International Conference on Communication in Veterinary Medicine 2013

Using communication to transform veterinary medicine from the inside out.

November 4 - 6, 2013
Four Seasons Hotel
St. Louis, Missouri, USA
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IVCI Board of Directors and Officers

Cindy Adams, MSW, PhD
University of Calgary, Canada

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Washington State University, USA

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Jane Takahashi, DVM, MBA
VP Communications, Associate Veterinary Clinics
WELCOME

The International Veterinary Communication Institute (IVCI) welcomes you to St. Louis for the 7th ICCVM conference. We hope that you will find these next few days both stimulating and exciting, as we explore new ideas and test drive new ways of enhancing teamwork, exceeding client expectations and improving patient health!

The IVCI would like to take this opportunity to salute our industry and academic partners who continue to provide strong support and participation to the organization and especially to ICCVM. You will have ample opportunity to meet with our speakers, the organizing committee, and each other - we look forward to all of the sessions and to much discussion with all of you!

KEYNOTE HIGHLIGHTS

Our keynote speakers were chosen with great consideration and we are truly honoured to have the opportunity to present them at ICCVM. Christoph Muelling launches Monday with a presentation on “How to Mount a Communication Program in a Regimented Traditional Curriculum”. Christoph was the Associate Dean Curriculum at the University of Calgary Veterinary Medicine (UCVM) from 2008-2010. During that time he played an integral role in the development of the Communication Skills Program at UCVM. Upon his new post at Leipzig Germany in 2010 Christoph has been developing clinical skills curricula and has taken the beginning steps to develop the communication segment of clinical skills. University of Leipzig hosts a traditional curriculum and Christoph will speak to the steps and stages that he is taking to integrate communication into the curriculum. Christoph’s workshop will focus on developing an awareness of essential components of a communication curriculum and related strategies for implementation.

Tuesday kicks-off with “Perspectives on Health, Human-Animal Bonds and the Roles Played by Veterinary Professionals: Why communications Matters for One Health” with Melanie Rock. Melanie’s primary specialization affiliation is in population and public health. Her research interests and methodological expertise resides in ethnographic case study research, anthropology, policy and human-animal studies. Melanie is an adjunct faculty member in veterinary medicine at the University of Calgary. As such, her collaborations, research and influences cut across disciplinary boundaries to reach for study areas including the role that veterinary communication plays on human and animal health understanding and impact. Melanie has been at the helm of the rallying cry in veterinary medicine for attention to ‘one health’ for the betterment of human/animal and ecosystem health. She will speak to the role that one health communication plays in day to day veterinary practice settings. Melanie’s workshop will focus on qualitative research methods for veterinary communication.

Diane Rawlins’ keynote presentations on “An Appreciative Approach to Organizational Change” starts Tuesday afternoon off with a thoughtful and motivational presentation on the impact of appreciative inquiry on organizational change, wellness, all levels of engagement and performance. Diane has been working as coach, facilitator and teacher within all forms of healthcare and more recently with veterinary professionals in an effort to facilitate change, transform organizations and communities. Diane’s work and message has direct application to all worlds of work including veterinary practices, institutions, organizations and community based membership. Her workshop will lead with some distinct strategies for operationalizing appreciative inquiry into the work environment.

The ICCVM 2013 Planning Committee:
Cindy Adams, Karen Cornell, Suzanne Kurtz, Darcy Shaw, Jane Shaw, Jayne Takahashi
The Conference Secretariat - The Bayley Group
THANK YOU SPONSORS

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Enhancing Communication Coaching Skills

In this 14 hour intensive workshop, you will learn:

• A structured and step-wise coaching process that works
• Facilitation skills that challenge and support learners
• Skills for providing effective and constructive feedback
• Approaches to overcome common challenges with learning and coaching communication skills
• Clinical communication skills to model for your veterinary teams

INSTRUCTORS:
Dr. Cindy Adams, University of Calgary
Dr. Julie Cary, Washington State University
Dr. Karen Cornell, University of Georgia
Dr. Suzanne Kurtz, Washington State University
Dr. Darcy Shaw, University of Prince Edward Island
Dr. Jane Shaw, Colorado State University

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<tr>
<th>Time</th>
<th>DAY 1</th>
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<tr>
<td>8:00-8:30 am</td>
<td>BREAKFAST</td>
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<tr>
<td>8:30-9:00 am</td>
<td>Welcome and Introductions</td>
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<td>9:00-10:30 am</td>
<td>Conceptual Framework</td>
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<td>- Relationship Centered Care and Parallel Process</td>
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<td>- Coaching Process</td>
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<td>10:30-12:00 pm</td>
<td>Coaching Demonstration</td>
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<td>Facilitation Skills</td>
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<td>12:00-1:00 pm</td>
<td>LUNCH</td>
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<td>1:00-5:00 pm</td>
<td>Communication Laboratory</td>
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<td>- Simulated Client and Small Group Coaching Interactions</td>
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<tr>
<td>5:00-5:30 pm</td>
<td>Wrap-up in Small Group</td>
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<th>Time</th>
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<tr>
<td>8:00-8:30 am</td>
<td>BREAKFAST</td>
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<tr>
<td>8:30-9:00 am</td>
<td>Intro to the Day’s Work</td>
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<tr>
<td>9:00-1:00</td>
<td>Communication Laboratory</td>
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<td></td>
<td>- Simulated Client and Small Group Coaching Interactions</td>
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<tr>
<td>1:00-2:00</td>
<td>Debriefing and Where to from here?</td>
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CONFERENCE HIGHLIGHTS

Sunday, November 3rd
WELCOME RECEPTION

Monday, November 4th
ONSITE DINNER AT THE FOUR SEASONS

Tuesday, November 5th
OFFSITE DINNER AT ANHEUSER-BUSCH BREWERY
Departure from the Four Seasons - Main entrance lobby

Wednesday, November 6th
TOUR AT NESTLE PURINA
## PROGRAM AT A GLANCE

### Sunday, November 3, 2013

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<tr>
<th>Time</th>
<th>Ballroom A</th>
<th>Ballroom B</th>
<th>Ballroom C</th>
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<tbody>
<tr>
<td>6:00 - 7:00 pm</td>
<td>COCKTAIL RECEPTION WITH HORS D’OEUVRES  Dinner on your own</td>
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### DAY 1 – Monday, November 4, 2013

