Scholarship / Educational Research Sessions

ABSTRACT SUBMISSION: May 20ᵗʰ, 2019

Requested Format

- ☐ Podium presentation
- X Poster – tentatively planning a pre-session 2-3 minute "lightning" oral presentation
- ☐ Prefer podium, but will accept poster

TITLE:
An immersive, situated learning exercise that strengthens veterinary students' clinical reasoning and professional skills

AUTHORS: - with affiliation(s)
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ABSTRACT: *300 word limit (when applicable, please include: purpose & background, methods, results, conclusions/discussion)*

Background: The "Diagnostic Challenge" (DC) is a multidisciplinary, case based program designed to improve clinical reasoning skills. The program builds on a student's foundational knowledge by inspiring them to apply what they have learned to relevant clinical scenarios that they may face during their fourth year rotations and eventually in practice. The DC relies on the situated learning theory, where learning occurs in a social context to solve a case through collaborating with peers, experts that serve as facilitators, and simulated clients. These interactions and learning environments all influence the learning outcomes.

Purpose: To qualitatively explore the students' perceptions of how a social learning process (DC) has influenced their learning and professional development.

Method: Washington State University College of Veterinary Medicine (CVM) students in Fall, Year 2 (~130 per year) are required to participate in a DC twice during the Fall semester. The program began in 1991 and has grown significantly since then. Participants are invited to complete an evaluation of the program at the conclusion of each DC to gather their perceptions on the value, learning experience, communication, feedback process, and social learning aspects. Program evaluation data from 2012-2018 were analyzed using thematic analysis.

Results: The key positive themes identified included: clinical reason and decision-making (problem solving), communication, collaboration, guided learning, and professional identity. After participating in the DCs, students self-reported that the most influential skills gained were their clinical reasoning and interpersonal skills.

Conclusion: The DC served as a social learning strategy, with the potential to further develop the learning processes through social interactions between the students, facilitators, and simulated clients. By incorporating an active learning environment for the students, knowledge can developed at a higher level of thinking, and provide an increased experience in critical reasoning and interpersonal skills. Importantly the DC occurs early in the DVM curriculum (Fall, Y2), instead of a capstone experience.

Reference:

Kaufman, D.M. & Mann, K.V. (2013) Chapter 2: Teaching and Learning in Medical Education: How Theory can Inform Practice, Understanding Medical Education: Evidence, Theory, and Practice (2nd ed.) (7-70). Wiley Blackwell Publishing.

Brown, J., Collins, A., & Duguid, P. (1989). Situated Cognition and the Culture of Learning. *Educational Researcher, 18*(1), 32-42.

Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? Currents in Pharmacy Teaching and Learning, 10(6), 807–815. https://doi.org/10.1016/j.cptl.2018.03.019

Indicate whether project has been	And whether the study is
☐ previously published,	☐ complete,
☐ previously presented elsewhere, or	☐ nearly complete, or
X not previously presented.	X in progress.

Highest priority given to completed studies not previously published and not presented elsewhere previously – but the lack of these does NOT disqualify an abstract (depending on how many are received and how many we have time for).

PEER REVIEW Rubric   **Reviewer Name or Number:**

Criteria (equally weighted)	Not evident (0)	Partially evident (1)	Evident (2)	Exemplary (3)
Purpose and Background • clear statement of purpose and aims • rationale to support the significance				
Methods • design details				
Results • if available, clearly stated • if preliminary, appropriately reported				
Conclusions / Discussion • unbiased interpretation / analysis • limitations • recommendations				
Relevance & Originality • consistent with academy mission of "Making Teaching Matter"				
Professional Writing • within word limit, clear language and flow				
Overall Impression • overall quality • potential impact				

OVERALL RECOMMENDATION: Please use back to write reviewer comments & to defer due to any conflict of interest.

☐ Podium presentation

Email completed abstract to Dr. Maria Fahie, mfahie@westernu.edu, prior to May 20th, 2019)

☐ Poster – including "poster slam"
☐ Do not accept

Reviewer Comments: