

North Carolina State University College of Veterinary Medicine

Voluntary Peer Teaching Evaluation

Course Information: VMC 949 – Equine Primary Care

Course design/instructor's role: VMC 949 is a clinical rotation for 4th year veterinary students.

This 4-week course provides students with an initial one-week of intensive clinical experience in equine primary care and three weeks with an NCSU CVM-approved equine primary care practice.

Purpose of Evaluation: Dr. Sheats requested feedback on mock learning stations from case facilitators involved in the first rotation of VMC 949. Mock station learning was designed to facilitate one-on-one instructor/student interaction in an active, simulated, hands-on learning environment. Individual students rotated through 5 learning stations, spending 25-30 minutes at each station. Station learning was conducted for approximately 2 hours on Tuesday and Wednesday morning during week 1 of VMC 949.

Specific Feedback Requested:

1. Which station(s) did you facilitate?
 - a) Laceration repair
 - b) Stabilization of fractures in field settings

2. Please list some of the identified learning or skills objectives for this/these stations:
 - a) Primary wound closure. Wound debridement techniques. Tension relieving suture techniques. Wound care/follow up. Potential complications. Timeline for recovery. Antibiotic therapy. NSAID therapy. Cost of emergency care.
 - b) How to choose splint length and location. Recognizing signs of proximal forelimb fractures. When not to splint. What if there is no splint. How to handle fractures that result in euthanasia.

3. What additional learning or skills objectives would you suggest for this/these stations:

The only learning objective that could be added would be: "How to prepare the horse for transport to a surgical facility". However, this point was spontaneously addressed and covered by all students, which showed me that they enjoyed the case scenarios and thought them through.

4. Did the scenario/materials provided at the stations allow you to assess the expected learning/skills outcomes?

Yes. Both stations were exceptionally well prepared. The history provided closely resembled a real-life situation every equine vet will face at some point. The materials (or similar) that were provided can be found in the truck of every equine veterinarian. Especially the laceration assessment and repair station was exceptional. Wounds had been “artificially contaminated” and were created in locations where they commonly occur. It was a great experience for the students and a unique opportunity for the facilitator to assess knowledge level and skill set of the students.

5. What suggestions do you have for improving your station?

I hope to stay involved and will continue to provide feedback, but based on my first experience, I would not change anything. It was an outstanding experience.

6. Please provide any additional comments on your experience and observations in regards to VMC 949:

VMC 949 is on its way to become a cornerstone of our student education. It gives students one-on-one time with faculty, which also allows the faculty members to closely observe and assess the students in real-life scenarios. Beyond that, the students get to work closely with some of our best referring veterinarians and get an idea of the daily work in a very good equine practice. This course will make our students better veterinarians and allow us to maintain and even improve the relationship of the CVM with practitioners in the area.