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<th>Time</th>
<th>Ballroom A</th>
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<tbody>
<tr>
<td>8:00 - 9:00 am</td>
<td>BREAKFAST, NETWORKING AND REGISTRATION</td>
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</table>
| 9:00 - 10:00 am| KEYNOTE - Christoph Muelling  
(Education / International)  
Communicating Communication - How to Mount a Communication Program in a Regimented Traditional Curriculum |                                                                                                 |                                                                                                 |
| 10:00 - 10:30 am | ENERGY BREAK & NETWORKING                                                                      | WORKSHOP (Research & Education)  
Linking Clinical Communication to Clinical Reasoning  
Julie Cary, Rick DeBowes, Suzanne Kurtz |                                                                                                 |
| 10:30 - 12:00 pm | WORKSHOP (Education/International)  
Communicating Communication - How to Advertise and Establish/Mount a Communication Program in a Regimented Traditional Curriculum  
Christoph Muelling |                                                                                                 |                                                                                                 |
| 12:00 - 1:00 pm | LUNCH                                                                                           |                                                                                                 |                                                                                                 |
| 1:00 - 1:15 pm | PODIUM  
Equine Caretakers’ and Veterinarians’ Perceptions of the Veterinarian-Client Relationship in Equine Practice  
Colleen Best, Jason Coe, Joanne Hewson, Michael Meehan | PODIUM  
Veterinarian-Initiated Dietary Recommendations: Practitioners’ Management of Clients’ Responses  
Hannah Wheat, Clare MacMartin, Jason Coe | 1:00 - 2:30 pm  
WORKSHOP (Practice)  
Demonstrate that You Care: Ways to Communicate that You are Listening  
Carolyn Shadle |
| 1:15 - 1:30 pm | PODIUM  
A Focus Group Study of Equine Caretakers’ and Veterinarians’ Perceptions of the Financial Aspects of Equine Veterinary Care  
Colleen Best, Jason Coe, Joanne Hewson, Michael Meehan | PODIUM  
How Question Form can Prematurely Curtail Nutritional History Taking  
Hannah Wheat, Clare MacMartin, Jason B. Coe |                                                                                                 |
| 1:30 - 1:45 pm | PODIUM  
Comparison of Medical Empathy Scores between Veterinary and Nursing Students  
Elizabeth P. Boynton, Suzie Kovacs, Georgeanne Vlad, Richard Sugarman | PODIUM  
Setting the Tone: A House Officer Orientation Program  
Julie Cary, Rick DeBowes, Suzanne Kurtz |                                                                                                 |
| 1:45 - 2:00 pm | PODIUM  
Veterinarians’ Personal Use of Facebook: Impacts on Client Impressions  
Cynthia Weijis, Jason Coe, Shannon Majowicz, Serge Desmarais, Andria Jones-Bitto | PODIUM  
Veterinarian-Client-Feline Communication: A Qualitative Analysis of Weight and Diet Discussions In Veterinary Practice  
Alexandra M. Phillips, Cindy L. Adams, Kathleen L. Keil |                                                                                                 |
| 2:00 - 3:00 pm | ENERGY BREAK & NETWORKING                                                                      |                                                                                                 |                                                                                                 |
**DAY 1 – Monday, November 4, 2013**

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<th>Time</th>
<th>Ballroom A</th>
<th>Ballroom B</th>
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<tbody>
<tr>
<td>3:00 - 4:30 pm</td>
<td><strong>POSTER SESSIONS</strong></td>
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<tr>
<td>3:00 - 3:07 pm</td>
<td>#1 Does Diversity Matter? Exploring the Educational Experience of Culturally and Linguistically Diverse Veterinary Science Students  Eva King, Daniel Schull, Wendy Green, Merrill Turpin</td>
<td>#2 Moving Beyond the Course: Advocating for Clinical Communication Programs in Veterinary Medicine  Julie Cary, Rick DeBowes, Daniel Haley, Rachel Jensen, Suzanne Kurtz</td>
<td>3:00 - 4:30 pm WORKSHOP (PRACTICE) Negotiation - An Underdeveloped Professional Communication Skill?  Jim Clark</td>
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<tr>
<td>3:14 - 3:21 pm</td>
<td>#5 What We Can Learn – and Do – From Asking Those We Serve  Debbie L. Stoeven, Jason B. Coe, Clare MacMartin, Elizabeth A. Stone, Catherine E. Dewey</td>
<td>#6 Evaluating a Communication Skills Training Program in a Primary Healthcare Veterinary Centre Using Experiential Learning and Video Analysis  Michael Meehan</td>
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<td>3:21 - 3:28 pm</td>
<td>#7 Building Rapport: Teaching First Year Veterinary Students that Veterinary Clients Are People First  Alice Blue-McLendon, Stacy Eckman, Lucy Wendt</td>
<td>#8 Online Teacher Training for Clinician Educators: Raising Role Awareness in Communication and Other Professional Attributes  Daniel Schull, Mathew Hillier, John Al-Alawneh, Patricia Clarke, Eva King, Paul Mills, Glen Coleman</td>
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<td>3:28 - 3:35 pm</td>
<td>#9 New DVM Student Perceptions of the Value of Client Communication on the Success of Surgery  Samantha Barber, Amy Berry, Laura Noe, Crystal Sunlight, Julie Cary</td>
<td>#10 Shared Challenges: An Update on Clinical Communication Training at Australasian Veterinary Schools  Daniel Schull, Eva King, Susan Mathew, Anne Fawcett, Jennifer Mills, Melinda Bell, Michelle McArthur, Elizabeth Tudor, Emma Scholz, Ryl Harrison, Stuart Gordon</td>
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<td>3:35 - 3:42 pm</td>
<td>#11 New DVM Student Perceptions of Team Communication in their Success as Veterinarians  Crystal Sunlight, Laura Noe, Amy Berry, Samantha Barber, Julie Cary</td>
<td>#12 Marrying Content, Process and Reasoning in a Client Orientated Peer-To-Peer Role-Play Session  Ruth Serlin, Kim Whittlestone</td>
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<td>4:00 – 4:30 pm</td>
<td>LOOK MORE CLOSELY AT ALL POSTERS AND CONTINUE DISCUSSIONS IN THE FOYER</td>
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<td>6:00 – 8:00 pm</td>
<td>DINNER IN THE TERRACE ROOM</td>
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<td>8:00 - 9:00 am</td>
<td>BREAKFAST, NETWORKING AND REGISTRATION</td>
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<td>9:00 - 10:00 am</td>
<td>KEYNOTE - Melanie Rock (RESEARCH) Anthropological Perspectives on Health Promotion, Human-Animal Bonds, and the Roles Played by Veterinary Professionals: Why Communication Matters for One Health</td>
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<td>10:00 - 10:30 am</td>
<td>ENERGY BREAK &amp; NETWORKING</td>
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<td>10:30 - 12:00 pm</td>
<td>WORKSHOP (RESEARCH) Qualitative Research on Veterinary Communication</td>
<td>WORKSHOP (RESEARCH &amp; EDUCATION) Engaging Disinterested Veterinary Medical Student in Communication Skills Training</td>
<td>WORKSHOP (PRACTICE) Compassion Fatigue: What It Is, What It Isn’t, and What Can Be Done</td>
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<td>Melanie Rock</td>
<td>McArthur Hafen Jr., Adryanna Siqueira-Drake</td>
<td>Debbie L. Stoewen</td>
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<td>12:00 - 1:30 pm</td>
<td>LUNCH</td>
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<td>1:30 - 2:30 pm</td>
<td>KEYNOTE - Diane Rawlins (PRACTICE) An Appreciative Approach to Organizational Change</td>
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<td>2:30 - 4:00 pm</td>
<td>WORKSHOP (PRACTICE) Questions that Open Possibility</td>
<td>WORKSHOP (RESEARCH &amp; EDUCATION) Achieving Professional Competency in Veterinary Communication through Constructive Alignment of Teaching, Learning, Assessment and Outcomes</td>
<td>WORKSHOP (PRACTICE) Weeding The Garden: Addressing Conflicts in Your Practice before Litigation</td>
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<td>Diane Rawlins</td>
<td>Susan Matthew Jacquelyn Pelzer, Kevin Pelzer, Jennifer Hodgson</td>
<td>Debra Vey Voda-Hamilton</td>
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<tr>
<td>4:00 - 4:30 pm</td>
<td>ENERGY BREAK &amp; NETWORKING</td>
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<tr>
<td>4:30 - 4:45 pm</td>
<td>PODIUM The Impact of Veterinary Team Effectiveness on Job Satisfaction and Burnout Within Companion Animal Practice</td>
<td>PODIUM Extending The Role of Standardized Clients (SCs) and Sustainability of Outcome Assessments: SCs Assessing Communication Competence in a Veterinary Medicine OSCE</td>
<td>PODIUM Meeting – and Exceeding – the Communication Expectations of Clients Accessing Tertiary Oncology Care</td>
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<td>Irene C. Moore, Jason B. Coe, Jan Sargeant</td>
<td>Elpida Artemiou, Cindy L. Adams, Andrea Vallevand, Claudio Violato</td>
<td>Debbie Stoewen, Jason B. Coe, Clare MacMartin, Elizabeth A. Stone, Catherine E. Dewey</td>
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<td>4:45 - 5:00 pm</td>
<td>PODIUM Let’s Talk! Coaching Conversations in the Workplace for Increased Performance and Satisfaction</td>
<td>PODIUM Veterinary Communication Skills Training: Current State, Perceived Importance, and Unmet Needs</td>
<td>PODIUM Meeting – and Exceeding – the Information Expectations of Clients Accessing Tertiary Oncology Care</td>
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<td>Lauren J. Olavessen, Sally Stamp, Jeff Thoren</td>
<td>Mickey McDermott, Rachel Dean, Victoria Tischler</td>
<td>Debbie Stoewen, Jason B. Coe, Clare MacMartin, Elizabeth A. Stone, Catherine E. Dewey</td>
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<td>6:00 – 8:00 pm</td>
<td>OFFSITE DINNER – ANHEUSER-BUSCH BREWERY</td>
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<td>6:00 pm - Departure from the Four Seasons, main entrance lobby</td>
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<td>6:15 - 6:30 pm - Private Tour at Anheuser-Busch Brewery</td>
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<td>7:45 pm - Dinner at Joe Buck’s</td>
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<td>9:45 pm - Return to hotel</td>
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# DAY 3 – Wednesday, November 6, 2013

