



2019 RTA Biennial Meeting: Davis, CA

TEACHING INNOVATIONS ABSTRACT SUBMISSION: Deadline = May 20, 2019

These are informal presentations sharing teaching experiences and likely do not represent a completed research study; choose a topic below:

- Teaching experiments that failed and what I learned
- My approach to teaching on the clinic floor

X Open topics (e.g. Teaching with technology, other innovations, what I do, etc.)

Format: Podium presentation (8-10 minutes with 5-7 minutes for questions and discussion)

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| TITLE: |
| Herding cats: Preparing diverse and geographically separated sets of simulated clients for an immersive weeklong exercise. |
| AUTHORS: - with affiliation(s) |
| Rachel Halsey, DVM Academic Coordinator; Washington State University College of Veterinary Medicine, Pullman, WA, USA. |
| ABSTRACT: <i>Brief (2-3 sentences) description of your session.</i> |
| The “Diagnostic Challenge” (DC) is an immersive, weeklong exercise that challenges students to apply what they have learned in the classroom to real world situations. During the exercise, the student’s diagnose patients and work with volunteer clients in a simulated setting, similar to what they will face during their clinical rotations; and eventually in practice. The volunteers that participate as our “DC Clients” come to us from a wide range of backgrounds and experiences. In order to produce a consistent simulated client experience for our students, we have incorporated a series of multimedia training modules delivered during the summer that address the following areas: our expectations and structure of the program, role playing principles, effective communications skills, taking adequate notes, and providing feedback. Along with the modules, we host a workshop prior to the event that reinforces our expectations and key concepts, and begins to create a team. These interventions have successfully produced a more consistent simulated client, reduced the anxiety of our volunteers, and built a community of supporters among our volunteers. |

Email completed abstract to Barb Byrne (bbyrne@ucdavis.edu) by May 20 2019