Telemedicine vignettes as a platform to enhance the quantity and diversity of clinical case exposure for veterinary students

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Introduction

The transition from veterinary school to practice can be challenging for a number of reasons, including lack of experience with managing primary care cases. Case-based approaches are often used to enhance student engagement but may fall short of increasing competence and confidence due to the nature of tertiary-care cases usually presenting to veterinary teaching hospitals.

Materials and methods

To promote case-based learning and exposure to first-opinion mixed animal practice cases, we used a reverse telemedicine care model for teaching pre-clinical veterinary students at 2 institutions. Rural practitioners were recruited from Kansas and Texas to present a case of their choice that represented a common primary care case. Sessions were held approximately once a month for 2 years, and students were invited to attend remotely and/or in-person depending on the timing. Students were surveyed after each session, and practitioners were invited to interviews about their experiences.

Results

Based on surveys from the first year, students agreed or strongly agreed that practitioners provided thorough explanations and encouraged student ideas and questions. Results from the second year of student surveys as well as practitioner interviews are still being collated and will be summarized during the presentation.

Significance

The use of Zoom technology by practicing veterinarians for presenting authentic cases to pre-clinical students enhances engagement and is easily implemented. This mode of improving student confidence and competence for primary care in rural practice should be investigated further.

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