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<th>Time</th>
<th>Ballroom A</th>
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<tr>
<td>7:00 - 10:00 am</td>
<td><strong>TOUR OF NESTLÉ PURINA</strong>&lt;br&gt;<strong>Nestlé Purina: More than just a Chocolate Bar</strong>&lt;br&gt;6:30 - 7:00 am – Breakfast buffet (provided by Nestle Purina)&lt;br&gt;7:00 - 7:30 am – Meet the Brains behind Purina Dog Chow - Dr. Kurt Venator to give a brief introduction prior to the tour&lt;br&gt;7:45 am – Load shuttle to the tower&lt;br&gt;8:00 am - 9:30 am – From Molecules to Kibble - Pilot Plant, Packaging and Molecular lab tour&lt;br&gt;9:45 am – Load shuttle back to Four Seasons</td>
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<td>10:15 - 11:00 am</td>
<td><strong>ROUND TABLE SESSION:</strong> Take home ideas and where do you go from here?</td>
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<td>11:30 - 12:30 pm</td>
<td>IVCI AGM MEETING - facilitated by Darcy Shaw</td>
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<td>11:45 - 12:00 pm</td>
<td><strong>CELEBRATING ICCVM:</strong> Communicating the Past and the Future</td>
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<td>12:00 pm</td>
<td><strong>MEETING ADJOURNED - BOX LUNCHES WILL BE PROVIDED</strong></td>
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KEYNOTES

Monday, November 4th

Christoph Mülling

Christoph Mülling is a Veterinarian and a clinical Anatomist with a passion for teaching and lameness research. He graduated as DVM in 1988 from the Free University in Berlin, Germany. He worked in large animal practice for six years and then went back to university to pursue an academic career. He received his Dr med vet degree in 1993. Since then he has been active in research and teaching. In 2006 Dr. Mülling moved to the University of Nottingham and then in July 2007 he joined the Faculty of Veterinary Medicine at the University of Calgary as a Professor of Veterinary Anatomy. Dr. Mülling was the Associate Dean Curriculum in Veterinary Medicine at the University of Calgary from 2008 -2010. In May 2010 he moved back to Germany and became Professor of Veterinary Anatomy at the Faculty of Veterinary Medicine in Leipzig. He continues to be passionately engaged in teaching and curricular development. His activities include development of a multimedia enhanced anatomy curriculum (VetAnaTube) development and evaluation of Clinical skills simulators and integration of clinical skills simulation in teaching Anatomy and in the veterinary curriculum. With other faculty he is developing a Clinical Skills simulation lab (Vet Skill Sim Leipzig). He is also working on developing a communication program that fits in the traditional curriculum in Leipzig.

Tuesday, November 5th

Melanie Rock

Melanie Rock’s research program combines a critical perspective on public health and human-animal studies. This research program has been continually funded by the Social Science and Humanities Research Council of Canada (SSHRC) and the Canadian Institutes of Health Research (CIHR) since 2004, within one year of first taking up a faculty appointment. Her formal training lies in anthropology (BA, PhD), community services and social policy (MSW), and health promotion (postdoctoral fellowship). At the University of Calgary, her primary appointment is in the Faculty of Medicine (Community Health Sciences), with a joint appointment in the Faculty of Veterinary Medicine (Ecosystem and Public Health) and adjunct appointments in the Faculty of Social Work and in the Faculty of Arts (Anthropology). Additional affiliations include associate member status with the Institut de recherche en santé publique de l’Université de Montréal and with the Non-Human Animals and Ethics Research Group in the Centre for Values, Ethics, and the Law (VELiM), School of Public Health, University of Sydney.

Diane Rawlins

Diane B. Rawlins, MA, LMHC, has been working for over 25 years as a consultant, coach, facilitator and teacher with healthcare leaders and practitioners in the US, UK, and Canada. She was a founding partner of Appreciative Inquiry Consulting, LLC, a global consultancy committed to creating positive transformation in organizations and communities. She is currently a senior consultant for several major healthcare systems, a founder and senior faculty member of Leading Organizations to Health, a nationally acclaimed institute on leading change in healthcare, and has designed and taught many leadership development courses for leaders and consultants internationally.
Christoph Muelling

HOW TO MOUNT A COMMUNICATION PROGRAM IN A REGIMENTED TRADITIONAL CURRICULUM

Existing structures, tradition, routine and lack of flexibility are among the major road blocks to developing and delivering a communication program in many veterinary schools. Additionally, the majority of faculty lack adequate training to teach in a communication program and several do not buy in to the importance. Even many students are unaware of the importance of communication skills for professional practice. These roadblocks and limitations are particularly prevalent in Germany. To date there is no German veterinary school offering communication training. In spite of these challenges the University of Leipzig, Veterinary Medicine in Germany is working from the ground up to shape a communication program.

