Diagnostic Challenge

First Meeting Agenda with students

DC Logistics:

- Slow it down. Remember **THIS IS NOT A RACE**! It's better to do things well, rather than quickly.
- Remember time "leaps" & "slow downs" or even "freezes" may be imposed – IF the facilitator feels it is appropriate, helpful or necessary. You can request such a time change, but that request may or may not be granted.
- This serves as a valuable learning opportunity, acknowledging the inherent artificiality involved. It's a given that having 5 veterinarians in a single exam room is unlikely, and some participants may find role-playing with stuffed animals challenging. However, there's no need to feel self-conscious. Simply embrace the exercise with an open mind, suspend disbelief, and you're in for an enjoyable week ahead.
- **TEAMs** – Decide your method of communication & submitting test/records.

Client Meeting

- Remember clients are volunteers, keeping track of 2 clinics – they will be taking notes.
- Each of you should take at least one turn as the primary speaker. However, everyone should be prepared to answer the client's questions.
- S**it in the same order** every time you meet with your client. It helps them take notes & provide feedback later.
- Plan to take a "**time-out**" after your initial interview & PE to discuss an initial plan.
- Always meet with your client & facilitator as a group – no splinter groups or solo acts. Everyone should be present, unless there is a compelling reason.

Expectations

- **Appointments** will be scheduled by the facilitator
- **During each submission period:** schedule a 15-20 minute appointment to sit down and chat with your facilitator – even if only to touch base. <u>At every meeting</u>, **be prepared to PRESENT your case in the clinical rounds format you've been practicing in Sys Path**.
- Plan to explain your current thinking & plan – also taking turns as primary speaker.
- The facilitator's job is to facilitate YOUR LEARNING & make you think.
    - Expect questions to be posed. This is a part of the LEARNING goal – and not meant to be any sort of indication of whether you are on the right or wrong track.

POMR

SOAPs – Students should be asked to SOAP 1-2 high-yield problems each night (or similar assignment – management plan)

- If the facilitator feels the need, students may do brief SOAPs of some "low yield" problems.
    - The students should give an explanation of WHY they think it's low yield (1-2 sentences).
- Due the next morning. Make sure the students are sharing their SOAPs and teaching each other!
- Remember to SOAP all active problems DAILY.
- You may give written or oral feedback to the SOAPs, but the students need the feedback BEFORE they write their next SOAP.
- The parts of the POMR that are required.