

North Carolina State University College of Veterinary Medicine

Voluntary Peer Teaching Evaluation

Course Information: VMC 949 – Equine Primary Care

Instructor being evaluated: Katie Sheats

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? Prepurchase exam station
2. Please list some of the identified learning or skills objectives for this/these stations:
Client communication skills, history taking, horse handling, physical examination skills and critical thinking (generating conclusions about abnormal exam findings), summarizing (additional client communication following exam).
3. What additional learning or skills objectives would you suggest for this/these stations: *I think the objectives for this station are very complete. I would love to see the client communication portion videotaped for immediate review by the clinician and student.*

This could be used for a general self-assessment of communication and completeness of summary, and also for clinician to assist in identifying particular communication techniques that the student used or did not use, that might have been helpful. (Obviously would need a bit more time for the activity, and more man power 😊)

4. Did the scenario/materials provided at the stations allow you to assess the expected learning/skills outcomes? *Yes. I think successful station learning requires lots of advance preparation, to generate real-world scenarios that actually feel “real” to the participants. The scenarios Katie used were well-thought out, and delivered in a nice neat package complete with live horses or cadaver simulations, all necessary supporting materials and available diagnostic tests/tools for a very real simulation experience.*

5. What suggestions do you have for improving your station? *See Question 3, for video suggestion. Additionally, it might be nice to have “pre-examined” horses, so that the evaluator knows what abnormalities the student should find.*

One thought, that isn’t really a suggestion for improvement: It seemed that many of the students could find abnormalities but had a hard time recognizing their importance? I.e.—my horse had hirsutism, which the student didn’t place much importance on; but did find a scar on one of the legs that was of greater concern for her, that it might make the horse lame in the future.

6. Please provide any additional comments on your experience and observations in regards to VMC 949: *I think this course is awesome, and will only get better as we continue to push the envelope and challenge our students! Suggested additional goals for the course: I would like to develop ways to encourage more “client appointments” in the*

afternoons, get a X ray generator and digital processor for all rotations, enroll other good practices in NC that are NOT local (fix housing issue), require this course for equine focus students, and develop a way to allow mixed animal and exotics focus students to take a two week rotation...a week of boot camp and a week of equine health and wellness appointments maybe?