Christoph Muelling

COMMUNICATING COMMUNICATION - HOW TO ADVERTISE AND ESTABLISH/MOUNT A COMMUNICATION PROGRAM IN REGIMENTED TRADITIONAL CURRICULUM

In regimented traditional curricula the vast majority of teaching is knowledge content based. In contrast majority of examinations are oral, which often require advanced communication skills. Quiet often lack of these skills has a negative impact on exam performance. Almost all faculty has no experience in communication training and does not fully appreciate its importance or the necessity to systematically integrate communication training in the curriculum. A common quote is: “everyone can talk/communicate......”. Even many students are not aware of the importance of communication skills in their later professional life and the exiting training programs. Many believe there is no real need to undergo formal communication training.

In Germany Veterinary education is relative strictly regimented by federal law, the TAppV (Federal license regulation). This law regulates the curriculum in great detail though the same time offers the option to Faculties to develop a model curriculum replacing the traditional program. Existing structures, tradition, routine and lack of flexibility are among the major road blocks. Result is that the Curriculum at the Vet schools is still very traditional even though some new ideas have been adopted and minor reformations have been done. The first two years of teaching of basic veterinary sciences are still separated to a great extend from the subsequent 3 years of clinical teaching. The majority of teaching is still done in large group communication lectures.

None of the German School offers a program in professional communication. A recent survey among Veterinarians working in large and small animal practice and in Veterinary Public Health carried out by our school in Leipzig clearly indicates the outstanding importance of communication skills in professional work in all areas. The survey also reveals a clear deficit in these skills in fresh graduated Veterinarians entering the profession. This clearly demonstrates a strong need for communication training in the curriculum.

Our strategy in working towards a communication program bases on communication, creativity and continuous work on getting a growing number of peoples buy in (“baby step approach”). We developed ideas for dealing with and respond to faculty and administration who only want to continue in their routine or have very limited time and resources. We started integrating communication in Anatomy teaching and offer a course on professional communication in oral exams and a mini communication course as part of the Anatomy elective course program. We approached industry partners to provide financial support.

In our journey so far it became clear that communicating communication is of paramount importance in working towards establishing a communication course in a low receptive environment. Our endeavor so far has been excellent communication training in itself.

Julie Cary, Rick DeBowes, Suzanne Kurtz

LINKING CLINICAL COMMUNICATION TO CLINICAL REASONING

Clinical communication teaching is an established part of the curriculum in many medical schools worldwide and increasingly in veterinary medicine. Programs face challenges of administrator skepticism, inadequate resources, time constraints, faculty acceptance, and student buy-in. Factors contributing to such difficulties include limited understanding of communication as clinical skill and of the interdependence between communication and clinical reasoning and medical problem solving.

In response, this workshop explicitly examines links between clinical communication, clinical reasoning, and medical problem solving and develops strategies to integrate clinical communication teaching and the broader curricula in veterinary medicine. Format/Activities: After establishing context, we will discuss a simulated client interaction we use in an advanced training course and ask participants to identify learning opportunities related to stated objectives. In small groups participants will then describe strategies –those they already use and
those they develop as a small group in the moment — for integrating clinical reasoning, medical problem solving and communication teaching. Small groups will be asked to engage in a ‘displayed thinking’ exercise to share their best three strategies with the larger group and to develop an organized, visible summary of the total group’s ideas. We will also discuss whether such strategies can contribute to more effective application of communication skills learning in clinical settings and how the strategies could be implemented at different institutions. Participants will leave with a structured set of actionable steps and strategies for integrating clinical communication teaching and learning with elements of the larger veterinary curriculum.

1:00 - 1:15 pm

PODIUM (Ballroom A)

EQUINE CARETAKERS’ AND VETERINARIANS’ PERCEPTIONS OF THE VETERINARIAN-CLIENT RELATIONSHIP IN EQUINE PRACTICE

Colleen Best, Jason Coe, Joanne Hewson, Michael Meehan

In human healthcare, an effective doctor-patient relationship has been shown to significantly impact the outcome of a medical encounter. Similarly, a successful veterinarian-client relationship (VCR) is determined by the quality of the interaction that occurs between the veterinarian, client and patient. This study used focus groups to explore horse caretakers’ (e.g., owner, trainer, barn manager) expectations of veterinary care, as well as veterinarians’ perceptions of clients’ expectations. Nine caretaker focus groups (n=46) were analyzed using thematic analysis to identify trends and patterns. Veterinarians’ perceptions from four focus groups (n=25) were explored using the framework developed through analysis of the client groups. Caretakers’ expectations of the VCR was a theme identified, and is the focus of this report as it was the foundation for several other themes. Expectations of the VCR were discussed by caretakers in depth; it was clear that caretakers highly value this relationship. Caretakers had expectations for the veterinarian to know them as an individual, particularly with regard to their relationship with their horse. Further, caretakers wanted a veterinarian with a good stall-side manner. Veterinarians discussed and saw value in several components of the VCR; however, knowing a given client or their unique situation did not emerge as important aspects of the VCR. Results of this study highlight the value and importance of a strong VCR to caretakers; as well as demonstrates gaps between caretakers’ expectations and veterinarians’ perceptions. Attending to the unique needs of a client appears to be important for veterinarians in meeting clients’ expectations.

1:00 - 2:30 pm

WORKSHOP (Ballroom C)

DEMONSTRATE THAT YOU CARE: WAYS TO LISTEN AND WAYS TO COMMUNICATION THAT YOU ARE LISTENING

Carolyn C. Shadle, John L. Meyer

Through mini-lecture, demonstration and practice, participants will become aware of different ways to listen or hear, and different effective verbal and non-verbal communication patterns that can assure clients or colleagues that they are heard. We will explore different types of listening – therapeutic, pedagogical, recreational and comprehensive – and responses that are appropriate for each. We will look at familiar speech patterns that typically cut off communication and that may suggest to your client or colleague that you do not care or are not listening. Participants will learn how to dodge communication barriers and build bonds with others. Participants will learn the value of being “other-focused” and how simple modifications of their communication patterns can assure their colleagues and clients that they are hearing what is intended to
be communicated. We'll review a method known as "chunk and check," whereby understanding can be increased when the objective is imparting important information to clients or colleagues. Time will be devoted to difficult encounters, how to listen in such cases and how to respond in a manner that will keep communication open.

