TBD
Program Assistant
Simulation-Based Education Program

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With special thanks to:
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Course Goal: To enhance learners’ ability to communicate effectively in veterinary medical contexts; that is, to communicate more accurately, efficiently, and supportively.

Overview: Satisfactory completion of VM502 is dependent on the following three core criteria:
1. Attendance (see page 3 for full policy).
2. Reflection assignment: Every student must complete one self-reflection per semester based on one of the scenarios for which they were primarily responsible. Students will select one scenario to upload to VoiceThread and self-reflect on their simulated client interview and corresponding feedback session (see course website for instructions). Students will receive full points for thoughtful observations, regardless of their success in the interview.
3. Practical assessment (see Appendix B for more details).

Course Structure:

Large Group Orientation:
- **Monday, August 23, 11am in-person @ Wegner G50**
- **Purpose of Orientation:**
  - Provide an overview of unique components of the course this fall
    - Half of scenarios will be conducted in-person and the other half virtually as telemedicine appointments
    - Rotate through coaches
    - Zoom platform
    - Longitudinal cases
    - Students to take the role of the clinician in roleplay
  - Review Calgary Cambridge Guide skills and Simulation Process
  - Introduce skills of explanation and planning
  - Answer questions

Small Group Sessions:
- Six small group sessions and two skill deconstruction/communication debrief sessions on Mondays or Tuesdays, August 30 through October 26 (see Appendix A for structure and expectations).
  *No class September 6 and 7 due to Labor Day*
- Groups consist of 4-5 students with a practitioner or faculty coach.
- During these sessions, students will take turns conducting virtual (telemedicine) or in-person interviews with simulated clients.
In-person interviews will take place in Professional Communication Laboratory (PCL). All team members are expected to attend in-person. Virtual interviews may be conducted from any quiet location with strong internet connection. All team members will attend remotely.

- All scenarios are based on real people and real veterinary cases including both large and small animal contexts.
- Using the Calgary-Cambridge Guide, the practitioner coach and observing students will take notes during the client interviews.
- When the interview is over and/or during time outs, the student conducting the interview will engage with their group, the simulated client, and practitioner coach in a feedback/tutorial session on the communication skills demonstrated during the interview.
- Coaches will provide opportunities for students to “rewind” and try sections of the interview over again to explore alternative approaches.

You will be recording each of your class sessions and saving your video recordings immediately afterward so that you can retrieve and review your videos easily. You are responsible for recording all interviews, including the final client interview. Rules of professional conduct and confidentiality apply to all video recordings, just as they do to any interaction with clients in veterinary settings.

- Communication debrief sessions will focus on high-impact skills for challenging interactions within veterinary medicine.
  - September 27 or 28 and October 25 or 26
  - 210 Bustad

Practical Assessment and Video Review:
- The final client interview will take place on November 1 or 2 and the peer video review on November 8 or 9 (see Appendix B).

Learning Objectives for Phase 2 (3rd year):

Objectives from Phase 1 are carried over for further development and new objectives (in italics below) are added for this second phase.

A. The student will demonstrate how to engage in relationship-centred veterinary care.

B. With a simulated client, the student will demonstrate ability to:
   1. Accurately observe the simulated patient/herd/flock (when present), the client, and the environment.
   2. Conduct a veterinary visit in which the student:
      a. Relates to the client and the patient(s) in such a way as to establish a trusting relationship where the client is comfortable sharing his/her concerns.
      b. Elicits the information required to make an accurate assessment of the patient’s (herd’s/flock’s) presenting problem(s), including the client’s perspectives (i.e., beliefs, concerns, etc.).
      c. Elicits the information required to make an accurate assessment of the patient’s (herd’s/flock’s) overall health and functioning. The focus is on the patient’s current needs and medical history.
      d. Recognizes and reacts appropriately to both verbal and non-verbal cues.
      e. Gives information, explains, and discusses it appropriately with the client.
      f. Appropriately engages with the client in planning and shared decision making.
   3. Generate and list hypotheses concerning the patient’s problems and the client’s issues.
   4. Participate effectively in small group interactions, including working with peers, coaches, clients, and patients (if present).

C. More specifically, the student will be able to:
   1. Understand and apply the communication process skills delineated in the complete Calgary-Cambridge Guide. These include the skills on the Calgary-Cambridge Guide used during
Phase I, as well as the skills in three added sections under the headings of ‘Explanation and Planning,’ ‘Options in Explanation and Planning,’ ‘Closing.’

2. Apply these communication skills appropriately in a variety of simulated day-to-day circumstances as well as those in which the client-veterinarian relationship may become difficult.

3. Begin to apply their expanding knowledgebase regarding veterinary medicine during interactions with clients that involve history taking as well as explanation and planning. Begin to integrate communication skills with knowledgebase, physical examination findings (when available), and medical problem solving at a higher level of competency.

