

DOMAIN 1b: Development of Enduring Educational Materials Do not exceed 2 pages	
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1. Educational Product: Identify the impactful educational material you've select to focus on.	
Wound Healing Cases for VM733 Principles of Surgery	
2. Your role(s): Describe your role(s) and specifically what you contribute.	
I am the Sole Author	
3. Learners and amount of contact: Describe how the material is being utilized – i.e. specifically where, when (<i>duration/frequency</i>), and by whom (<i>the types, levels and numbers of learners involved</i>).	
I use this resource <u>one time</u> each year <u>(for the past 2 years)</u> as a case discussion for the second year veterinary students. There are approximately 148 students in the course. They are broken into 3 groups of around 46 students and one group of 10 students. The students have the cases prior to a 1 hour interactive session and we go through as many of the cases as possible in the time allotted.	
4. Goals and learning objectives: List goals and <u>learning objectives</u> of the educational product. If these are extensive, provide just a few illustrative examples.	
The primary goal is to provide the students with a self study guide to complement the 3 hours of wound care lectures that are provided as part of the Principles of Surgery course. The learning objectives are: <ol style="list-style-type: none"> 1. The students will be able to determine the relative wound color percentages of representative cases. 2. The students will be able to suggest appropriate next stage wound care therapies for the representative cases. 	
5. Methods: Briefly describe the product / materials – i.e. the methods used and how these align with objectives.	
The wound care cases are included in an eBook that is available to the students in both iBooks Author Format and PDF format. The cases are used at the conclusion of a three hour block of lectures on veterinary wound care. The notes for the wound care lectures are also included in the eBook. During the 1 hour interactive session, I use screen sharing to project the eBook on to the projection screen. The case is projected, including a signalment, history, and any previous therapy. A student volunteers to describe the most predominant wound color (Black-Yellow-Red-Pink) and then we discuss if that is correct. After the discussion of the predominant wound color, another student volunteers to suggest the appropriate wound therapy and dressing, and then we discuss if that would be the correct method of treatment. If available, follow-up images are included.	
6. Rationale: Describe why and how you chose the method(s) you used.	
Wound evaluation is a critical step in wound therapy. It is important to understand what is happening in the wound in order to determine the best techniques for wound therapy. <u>Research supports the use of the Black-Yellow-Red-Pink color method.</u> (Cuzzel JZ: Wound Care Forum: The New RYB Color Code. Amer J Nurs 10:1342, 1988) Wound examples can be used for both small group and student self study.	
7. Results and impact: Describe evidence of learner satisfaction (<i>e.g. student ratings of teaching/course</i>), learning outcomes, application of knowledge in other settings at your institution, impact on educational programs within the institution, and/or teaching awards.	
Student ratings of the wound care cases <u>are very high</u> . The course is offered in the spring semester of the second year, yet the students comment on the color evaluation throughout their fourth year during clinical rotations. I have been using the eBook for the past 3 years and the students that graduated in May 2016 that were part of the first group have emailed me this year to tell me how useful the eBook has been in practice.	
8. Reflective critique: Describe your reflections, what went well and plans for improvement. If applicable, briefly explain how the information obtained through development and assessment of this teaching activity changed your overall educational practices.	

Commented [SAH1]: Duration: How many times/years has the product been used?

Commented [SAH2]: Scholarly basis: This is a missed opportunity for the applicant to briefly show how he/she uses an evidence-based based (scholarly) approach. Some brief text that is more specific and a reference or two would more clearly demonstrate scholarly teaching.

Commented [SAH3]: Always best to quantify. Can you provide some simple student evaluation data at a minimum? (as you did earlier) Is there data that might more objectively document student learning?

I have not been able to figure out how to objectively assess the benefit of the cases with students. I think it would be valuable to show that these cases really help the student's better select wound care therapies. I think the next step is to use digital quizzes to evaluate the student progression. I could also quiz the students during the clinical year to see how much they retain. The best next step would be to engage our educational specialist to get input on how best to quantify the benefit of the case examples and format. So far, the student reviews have been very positive regarding the use of the case examples. Both review scores and comments reflect the value the students see in the case example format.

9. Dissemination: If applicable, describe how your efforts have been recognized by others externally through peer review, dissemination, use by others, or teaching awards nationally.

I have shown the eBook to other groups, both nationally and internationally, and have received favorable feedback. I would like to see them used by other groups, possible in the RTA.

Commented [SAH4]: Good. Demonstrates a reflective approach. Perhaps the applicant might discuss plans to consult an education or assessment specialist.

Commented [SAH5]: Here the applicant might mention plans to discuss and offer the eBook to colleagues at other institutions, notably members of the regional teaching academy (RTA).