1:15 - 1:30 pm

PODIUM (Ballroom A)

A FOCUS GROUP STUDY OF EQUINE CARETAKERS’ AND VETERINARIANS’ PERCEPTIONS OF THE FINANCIAL ASPECTS OF EQUINE VETERINARY CARE

Colleen Best, Jason Coe, Joanne Hewson, Michael Meehan

Research in companion animal medicine has identified components of veterinarian-client interactions that impact on client and veterinary outcomes, including veterinarian satisfaction, client satisfaction and adherence. This study explored horse caretakers’ (e.g., owner, barn manager, trainer) expectations of veterinary care, as well as veterinarians’ perceptions of clients’ expectations, using focus groups. Thematic analysis was used to identify trends and patterns in nine caretaker focus groups (n=46); veterinarian viewpoints from four focus groups (n=25) were added to these themes as appropriate. This report will focus on findings relating to financial aspects of veterinary care because this theme was found to be important for many caretakers. Caretakers appreciated when veterinarians were willing to discuss cost. Knowing the cost of diagnostic and the treatment options available, as well as the horse-caretaker relationship, appeared to be primary considerations in the caretaker’s decision-making process. Further, caretakers discussed the idea that decision-making should be their responsibility; this appeared to stem from concern that the veterinarian would judge the caretaker’s ability to pay for veterinary care. Discrepancies between caretakers and veterinarians were identified regarding the importance attributed to the client being the primary decision-maker and the impact of the horse-client relationship in decision-making. Findings suggest veterinarians should consider actively engaging clients in discussions regarding financial aspects of care in a way that takes into consideration the client’s relationship with their horse and the client’s desired role in decision making.

1:30 - 1:45 pm

PODIUM (Ballroom A)

COMPARISON OF MEDICAL EMPATHY SCORES BETWEEN VETERINARY AND NURSING STUDENTS

Elizabeth P. Boynton, Suzie Kovacs, Georgeanne Vlad, Richard Sugarman

Purpose/Hypothesis: Empathy and caring are essential attributes of the humanistic healthcare professional. These attributes have been linked not only to better therapeutic relationships but also to a greater competence and overall improved clinical outcomes. The purpose of this study was to determine if there was a difference in empathy between students in veterinary and nursing professional programs and to measure changes throughout their course of study. Subjects: Students in two graduate programs of nursing and veterinary medicine at Western University of Health Sciences were surveyed at the time of their matriculation, prior to departing for clinical rotations and lastly upon program completion. Methods and Materials: The Jefferson Scale of Physician Empathy (JSPE) is a validated, self-report instrument designed to measure empathy in medical students. It consists of 20 items using a seven-point Likert scale. Students participated via email and completion of the survey indicated consent. Responses were analyzed using ANOVA with LSD Post Hoc tests. Results: Results are pending conclusion of data to be collected next month. Conclusions: Empathy and caring attitudes are important and difficult to teach. Differences in empathy among students may impact their interactions during interprofessional education as well as their clinical performance. Closer examination of student traits may assist in development of courses and activities that can enhance empathy. Scientific/Clinical Merit/Significance: Measurements of student empathy can track whether the program’s course of study is addressing humanism, caring and compassionate care. This information can aid efforts to teach students empathy in the curriculum.

PODIUM (Ballroom B)

HOW QUESTION FORM CAN PREMATURELY CURTAIL NUTRITIONAL HISTORY TAKING

Hannah C. Wheat, Clare MacMartin, Jason B. Coe

Communication research on the use of specific question forms in human medical consultations has shown that patients’ answers are often designed to match the specific requirements that doctors’ question forms set and will be sensitive to any inherent implications the question assumes. Attention to question use in veterinarian-client encounters has, as yet, not been widely explored. Recent literature advises veterinarians to ensure they obtain comprehensive histories capturing patients’ entire nutritional intake; there have also been recommendations about what nutritional interview questions to ask. Therefore, study of the impact of question types on information provided by clients during nutritional history-taking is a valuable research objective. This study examined what types of questions were used by veterinarians to enquire about patients’ diets, what types of information these questions generated, and whether the initial question-answer sequence shaped later discussion about diet. The study drew on a corpus of 100 videotapes of veterinarian-client-patient appointments, involving 17 companion-animal veterinarians. Conversation analysis was applied to the data so that the orderly design and details of different speakers’ turns at talk could be examined in relation to nutritional history-taking in veterinary medicine. The study found that the predominant question forms veterinarians used during nutritional history-taking restricted the content of clients’ answers and/or ignited client defensiveness. This research provides important insights into how veterinarians can encourage clients’ active participation in treatment decision-making, as well as facilitate accurate and effective nutritional history-taking.
PODIUM (Ballroom B)

SETTING THE TONE: A HOUSE OFFICER ORIENTATION PROGRAM
Julie Cary, Rick DeBowes, Suzanne Kurtz

The start of a residency or internship program is a challenging time. Differences in an institution’s culture, teaching practices, and philosophies can be disorienting. This may be of particular importance with clinical communication skills training. As interns and residents are a major force in both clinical service and teaching, it is vital that they have solid grounding in clinical communication and have a language to discuss this topic with students and faculty. This presentation examines an experiential orientation program for residents and interns developed to teach important concepts related to clinical communication. Specifically, we use simulated case scenarios that encourage the use and intentional development of client communication skills, team communication, communication with referring veterinarians, and working with students to develop their clinical reasoning and communication skills. We use simulated clients and cases based on real situations and employ the Calgary Cambridge Guides for our evidence-based skills structure. The focus on communication skills provides a more in-depth understanding of clinical communication and provides a common language to give feedback and discussions in clinical environment. Further, this program helps house officers understand the skill set this group of students brings to the table and how to engage them in more advanced learning. We will discuss how we have developed the program over the last four years, the pitfalls and opportunities we discovered, and our impressions of the impact of this type of program on house officers, students, faculty and informal curriculum at our institution.

1:45 - 2:00 pm

PODIUM (Ballroom A)

VETERINARIANS’ PERSONAL USE OF FACEBOOK: IMPACTS ON CLIENT IMPRESSIONS OF CREDIBILITY
Cynthia Weijs, Jason Coe, Shannon Majowicz, Serge Desmarais, Andria Jones-Bitton

Facebook is ubiquitous and very popular for personal and business communication. As people increasingly seek health information online, opportunities for collision between private and professional lives have increased substantially. Currently there is no universally accepted standard for sharing content on social media such as Facebook, therefore veterinarians need to be aware of the impression that personal Facebook profiles may make on current and potential clients to avoid reputation damage to themselves, their employer and the profession. Previous research shows that approximately 20% of early-career veterinarians do post content that could be considered unprofessional. The main objective of this study was to test whether an “unprofessional” Facebook profile resulted in lower ratings of credibility (competence, trustworthiness, caring) among members of the general public, as it is widely accepted that components of credibility –competence, trust and caring are the foundation of veterinarian-client relationships. Twelve Facebook profiles were developed from all combinations of gender (male/female), profession (veterinarian/physician/public health practitioner) and profile content (unprofessional/neutral). Members of the public were invited to participate in an online survey about first impressions of individuals based on their personal Facebook profile. After reviewing one of the 12 randomly chosen Facebook profiles, participants rated the health professional on various personality characteristics including credibility (competence, trustworthiness and caring). Final results will be presented. Results of this study will provide a better understanding of how unprofessional content communicated via personal Facebook profiles may impact peoples’ impressions of health professionals, including veterinarians.

