



Teaching Academy

Consortium of West Region CVM

Title: Lessons learned from transitioning an immersive weeklong simulation designed to improve clinical reasoning skills to an online platform

Authors: Rachel Halsey, DVM Academic Coordinator, Stephen Hines, DVM, PhD, DACVP, Professor; and Jeff Abbott, DVM, PhD, DACVP, Associate Chair, Veterinary Education, Associate Professor

Institution: Washington State University

Abstract:

For the past 29 years, Washington State University's "Diagnostic Challenge" (DC) has been a continually evolving, innovative educational approach to learning. It is a multidisciplinary, immersive, multi-day, clinical simulation positioned early in the DVM curriculum (Fall, Y2) and designed to improve clinical reasoning skills. The DC initiates dynamic interactions, communication, student-centered learning, and collaboration among all the key participants including students, clients, and clinical facilitators. Due to COVID-related restrictions, DC was shifted from a comprehensive face to face interaction to a virtual platform in the fall of 2020. Despite fears that loss of the face-to-face interactions would result in a significant deficit in the DC experience, the essential qualities of this immersive problem-based simulation were maintained in an online setting. In addition, many positive innovations were discovered due to the online format, and will be re-evaluated for future implementations. During this presentation we will highlight the perceived challenges, lessons learned, and discoveries that will enhance the future of the Diagnostic Challenge.