4. Discuss ways in which communication’s process, content, and perceptual skills impact each other.

5. Identify their attitudes, assumptions, and emotional reactions to the interview and discuss the role of these attitudes, assumptions, and emotions in facilitating or interfering with communication.

6. Engage in the feedback process following each simulated client interview:
   a. Solicit feedback from peers, coaches and simulated clients regarding their communication skills and attitudes.
   b. Discuss and apply suggestions for enhancing their performance.
   c. Develop their own self-assessment skills.
   d. Provide concrete descriptive feedback to peers regarding their communication skills and attitudes.

**Primary Resources:** These books are available in Wegner Hall Library (reserved section). Additional resources are available via the student website.

- Course website: [https://ccp.vetmed.wsu.edu](https://ccp.vetmed.wsu.edu)
- Core Document/Syllabus (required reading)

**Evaluation:**
VM502-Clinical Communication uses a modified pass/fail grading system. A mark of satisfactory requires the following:

1. Participation/engagement in your small group lab sessions.
   a. Conducting consultations with simulated clients.
   b. Practicing self-assessment regarding the skills on the CCG following your visits with clients and through the Practical Assessment and Video Review process.
   c. Soliciting and responding to verbal feedback from peers, clients, and coach(es).
   d. Offering well-intentioned, detailed feedback to peers.
   e. Participating in small group discussions in which the small group’s interactions with clients, feedback discussions, time-outs, and rewinds serve as springboards for everyone’s further learning.
   f. Insightful comments on self-reflection exercise
   g. Active participation during communication debriefing sessions
   h. Meaningful effort and participation in the Practical Assessment and Video Review process

2. Professional conduct regarding attendance, confidentiality, and interaction with clients, peers, coaches.

**Attendance:**
There are no unexcused absences in VM502. If you must miss a majority or the entirety of a simulation for any reason, you must arrange make-up work by contacting Dr. Cary.

We recognize this semester will have inherent challenges relates to internet accessibility, device function, and the health and safety of our friends, family, and colleagues. Your education is critical, and we will work with you to ensure that missed material is covered in make-up sessions and special assignments.

Confidentiality:
• All scenarios are based on real patients and clients and are therefore confidential, just as they would be in any veterinary practice setting – you are at liberty to discuss details of the scenario only with members of your own small group.
• Like all your interactions with clients in veterinary settings, video recordings of your interactions are confidential and may not be reproduced or distributed.
• For learning to be optimal, learners need to experience the scenario for themselves without advance knowledge, hints, warnings, etc., so it is important not to talk about the scenarios with students from other small groups or other classes.
• Developing trust and a safe learning environment requires that you keep confidential what takes place in your small group and do not talk about it with others.

Academic Integrity:
Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship.

Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 50426-010(3) and -404) will receive a failing grade and will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct. Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010.

If you have any questions about what is and not allowed in this course, you should ask course instructors before proceeding. If you wish to appeal a faculty member’s decision relating to academic integrity, please refer to the appeals process as laid out online at www.handbook.wsu.edu

Students with Disabilities:
Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website (www.accesscenter.wsu.edu) to follow published procedures to request accommodations. Students may also either call or visit the Access Center in person to schedule an appointment with an Access Advisor. Location: Washington Building 217; Phone: 509-335-3417. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.

COVID-19 Policy:
Students are expected to abide by all current COVID-19 related university policies and public health directives, which could include wearing a cloth face covering, additional PPE as required by the
instructor, physical distancing, self-attestations, and sanitizing common use spaces. All current COVID-19 related university policies and public health directives are located at [www.wsu.edu/covid-19](http://www.wsu.edu/covid-19). Students who do not comply with these directives may be required to leave the classroom; in egregious or repetitive cases, students may be referred to the Center for Community Standards for university disciplinary action.

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**Appendix A: Video Conferencing Etiquette and Expectations**

The following are guidelines for remote participation via video conferencing:

- Select a space that is quiet (i.e., no ambient/background noise) and where you can be alone
- Inform others with whom you share the space (e.g., roommates, coworkers, etc.) of your need for solitude and quiet for the duration of the tele-simulation event
  - Request that others do NOT overburden the bandwidth of shared internet
- Eliminate potential distractions (e.g., turn off notifications to your computer, power off your phone, relocate pets to another room, etc.)
- Familiarize yourself with videoconferencing application/software in advance so your attention/presence can be on participating rather than the technology
  - Learn how to…
    - Launch the application and join the tele-simulation event/meeting
    - Edit your printed name/label (if applicable)
    - Turn video camera on and off
    - Mute and unmute audio
    - Change display
      - Speaker view for one-on-one conversations (e.g., interviewing a simulated client)
      - Gallery view for group discussions (e.g., during time-outs, etc.)
    - Use basic features such as text chat (if applicable)
    - Send private/individual and public/group chat messages
  - Resolve outstanding technology questions/challenges with secretary or IT support person ahead of tele-simulation event
- Be punctual; join videoconference when you are scheduled to do so
- Attend to selfcare (e.g., stretching, restroom breaks, hydrating, etc.); at appropriate intervals, mute your microphone, turn off your camera, and attend to those essential physical and mental wellness measures

