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With special thanks to:
Suzanne Kurtz, PhD
Rick DeBowes, DVM, MS, DACVS
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: Using VoiceThread, every student must turn in one guided reflection per semester based on one of the scenarios for which they were primarily responsible. Students will select one scenario in which they interviewed the simulated client, watch their video, and consider the feedback they received during the class session in order to complete the guided reflection (see student website for instructions “VoiceThread Self-Reflection Instructions”). Students will receive full points for thoughtful answers to the questions, regardless of their success in the interview. This assignment is due Monday, February 21st.
3. Practical assessment (see Appendix B for more details).

Course Structure:
Large Group Orientation: Bustad 145
• All Lab Groups: Monday, January 10th 1:10-3:00pm
• Purpose of Orientation:
  o Provide an overview of the course, particularly the process of virtual simulation, and introduce core content.
  o Prepare students for their small group interview sessions.
  o Answer questions.

Small Group Sessions:
• Six small team sessions on Mondays and January 24th – March 8th in person and via Zoom (see Appendix A for videoconferencing etiquette and expectations).
  *No class on March 15th or 16th due to spring break
  o Lab Group A1 – Mondays, 1:10-3:00pm
  o Lab Group A2 – Mondays, 3:10-5:00pm
  o Lab Group B1 – Tuesdays, 1:10-3:00pm
  o Lab Group B2 – Tuesdays, 3:10-5:00pm
• Teams 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.
• 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 interviews and saving your video recordings immediately following the interview so that you can 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.

Reflection Assignment:
• Using VoiceThread, every student must turn in one guided reflection per semester based on one of the scenarios for which they were primarily responsible. Students will select one scenario in which they interviewed the simulated client, watch their video, and consider the feedback they received during the class session in order to complete the guided reflection (see student website for instructions “VoiceThread Self-Reflection Instructions”). Students will receive full points for thoughtful answers to the questions, regardless of their success in the interview. This assignment is due Monday, February 21st.

Practical Assessment and Video Review:
• The final client interview will take place on Monday, March 21st and the peer video review on Monday, March 28th and Tuesday, March 29th (see Appendix B).

Learning Objectives for Phase 1 (2nd year):
1. The student will demonstrate an understanding of relationship-centred veterinary care.
2. With a simulated client, the student will demonstrate ability to:
   a. Prepare to see a client given basic appointment information
   b. Conduct a veterinary visit in which the student:
      i. Relates to the client and the patient in such a way as to establish a trusting relationship where the client is comfortable sharing their concerns.
      ii. Elicits the information required to make an accurate assessment of the patient’s presenting problem(s) including the client’s perspectives (i.e., beliefs, concerns, etc.).
      iii. Elicits the information required to make an accurate assessment of the patient’s overall health and functioning. The focus is on the patient’s current needs and medical history.
      iv. Recognizes and reacts appropriately to both verbal and non-verbal cues.
      v. Gives preliminary information and discusses it appropriately with the client.
3. Student will be able to articulate to coach and group a synopsis of what they learned from the interview
4. Student will participate effectively in small group interactions, including working with peers, coaches, and simulated clients
5. Students will develop a framework to provide effective constructive feedback

Primary Resources: These books are available in Wegner Hall Library (reserved section). Additional resources are available via the student website.
• 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 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 team discussions in which the team’s interactions with clients, feedback discussions, time-outs, andrewinds serve as springboards for everyone’s further learning.
   f. Meaningful effort and participation in the Practical Assessment (Final Client Interview) 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 obtain an excused absence through WSU CVM Student Services, and then arrange make-up work by contacting the program assistant (cvm.sbe.resource@wsu.edu).

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 team.
- 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 teams or other classes.
- Developing trust and a safe learning environment requires that you keep confidential what takes place in your small team 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. 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 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
  o Position the camera at eylevel, not above or below you
  o 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)
  o 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.

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.sbe.resource@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.

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 to determine next steps for your ongoing development.

To further develop your skills of self and peer assessment and feedback.

Practical Assessment (Final Client Interview) (Part 1) – On Monday, March 21st, you will be assigned a 20-minute time block devoted to the final client interview. To accommodate the entire class, you will be scheduled sometime between 9:00 am and 6:00 pm on Monday. 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 video record. You will be responsible for creating the Zoom meeting and sending an invite to cvm.sbe.resource@wsu.edu for coordination with the simulated client. Full final client interview Zoom instructions will be 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 two randomly selected peers and a coach. The Video Review sessions will all occur on Monday, March 28th and Tuesday, March 29th via Zoom and will require 90 minutes for each trio of students. To accommodate the entire class, you will be assigned a time between 9:00 am and 6:00 pm on Monday, March 28th or Tuesday, March 29th. A zoom lead will be assigned from each trio of students to create the zoom meeting and share it with the assigned peers and cvm.sbe.resource@wsu.edu.

The schedule and further instructions for both the Practical Assessment (Final Client Interview) 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. You will be asked to review a peer’s video and provide written feedback as well.

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

3. Discuss your observations regarding each other’s videos and then compare your self 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.

4. At the end of Video Review share your peer assessment notes with your assigned peer for their continued consideration.

Appendix C: Appointment Book and Suggestions for Preparation
Simulation Weeks 1 + 2:
• Kathy [Ken] Lawrence; Dan, 5-year-old neutered male Jack Russell/Heeler mix; private practice appointment; aggressive behavior
a. What are the causes of inter-dog aggression?
b. How would you identify triggers based on information a client can give you?

- Cary Gordon; chickens (2 Araucana and 2 Barred Rock); Field Disease Investigation Unit consultation; feather picking/bullying
  a. What are components of backyard chicken husbandry?
  b. What are causes of chicken aggression?
  c. What do you need to understand about small-scale chicken operations to help clients manage a healthy flock?

Simulation Weeks 3 + 4:
- Nat Harrison; Nummers, recently purchased hedgehog; private practice appointment; general care
  a. What are the husbandry needs of common exotic pet species (e.g., hedgehogs, chinchillas, turtles, and lizards)?
  b. What are ways that petting zoos and pet stores impact public health?
  c. Are there any animal welfare considerations for multiple pet households?
- Taylor Jones; Buck, 12-year-old buckskin Quarter Horse gelding; colic
  a. What are the common causes of colic in horses?
  b. What are common risk factors for different types of colic?
  c. What are important preventative measures to avoid certain types of colic?

Simulation Weeks 5 + 6
- Elma [Elmer] Hohol; Limousine heifers; Field Disease Investigation Unit consultation; low pregnancy rates
  a. What are causes of low pregnancy rates in herd production animals?
  b. What factors are important in management that might affect weight gain and pregnancy rates?
  c. What do veterinarians provide when doing breeding soundness examinations (BSE)?
- Nora [Norman] Kittredge; Sasha, 2-year-old spayed domestic shorthair cat; private practice appointment; behavior and wellness
  a. What are important history questions for cat wellness and behavior appointments?
  b. What are core vaccines for indoor vs. outdoor cats?