PODIUM (Ballroom B)

VETERINARIAN-CLIENT-FELINE COMMUNICATION: A QUALITATIVE ANALYSIS OF WEIGHT AND DIET DISCUSSIONS IN VETERINARY PRACTICE
Alexandra M. Phillips, Cindy L. Adams, Kathleen L. Keil

Obesity is a multi-factorial and sensitive issue not only for humans, but also for veterinarians and clients. Obesity and diet communications can result in a disconnect between veterinarians and clients. Feline obesity rates present a challenge for veterinary practitioners due to reduced medicalization of cats and increasingly limited activity as more cats maintain indoors. We suspect that less effective communication impacts client and veterinarian satisfaction as well as adherence to medical interventions. This study is a component within a larger communication project. The study aims to: 1. Explore existing data of veterinarian-client-feline appointments to describe how veterinarians talk to clients regarding diet and weight-related issues. 2. Explore how clients are talking about feline weight-related issues and diet. 3. Explore how veterinarians and clients respond to diet and weight discussions within the examination. An existing sample (n=15) of veterinarian-client-feline patient appointment video recordings will be analyzed for communication content focusing on assessment of weight by the veterinarian, discussion of weight, veterinary intervention and client response. The transcripts will be coded for reoccurring themes that emerge between the veterinarian and client within the context of the research objectives. Transcripts will be reviewed and coded by another team researcher to ensure consistency. Based on preliminary analysis, we anticipate veterinarians may be missing opportunities to identify client perspective, leading to less effective discussions about the multifactorial components of weight. This untapped area of research will help veterinarians better communicate with clients, leading to greater client satisfaction and increased health outcomes. This study is in-progress and results will be available October 2013.
Suzanne Kurtz

In recent years, Colleges of Veterinary Medicine have begun to develop formal communication courses. Despite substantial progress, educators continue to identify common challenges, including how to: • Secure the status of communication as bona fide clinical skill, important across all types of veterinary practice? • Find adequate time for teaching, learning, and assessment in already crowded curricula? • Ensure students master and retain communication skills, apply them appropriately in clinical practice, and enhance them over time? An innovative way to address these challenges is to build an integrated, evidence-based clinical communication program rather than a stand-alone course/module. This poster depicts one such program. Developed over six years, Washington State University’s Clinical Communication Program (CCP) has evolved to include five ‘co-reinforcing’ components: 1) ‘the clinical communication course’ (spring semester of 2nd and fall of 3rd year) that is the centerpiece of the program; 2) ‘preliminary experiences’ leading up to the course and occurring in other courses; ‘an assessment strategy’ including formative and summative assessments that also capitalize specifically on educational impact; ‘translational experiences’ that extend communication skill development, application, and assessment beyond the course and integrate communication with clinical reasoning, physical examination, and other procedural and diagnostic skills; and ‘advancement of the profession’ including communication training for our interns, residents, coaches, and preceptors and collaboration with colleagues within and beyond our institution. The poster outlines the conceptual underpinnings and evidence base on which we built the CCP, describes the five components in greater detail, and summarizes the collateral benefits emanating from this program.

Mrs Eva King, Daniel Schull, Wendy Green, Merrill Turpin

Studying to become a veterinarian is a challenging process: the course is academically rigorous, tightly scheduled and assessment standards are high. For approximately 20% of the students studying in the undergraduate veterinary science program at the University of Queensland, Australia, there is an additional challenge – English is not their first language. In addition, many of these students have only recently arrived in Australia and are therefore making significant cultural adjustments at the same time as they are adapting to the rigours of the veterinary course. So how do these students manage? Do we need to provide some form of additional support to enable culturally and linguistically diverse (CALD) students to achieve to their full potential? As educators, are there strategies we can employ to ensure that all students have the opportunity to succeed in their studies? A new project aims to answer these questions in the context of the Bachelor of Veterinary Science program at the University of Queensland. A particular focus for this research is the clinical learning context, which is characteristically dynamic, socially interactive, and demanding of students’ communication skills. For this project, the research team has adopted a mixed-methodology, case study design with data generated from a student perception survey and semi-structured interviews. Survey design was based on a review of the literature, drawing from research in the fields of veterinary and human health sciences education. This poster describes four major themes, identified in the literature review, that influence CALD students’ educational experiences in clinical learning contexts.

Liam W. Remillard, Michael Meehan, Jason Coe, David Kelton

Research has shown that grief due to pet loss (i.e. sudden death or euthanasia of a pet) is similar to the grief symptoms of people who have experienced the death of a significant other. Support groups and helplines for people who are experiencing grief are commonplace in society. However, only recently have hotlines emerged as a means of providing assistance for pet owners in dealing with the death of their pets. At present there is minimal research evaluating the value of these services and callers’ grief. The present study aims to identify factors associated with grief among the callers to the Ontario Veterinary College Guelph Pet Loss Support Hotline (PLSH). The first stage of research involved content analysis of written notes about reasons why callers contacted the hotline. General themes emerging from the analysis include a lack of social support, strong human-animal bond, symptoms of complicated grief and anger/resentment towards veterinary staff. Furthermore, callers noted behavioral, psychological and somatic challenges resulting from their loss. The results of this study informed the second stage of research involving developing a survey to be sent to hotline callers and members of the general public that have experienced pet loss within the past five years. The survey includes validated measures of grief, pet attachment, social support, general health, and questions about communication with veterinary staff about pet loss. Stage two findings will inform training of PLSH volunteers, improve our understanding of pet loss grief, and develop best-practice guidelines for veterinarian-client communications about pet loss.

Julie Cary, Rick DeBowes, Daniel Haley, Rachel Jensen, Suzanne Kurtz

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POSTER # 4  (Ballroom B)
PERCEPTIONS OF CLIENTS, VETERINARIANS, TECHNICIANS, AND RECEPTIONISTS TOWARD DIET AND WEIGHT DISCUSSIONS OF OVERWEIGHT PETS
Kathleen L. Keil, Cindy L. Adams, Alexandra M. Phillips

The literature suggests a discrepancy within the veterinarian-client-patient communication triad regarding weight discussions. Little is known about the communication strategies and how the veterinary practice team interacts with the client-patient. This research study is part of a larger mixed methods project to study the communication and coordination of diet and weight discussions of overweight pets. The study aims to: 1. Explore beliefs, perceptions, attitudes, and expectations of veterinarians, technicians, and receptionists. 2. Understand the relational continuation of care between practice team members and clients. 3. Explore the beliefs, perceptions, attitudes, and expectations of clients. We will conduct four independent and separate semi-structured interview style focus groups, with either veterinarians, pet owners, receptionists, and registered animal health technicians (RAHTs). All groups will have 15 participants. Participants will be recruited from the clientele or staff of a convenience sample of small animal veterinary hospitals in Calgary and Toronto Canada. Focus groups will be audio-recorded, transcribed, and analyzed by content analysis. A pet owner will independently review and code transcripts to establish intercoder reliability. This research is in progress and we will present the results in November. We anticipate uncovering how clients want the topic introduced, who should take the initiating responsibility, and ways to talk about it, including desired vocabulary. From the veterinarian and team focus groups, we should gain knowledge on the patterns of roles, responsibility, and care transfer. This information will be used to develop interventions to teach veterinarians and team members the best method of weight-loss discussions.

