

STUDENT PERSPECTIVES ON A NEWLY IMPLEMENTED COMMUNITY-BASED MODEL OF CLINICAL TRAINING IN EQUINE PRIMARY CARE:

“WHAT’S WORKING AND WHAT COULD BE BETTER?”

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Introduction

NC State College of Veterinary Medicine has recently implemented a new Equine Primary Care fourth year clinical rotation that is a hybrid model of campus- and community-based clinical training (VMC 949). As part of this program the university has formed partnerships with five regional equine practices that serve as clinical community-based learning sites. The purpose of this project was to survey students on various aspects of their rotation experience with these five practices.

Project Objectives

- Invite student feedback on VMC 949
- Gather data on clinical skills training during community-based portion of VMC 949
- Utilize information to create action items to improve equine primary care training in VMC 949

Methods

After completing the 4 week community- based Equine Primary Care rotation, students were sent an email and asked to anonymously complete an online survey. The survey asked students to:

- Estimate the number of times they performed various procedures during their distribution experience by checking one of four categories (none, 1-3 times, 4-8 times, 9+ times).
- List three things that their distribution experience helped them with.
- List three things that could have been better about their distribution experience.

The open-ended ended student responses were coded into themes by the primary investigator and the number of responses within a theme were recorded.

Results

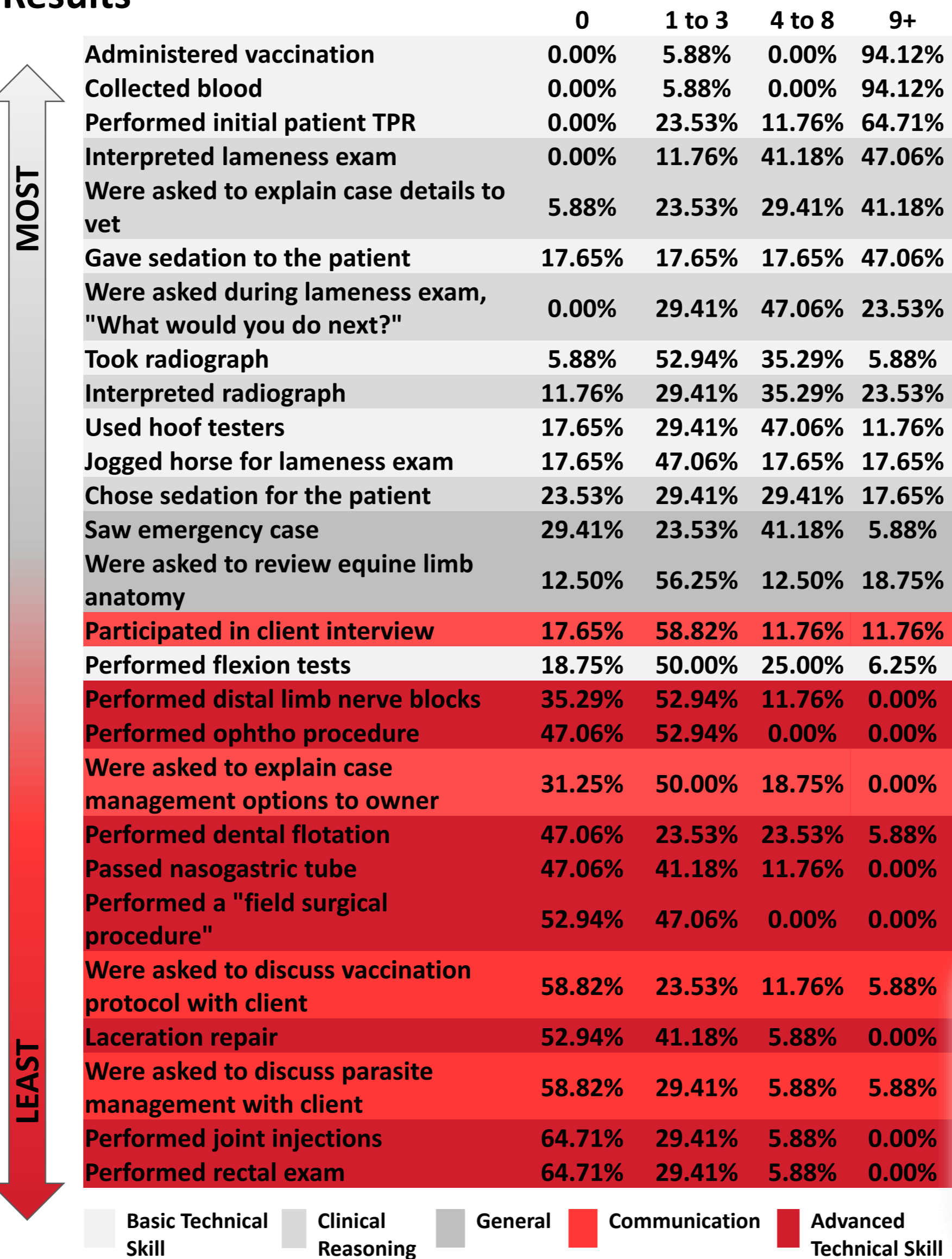


Figure 1. Student reported frequency of clinical skills practice during distributive portion of equine primary care rotation

