

Select Teaching Practices & Education Projects at the Western College of Veterinary Medicine

Julia B. Montgomery, Med Vet, PhD, DACVIM (LAIM) March 25, 2019





Overview

- Undergraduate teaching
- Graduate teaching
- Clinical teaching
 - a) Interns
 - b) Residents
- Client education (and recruiting)



Undergraduate

- Clinical skills lab, use in practical laboratories
 - a) Pros and cons
- Elective courses (3rd year)
- Research elective (3rd year)
- Summer student research program
- Students as teachers (client education)



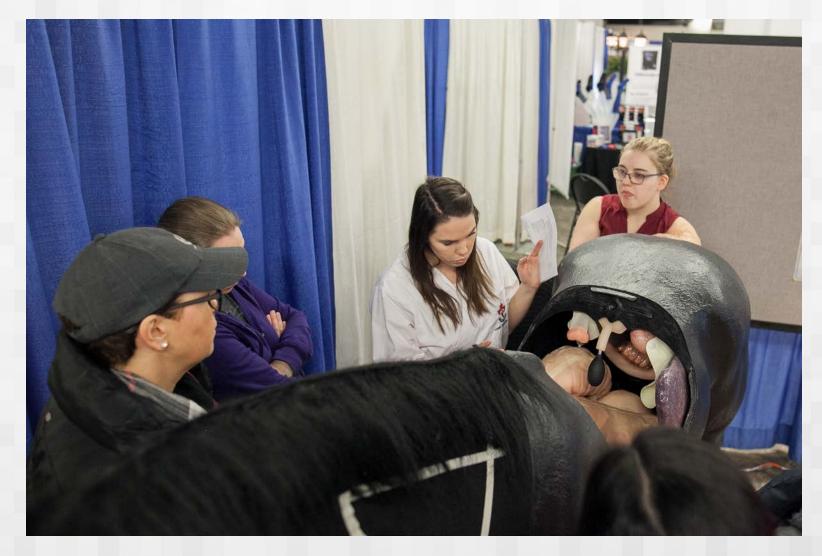


Undergraduate





Students as Teachers





Graduate

- LACS: clinician scientists & "real" scientists
 - a) Course & thesis-based MSc, PhD
 - b) Biomedical Engineering
- Combined residency & MSc program
 - a) Clinical training, journal club & case rounds presentations as a grad course; clinical/anatomic pathology; medical imaging
 - Win/win/win: counts towards grad credits & ACVIM credentials; aids in assessment of residents' performance (academic & clinical)
- Industry collaboration
 - a) **MITACS**: graduate student will work with industry, future employment opportunities/ real world experience



Clinical

- ACVIM RTP (ACVS, ABVP, ACT)
 - a) Future specialists & *future teachers*
 - Clinical teaching of 4th year students
 - Assist with 2nd and 3rd year labs
 - Formal lecture in 2nd & 3rd year of residency program
- Interns
- 4th year students
- Manage client expectations
 - a) "What to expect"





Client Education





Client Education & Recruiting





Questions

Julia B. Montgomery, Med Vet, PhD, DACVIM (LAIM) Assistant Professor WCVM, Large Animal Clinical Sciences +1 (306) 966 7025 julia.montgomery@usask.ca





For Discussion

- Transferrable skills
 - a) Resilience
 - b) Emotional intelligence
- Recruiting & training
- Veterinary social work initiative
- Mental health first aid