**Framing:**

- Unless otherwise specified by the coach, frame yourself so that only the top of your head, down to your mid torso is visible on camera
- If using a laptop or other mobile device to videoconference, be sure the device is stationary, so the camera (and broadcasted image) does not move
  - Position the camera at eyelevel, not above or below you
  - If your camera is independent from the monitor/screen (i.e., not built-in), align the two devices so that that person/people you are addressing perceive you are making direct eye contact rather than looking over their heads or off to one side
- Remember that tele-simulations are recorded so be mindful of your actions, your words, and all elements in your environment that will be captured on camera

**Setting:**

- Choose a backdrop that is nondescript (i.e., not interesting/distracting)
  - Greenscreen backgrounds are often technologically problematic and/or visually distracting and therefore should NOT be used.
Wardrobe:
- Wardrobe should be appropriate for class participation

Lighting:
- Choose a primary light source that is constant (e.g., a lamp) versus sunlight which is highly variable
- Position the light source in front of you so that your face is illumined so peers, simulated clients, and coaches can easily observe your facial expressions

Miscellaneous
- If the videoconference application (e.g., Zoom) displays a name/label for each participant, identify yourself by your first and last name

The following video provides further advice and demonstrations for how to create a professional looking setup for videoconferencing: [www.youtube.com/watch?v=rQwanxQmFnc](http://www.youtube.com/watch?v=rQwanxQmFnc).

**Zoom Leads**

One student per group will be assigned the role of Zoom Lead. Zooms Leads are expected to create a recurring Zoom meeting for their small group. The meeting credentials should be shared with each member of their team and emailed to cvm.simulation-basededucation@o365-groups.wsu.edu so that they can be shared with the appropriate coaches and simulated clients. Zoom Leads are additionally responsible for sharing video recordings of each class session with their group members. *A complete, step-by-step set of instructions for Zoom Leads are available on the student course website.*

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**Appendix B: Practical Assessment and Video Review**

Instead of a final, you will complete a **required** two-part practical assessment. *Additional details that you will need will be posted to the course website. Here is an overview of what is involved:*

**Purpose:**
- To provide your coaches and you an end-of-term practical assessment regarding clinical communication skills, to identify your current clinical communication strengths, and next steps for your ongoing development.
- To further develop your skills of self and peer assessment and feedback.

**Practical Assessment (Part 1)** – On November 1st or 2nd, you will be assigned a 1-hour time block devoted to the final client interview. To accommodate the entire class, you will be scheduled sometime between 11:00 am and 6:00 pm on Monday or Tuesday. We will work around your elective schedule to avoid course conflicts. You will complete an interview with a simulated client via Zoom, which you will videorecord. You will be responsible to schedule the Zoom meeting and share those meeting credentials with us by emailing them to cvm.simulation-basededucation@o365-groups.wsu.edu in order that we may coordinate with the simulated client. Full final client interview Zoom instructions are available on the student course website. You are responsible for the recording of your final client interview. You will need to review your video prior to part 2 and reflect on your interaction with the simulated client.

**Video-Review (Part 2)** - To complete the second part of the assessment, you will work with a randomly selected peer and coach. The Video Review sessions will all occur on November 8th or 9th via Zoom and will require 2 hours for each pair of students. Again, to accommodate the entire class, you will be assigned a time between 10:00 am and 6:00 pm on either day. The Zoom meeting will be arranged for you and meeting details will be emailed before your scheduled interview date.
The schedule and further instructions for both the Practical Assessment and Video Review will be posted on the student course website (www ccp. vetmed. wsu. edu/students).

More specific information on the Video Review:
1. Prior to working with your peer and the coach/examiner, look at the video of your own interview with the simulated client and assess yourself regarding the communication process skills on the Calgary-Cambridge Guide. Include notes on skills you used well and those you may have missed or done inadequately – comment on how your use of the skills on the CCG impacted accuracy, efficiency, and supportiveness.

2. With your the self-assessment notes in hand, meet with the coach/examiner and your peer to review one another’s videos. As you watch, continue your self-assessment and assess your peer, including discussion of notes you prepared in advance.

3. Discuss your observations regarding each other’s videos and then compare yourself and peer assessments with the coach/examiner’s assessments. This is not about reaching consensus, but rather about considering each other’s perspectives. If disagreement remains after discussion, the coach/examiner’s rating stands. The coach will have additional materials to inform the discussion including a checklist of content details obtained/discussed during each student’s interview, and the simulated client’s written feedback.

4. At the end of Video Review give your coach/examiner any self-assessment notes you made on the Calgary-Cambridge Guide during Video Review and any notes you made regarding your peer.