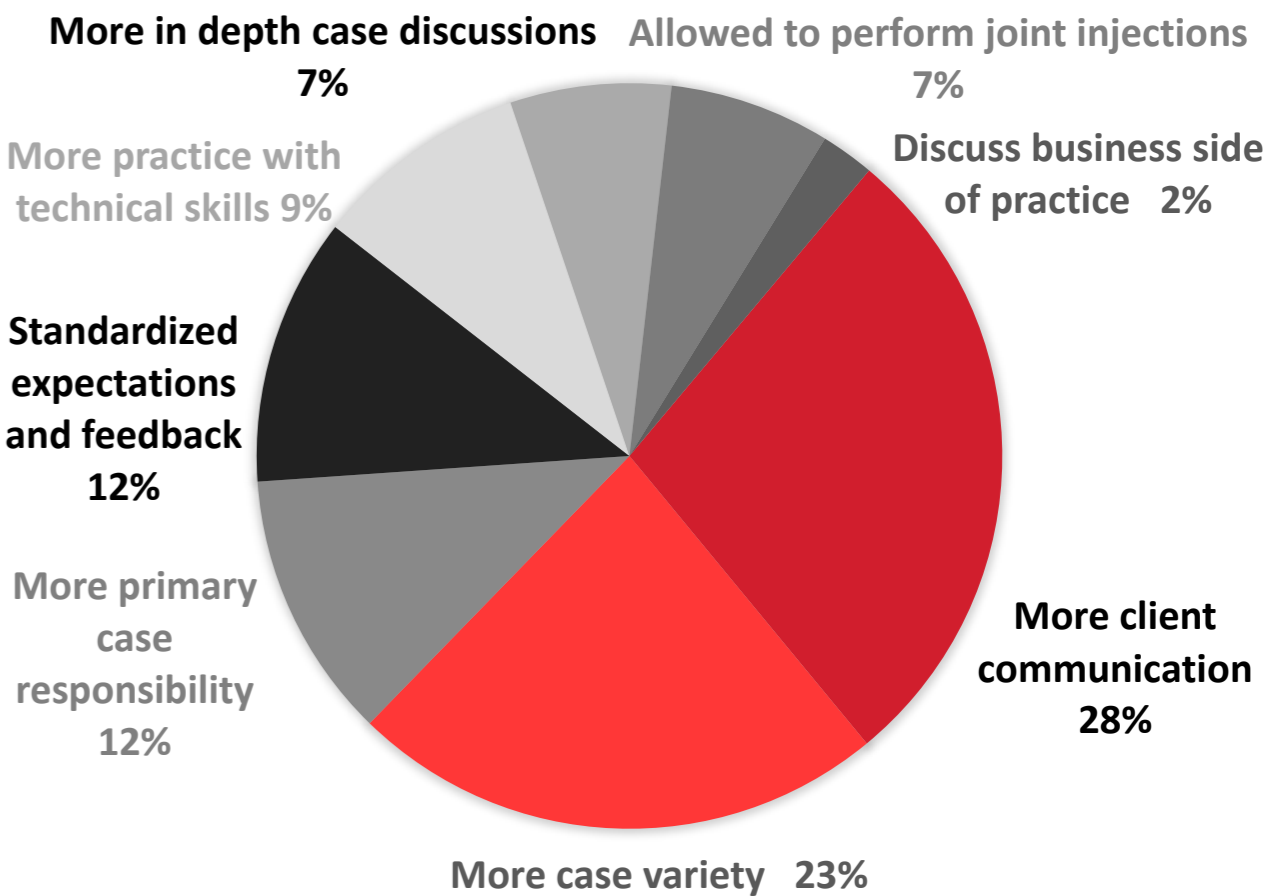


Figure 2. Student responses identifying ways to improve VMC 949 distribution experience

Discussion

Student survey responses (n=17) suggest that practitioners allow students more frequent practice with certain types of clinical skills over others (Fig. 1). Survey results also indicate that students would specifically value practice with communication (Fig. 2), which was one of the least practiced clinical skills during distribution weeks (Fig. 1). Communication between faculty leaders of VMC 949 and the practitioners in community-based learning sites will be essential to identify strategies to meet student learning needs within the private practice setting.

Action Items

- Invite practitioner feedback on community-based clinical rotation experience (survey).
- Work with practitioners to develop agreed upon list of skills for students to practice during distributive portion of VMC 949.
- Develop web-based competency assessment tool.

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