3:14 - 3:21 pm

POSTER # 5  (Ballroom A)
WHAT WE CAN LEARN – AND DO – FROM ASKING THOSE WE SERVE
Debbie L. Stoewen, Jason B. Coe, Clare MacMartin, Elizabeth A. Stone, Catherine E. Dewey

Systems of healthcare should begin with the “needs, wishes and values” of those served. In veterinary medicine, it necessitates the imperative to ascertain the expectations of clients and then institute best practices to meet and exceed those expectations. Evidence-based innovation in service delivery can have profound implications for the quality of care clients receive, and as such, their quality of life when caring for an ill pet. Moreover, quality of care is directly associated with client satisfaction, which, extrapolating from human medicine, has significant implications for increased compliance with medical recommendations, greater client retention, lower rates of malpractice suits, greater profitability, and increased client referrals, making it immediately apparent that attending to client expectations in veterinary medicine is in everyone’s best interests: the patient, the client, and the healthcare service. A qualitative interview-based study was conducted to identify the expectations of clients accessing oncology care services at a tertiary referral centre for dogs diagnosed with life-threatening cancer. According to thematic analysis of the transcribed data, six client expectations were identified, namely, (1) information as an expectation of the consultation; (2) quick scheduling of the referral and timely service; (3) compassionate service; and (4) continuity of staff and service protocols as expectations of the healthcare process; and (5) maintaining quality of life and (6) achieving the goals of treatment as expectations of the medical intervention. Based on the findings of this study, a number of recommendations for client service provision may be offered to advance the quality of care clients receive.

POSTER # 6  (Ballroom B)
EVALUATING A COMMUNICATION SKILLS TRAINING PROGRAM IN A PRIMARY HEALTHCARE VETERINARY CENTRE USING EXPERIENTIAL LEARNING AND VIDEO ANALYSIS
Michael Meehan

Training veterinary students in communication skills in the context of primary health care is integral to achieving improved graduate outcomes. Innovative communication skills training techniques are necessary to meet the changing needs of clients and their pets. At present there is minimal research exploring how effective these techniques are. The aim of the current study is to evaluate the effectiveness of a 3-week experiential communication skills training program in a primary healthcare clinic setting. Participants were final year veterinary students from Ontario Veterinary College (OVC). Training involved experiential learning using video analysis of real student-client consultations, dedicated time for student self-reflection of their videos and interactive communication rounds with an experienced facilitator. The effectiveness of the program was evaluated using a pre and post survey that measured students’ self-confidence in their communication skills (28 Likert-scale items) as well as their satisfaction with the program. Open-ended questions explored students’ perceptions’ on the usefulness of video recordings, self-reflection and communication rounds. Preliminary results suggest students highly value all components of the program. Specifically, the ability to evaluate video recordings before attending communication rounds and being able to share and review their own and other students approaches to communication was highlighted as extremely valuable. Students’ confidence in their communication skills significantly improved over 3 weeks. Video-recordings provide a unique opportunity for students to reflect, review and critique their communication skills. These training strategies foster collaboration and support the student centred approach to training and preparing veterinary students for communication in general practice.
POSTER #7  (Ballroom A)
BUILDING RAPPORT: TEACHING FIRST YEAR VETERINARY STUDENTS THAT VETERINARY CLIENTS ARE PEOPLE FIRST
Alice Blue-McLendon, Stacy Eckman, Lucy Wendt
This presentation will discuss a unique but simple communications program that was started January 2013 at Texas A&M University to teach first year veterinary students to foster a relationship with clients. It was called the “Client Communication Interaction” assignment. Students were assigned to clients in either a waiting room or an exam room and were instructed to get to know the client and their animal. Students were instructed NOT to take a medical history from the clients. The results were very positive for students as well as for clients! I will discuss how the program was set up and run, client feedback reports on the interaction, student thoughts on the experience and the online reports that students were required to submit.

POSTER #8  (Ballroom B)
ONLINE TEACHER TRAINING FOR CLINICIAN EDUCATORS: RAISING ROLE AWARENESS IN COMMUNICATION AND OTHER PROFESSIONAL ATTRIBUTES
Daniel Schull, Mathew Hillier, John Al-Alawneh, Patricia Clarke, Eva King, Paul Mills, Glen Coleman
Clinical practice-based training is an applied and high impact element of the veterinary curriculum. Within this context, students are learning ‘on the job’ with clinician educators who are carrying out their professional duties. Effective clinical teaching is influenced by a range of contributing factors and characterised by good communication skills and an inspiring, supportive and inclusive student approach (1). Clinical staff members placed into teaching roles are often important role models for veterinary students who are actively developing a range of skills and attributes commensurate with their professional role. To equip clinicians with role awareness and teaching skills it is recommended that all clinicians in teaching roles are provided with access to basic teacher training (2). However, delivering this training can be problematic. Face-to-face workshops are challenging to organise and potentially costly when busy time-poor clinician educators (3) are distributed across many geographical locations. Therefore, an online self-directed learning programme that features a series of progress-tracked, bite-sized, self-paced modules is currently being designed for veterinary clinical teaching staff at the University of Queensland. Topics will include: the characteristics of effective clinical teachers, creating a positive learning environment, enhancing learning related to the consultation process, providing effective feedback, engaging students in clinical discussions and reasoning, role modelling and encouraging reflection. This poster will outline results of a user needs analysis conducted for the development of this online clinical teacher training programme and provide an update on its development with a focus on content related to the roles played by clinicians in the modelling of communication and other professional attributes. (1) Sutkin G, Wagner E, Harris I, Schiffer R. What Makes a Good Clinical Teacher in Medicine? A Review of the Literature. Academic Medicine 83:452–466, 2008. (2) Nair B, Coughlan J, Hensley M. Impediments to bedside teaching. Medical Education 32:159-162, 1998. (3) Steinert Y, Staff development for clinical teachers. The Clinical Teacher 2:104-110, 2005.

POSTER #9  (Ballroom A)
NEW DVM STUDENT PERCEPTIONS OF THE VALUE OF CLIENT COMMUNICATION ON THE SUCCESS OF SURGERY
Samantha Barber, Amy Berry, Laura Noe, Crystal Sunlight, Julie Cary
Client communication is recognized as an important skill to develop in the DVM curriculum and is one of the AVMA Council on Education requirements for education and outcomes assessment. While there is considerable information available on the needs of practitioners to have excellent client communication skills, there is less information on the awareness of new veterinary students for the importance of these skills. Ascertaining learner perspective is a crucial step in developing a communication program that will resonate with student stakeholders. To this end, we queried students in the first week of their DVM training program. As part of the Principles of Surgery course, we asked an open-ended essay question designed to elicit student understanding of the skills, knowledge or attributes they would need in order to be successful in veterinary surgery. Three hundred responses were analyzed from a three year period. The essays were stripped of identifying information and were analyzed for content and themes by two reviewers. We will present our findings related to student perspectives related to client communication (approximately 75% discuss communication in this essay without prompting), themes of statements made, and frequency of aspects of client communication skills discussed. This information is important for clinicians and educators alike. Understanding student perspectives and perceptions about communication may be important in establishing groundwork in communication training programs and sharing this information may help other programs determine appropriate starting points for communication curriculum.
POSTER # 10
(Ballroom B)

