Current Best Practices:
Providing Learning Opportunities in Preventive Pet Healthcare
American Association of Veterinary Medical Colleges

Hill’s Pet Nutrition Primary Healthcare Centre
Ontario Veterinary College
University of Guelph

Peter Conlon; Interim Director
March 11, 2012
PHC Overview
Three Integrated Activities in the PHC

• **Education:** Within a sound business model, experiential learning that emphasizes transferable skills and behaviours

• **Service:** Enhanced client experiences in preventive healthcare

• **Research:** In nutrition, communication, service delivery, educational methodologies, etc.
Goals

- Model for companion animal primary healthcare
- Create new learning opportunities:
  - Student veterinarians and veterinary technician students → confidence and competence
  - Visiting veterinarians and staff → learn new methods for service delivery and curriculum development
- Establish industry partnerships
- Be financially self-sustaining
Funding Model

PHC FUNDING 2011-12

- **CLIENT REVENUE**: 70%
- **PROVINCIAL FUNDING**: 13%
- **DONATIONS AND SPONSORS**: 17%
Primary Healthcare Team

- All enhance student learning
- Interim Director
- Practice Manager
- 2.5 FTE Veterinarians
- 3 Registered Veterinary Technicians (1 certified in Rehabilitation)
- 2 Client Services Assistants
- 1 Animal Care Attendant
- Part-time staff as needed
PHC Integrated Preventative Programs

Prevent Disease and Safeguard Health

- Nutrition
- Rehabilitation
- One health
- Good citizenship
- Animal welfare
- Research
- Preventive & General Medicine & Surgery
- Behaviour
- Communication

Preventive & General Medicine & Surgery

Nutrition

Rehabilitation

One health

Good citizenship

Animal welfare

Research

Preventive & General Medicine & Surgery

Behaviour

Communication

Prevent
Disease and
Safeguard
Health

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The Student Experience
PHC Learning Environment

- Change from competitive environment to one of educational support
- Track progress and need for intervention
- Encourage reflection and self-directed learning
- Assess learning in a workplace context
DVM Years 1-3

- 21-24 hours/year
- Engagement with clients, patients, learning resources as appropriate
- Required to achieve 10-12 learning objectives/year in integrated program areas
- Complete Do/Interpret/Apply Logs to record tasks, significance to their learning, and future applicability
- Graded as Complete/Incomplete
# First Year DIA-Log Example

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Do</th>
<th>Interpret</th>
<th>Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>List the components of a nutritional history</em></td>
<td>Observe nutritional histories being taken on a minimum of 3 PHC patients</td>
<td>What is the most clinically significant fact from the nutritional history for each patient? (Resource = <a href="#">AAHA Nutritional Assessment Guidelines for Dogs and Cats</a>)</td>
<td>How would you include those clinically significant facts in a discussion with clients?</td>
</tr>
</tbody>
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DVM 4th Year Rotation

- Part of Health Management course
- 3 week rotations of ~8-10 students (req’d for most)
- 42-46 hours/week/student
- Majority of time = client/patient interactions
- Also surgeries/dentistries/rehabilitation/communication rounds/case discussions
- Use of AAHA-AVMA Canine and Feline Preventive Healthcare Guidelines
4th Year Student and Client Interactions

- Students ‘own’ appointments
  - Greeting
  - History-taking
  - Physical exam
  - Recommendations
  - Discuss charges
  - Discharge
  - Follow-ups

- Work in pairs: one in ‘vet’ role and one in ‘tech’ role

- Veterinarians observe/listen from adjoining room

- Provide ‘back-up’ as needed and help close the appointment
Rotation Feedback and Assessment

- Defined protocols and standard operating procedures for learning and assessment
- Frequent, in-the-moment, verbal feedback from all members of healthcare team on progress to about 40 learning objectives
- Clinicians, technicians, peers, self, clients also all provide written feedback
- No rotation grade assigned
- Final OSCE for the Health Management course
Feedback Tools

- Skills- and behaviours-focused, rubric-based, and anchored to measurement scales
  - Mini-Clinical Evaluation Exercise (Mini-CEX)
  - Direct Observation of Procedural Skills (DOPS)
  - Multisource Feedback (MSF)
  - In-Training Report of Evaluation (ITER)
Mini-Clinical Evaluation Exercise (Mini-CEX)

- Appointment focus
  - History-taking
  - Physical exam skills
  - Explaining and planning
  - Clinical judgment
  - Professionalism
  - Organization/efficiency
  - Overall clinical skills
  - Overall communication skills
  - Strengths/areas for growth
- Student requested
- Done by veterinarians
- Rubric-based
- Ideally debriefing ‘in-the-moment’

<table>
<thead>
<tr>
<th>Student veterinarian</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Assessor’s name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Species:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
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<tr>
<td>Patient Number</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Body system(s) affected:</th>
<th>History-taking</th>
<th>Diagnosis</th>
<th>Explanation and planning</th>
<th>Entire Interview</th>
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<table>
<thead>
<tr>
<th>Focus of clinical situations:</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>History-taking</td>
<td></td>
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<tr>
<td>Physical exam skills</td>
<td></td>
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<table>
<thead>
<tr>
<th>Case complexity:</th>
<th>Unable to Evaluate</th>
<th>Below expected competency level</th>
<th>Meets expected competency level</th>
<th>Above expected competency level</th>
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<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Areas of strengths</th>
<th>Areas for growths:</th>
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<table>
<thead>
<tr>
<th>Suggestions for development and agreed actions:</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Time taken for observation (minutes)</th>
<th>Time taken for feedback (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s signature</td>
<td>Assessor’s signature</td>
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</tbody>
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Health Management (VETM*4630)
Small Animal Primary Veterinary Care Rotation
MINI-CLINICAL EVALUATION EXERCISE ASSESSMENT FORM
Student Voices

“PHC provides an environment that is very conducive for student-student interactions and I enjoy observing and discussing the cases with the fourth year students.”

“I’ve learned more and more that PHC empowers students to apply themselves; their skills, their knowledge, and most important, their attitudes.”

“The inclusiveness, emphasis on self-directed education, and welcoming atmosphere, have all truly contributed to students identifying the PHC as being a place like no other on campus.”