinary Dentistry](#), Oct. 18-19, with specialist and dynamic speaker Dr. Fraser Hale.

Guelph/Ottawa, Ontario

Back by popular demand, Dr. Robin Downing will be speaking on:

- [Client Service](#), Sept. 18, Ottawa
- [Client Service and the Team's Role in Helping Aging Pets and the People Who Love Them](#), Sept. 19-20, Guelph

Lifelearn's more popular courses:



- [Basic & Intermediate Ultrasound](#), Sept. 26-27 & Nov. 7-8, Guelph
- [Cruciate Surgery](#), Oct. 4, Guelph
- [Echocardiography](#), Oct. 24-26, Guelph
Dr. Sonya Gordon will expand your practice capabilities in ultrasound.
- [Small Animal Laser Surgery](#), Nov. 14-15, Guelph
- [Small Animal Endoscopy](#), Dec. 5-7 & April 17-19, Guelph



1-800-375-7994

www.lifelearn.com