

BUSINESS SKILLS

"ESSENTIAL BUSINESS SKILLS FOR EARLY PRACTICE"

Core skill - including business awareness of business acumen

- 1) Appreciate financial value of work product - intellectual + technical
- 2) Appreciate reality of diagnostic costs vs. client's ability to pay vs. what is necessary/best for animal
- 3) Empower students to consider multiple models of career opportunities (Depending on life circumstances)

*INTEGRATED HORIZONTALLY + VERTICALLY (5-6yrs)

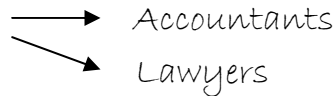
Task-based learning (prepare a business plan) - Years 1-2:

Terminology familiarisation

Understand cost analysis

Understand personnel management

Understand proper use of support personnel



In clinics:

Write, present + justify bills to clients

During external rotations:

Keep a journal - info about the practices :

- Mission statement
- Cash flow
- Hours worked
- Number of staff
- Legal structure of business
 - Tax liability and insurance

Resources required:

Course coordinator for 5 years + trained tutors of review business plans

Content-experts (business)

Context-experts (vets)

ETHICS

Learning Objectives

Students will be able to:

- 1) Identify & define an ethical issue they have observed/encountered in everyday practice
- 2) utilize ethical matrix/process to define issues, offer solutions and discuss possible legal implications.
- 3) Discuss and resolve differing points of view

Supplies

Facilitators

Ethical Matrix forms

White board posters

Electronic network resources

Sessions:

- 1) Bring situation/case to small group with facilitator – define ethical issues (45 minutes)
- 2) Large group – present ethical matrix and process, and provide forms (30 minutes)
- 3) Small group session utilizing matrix (60 minutes)
- 4) Independent group work (1 week)
- 5) Publish completed matrix to on-line electronic network.
 - a) Have 2 other groups critique + provide feedback (3 days)
 - b) Make revisions based on feedback (3 days)
- 6) Present formally in class

COMMUNICATION SKILLS

Teaching Session - Coping With Difficult People in Veterinary Practice

Learning objectives - Focus on owner/vet interactions

- a) use reflective techniques
- b) use open-ended + closed-ended questions appropriately
- c) Demonstrate use of empathic statements

Session

Year 1 students

- 1) Demonstrate video clips of poor then good interviewing techniques, each followed by reflection
- 2) Brief interactive didactic session about interviewing techniques
- 3) OSCE - Role playing stations
Need: 1 owner, 1 vet, 2 observers

Resources - 4 faculty facilitators (trained), room, video clips + player

Evaluation - Summative OSCE and/or short direct observation in clinical setting

ASSESSMENT (e.g. teamworking)

Goal: Student will be able to function effectively as a member of a team

Objective: Demonstrate the ability to contribute effectively to the function of the group, to achieve a defined task

- Peer assessment (360° feedback)
- Self assessment
- Facilitator assessment

Rubric:

Contribute to the group, define roles

Listening skills

Not dominating

Leadership

Time management

Self - regulation (evaluation of strengths/weaknesses)

Tasks would increase in complexity over the course of study (longitudinal)

e.g. Build matchstick model (1st year)



Anaesthetic emergency (final year)

ANIMALS IN SOCIETY

Goal: To appreciate the diverse roles that animals play in society and the different relationships people have with them.

Objectives: At the end of the course, students should be able to:

- 1) Define the different uses of animals in the 21st Century.
- 2) Describe the changes in animals use and project possible changes in the future.
- 3) Reflect on the consequences of different attitudes to animals in society on their future practice as vets.

Structure of Class

- 1) Plenary presenting:
 - a) The Past - history of animals in society: working horses, agriculture, etc
 - b) The Present - ↑pets, working animals, intensive farming, research
- 2) Break out groups to discuss students' own values about animals in society
- 3) Plenary - what does that future hold?
- 4) Break out groups - Crystal Ball scenarios
 - as groups students will come up with examples of the roles animals (+vets) will play in society in ~ 10yrs
 - scenarios will be posted on an online discussion board + students discuss/critique each others' scenarios