



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

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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

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For Discussion

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