SHARED CHALLENGES: AN UPDATE ON CLINICAL COMMUNICATIONS TRAINING AT AUSTRALASIAN VETERINARY SCHOOLS

Daniel Schull, Eva King, Susan Mathew, Anne Fawcett, Jennifer Mills, Melinda Bell, Michelle McArthur, Elizabeth Tudor, Emma Scholz, Ryl Harrison, Stuart Gordon

Formal teaching of clinical communication skills within medical and veterinary curricula is supported by research (1,2) which shows that communication skills are best explored within the context of intentional, systematic, and experiential training (3). Veterinarians are judged on communication aptitude by clients and employers, which impacts on patient care (4), job satisfaction (5) and potential employment opportunities (6). Communications curricula must prepare veterinary students with the skills and knowledge to communicate competently on day one. A 2006 paper (7) provided an overview of professional studies and communications curricula developed at six Australian veterinary schools. Most schools adopted strategies to develop professional communication throughout their programme. Barriers to the evolution of communications training in Australian veterinary schools were identified, particularly staff resourcing and sharing of limited teaching time to incorporate new approaches. In 2009, a multi-institutional study aiming to develop tools and resources to enhance the communication and life skills of veterinary students was published (8). This provided recommendations for enhancing delivery of communications training at Australian veterinary schools including the use of client simulations and improving discipline training in both the early and later phases of a programme. Our study reviews the communications training curricula offered in Australasia, considers how they have evolved, the current teaching challenges, and avenues to address these challenges. This study analyses the results of an e-survey of discipline experts from the eight Australasian veterinary schools. The findings may bolster initiatives to improve and enhance veterinary student communications training into the future, particularly in the areas of resourcing, training, collegial motivation and support.


POSTER # 11
(Ballroom A)

NEW DVM STUDENT PERCEPTIONS OF TEAM COMMUNICATION IN THEIR SUCCESS AS VETERINARIANS

Crystal Sunlight, Laura Noe, Amy Berry, Samantha Barber, Julie Cary

The quality of team work and effectiveness of communication within a working group are acknowledged as crucial components to a veterinarian’s success. Concepts like Relational Coordination have potential value in understanding and guiding how veterinarians and their support staff function. Currently, there are few efforts in explicitly teaching team communication skills in veterinary curriculum. However, there is extensive implicit training through the informal curriculum happening every day during hospital rotations, clinical laboratories, and even in the classroom. Our goal with this presentation is to present findings from a study of day one DVM student perceptions of the value of teamwork and team communication. This study was conducted in conjunction with the Principles of Surgery course taught in the first year of the DVM curriculum. Three hundred students were asked to write a one-page essay on their thoughts on the most important skills, attitudes, and knowledge to gain and develop in order to be successful performing surgery over a three year period of time (2011-2013). The essays were stripped of identifying information and analyzed for content and themes by two reviewers. Once content and themes were characterized, number of responses and types of responses related to team work and team communication were recorded. We will present the findings of this study as well as possible implications for future curriculum development from both a formal and informal curriculum standpoint.

POSTER # 12
(Ballroom B)

MARRYING CONTENT, PROCESS AND REASONING IN A CLIENT ORIENTATED PEER-TO-PEER ROLE-PLAY SESSION

Ruth Serlin, Kim Whittlestone

Experiential learning in communications skills is now recognised as an essential component of many undergraduate veterinary courses. However, this has led to a potential disconnect between the teaching of communication skills and the teaching of clinical reasoning. Being able to combine the two is clearly a vital professional role but has been recognised as challenging for medical students. We recognised the same difficulty in our own veterinary undergraduates and designed a peer-to-peer role-play session to address it directly. We developed three case-based scenarios linked to the clinical teaching. Students in groups of three took turns playing the veterinarian, the client/owner and a critical observer, each role giving a different perspective on that case. Students were asked to take a clinically relevant history and then use clinical reasoning to develop a logical approach to the case. A communication skills facilitator and a clinician discussed how items of the clinical history were obtained and what questions should have
been asked if they were missed. Students engaged with the sessions immediately and feedback has been very positive. Students recognised the value of integrating the communication scenarios with their clinical teaching and commented that although they understood the clinical lectures, this session demonstrated the difficulty of combining history taking and clinical reasoning with the ‘real’ client. The power of taking on the client’s perspective was also identified as extending the students’ thinking about clinical history taking in the clinical setting.

### POSTER # 13 (Ballroom A)

**RETHINKING THE CALGARY-CAMBRIDGE COMMUNICATION SKILLS FRAMEWORK FOR STUDENT ENGAGEMENT**

Kim Whittlestone, Ruth Serlin

The Guide to the Veterinary Consultation based on the Calgary-Cambridge Model (GVCCCM) has been used as a framework for teaching communication skills in many veterinary institutions since its creation in 2002. Having recently taken over responsibility for communication skills teaching at the Royal Veterinary College (RVC), Kim discovered that most students had a poor grasp of GVCCCM when asked how they would structure a consultation. This is despite the GVCCCM being used as the framework for lectures, role-play and small group exercises and being specifically tested in our first and second year examinations. In third year, displaying the GVCCCM in a lecture produced groans from the audience! We have therefore adapted teaching of our second year students to take a different approach, outlining the veterinary consultation as having two main components; the clinical activities and the relationship activities. These two components are then expanded into history taking and clinical reasoning as clinical activities alongside building the relationship, trust and rapport as relationship activities. Students’ expressed an immediate resonance with this dual approach, and demonstrated their use in role-play sessions that followed. In discussions prior to taking a history from simulated owners, they highlighted the two components as being necessary to manage the client successfully. It is hypothesised that presenting students with these two major components of a consultation has an intuitive resonance and logic that is easier to recall and implement than the eight major components of GVCCCM.

### POSTER # 14 (Ballroom B)

**PUTTING THE PIECES TOGETHER: A COMPREHENSIVE EUTHANASIA LABORATORY FOR VETERINARY STUDENTS**

Eryn Zeugschmidt, Julie Cary, Daniel Haley, Rachel Jensen, Kathleen Ruby

Euthanasia is an important aspect of veterinary practice and can facilitate powerful relationships between veterinarians and clients. Well-done euthanasia is a carefully orchestrated procedure that includes an appreciation for the client’s viewpoint, compassion, communication, and confidence in carrying out the procedure. Lack of any of these elements could result in a distressing experience for the client and the new veterinarian. Unfortunately, most veterinary students in the United States graduate without ever putting the pieces of a family-present euthanasia together. A 3-hour laboratory for veterinary students was designed using a common euthanasia scenario (based on an actual case), simulated clients, patient models, and the clinical elements of euthanasia. Catheter models allowed students to reflect on how to set up the technical aspects of a euthanasia, while controlled substances logs enforced the notion of accountability. Students divided into groups, and took turns walking the client through a complete euthanasia appointment. Groups discussed the process and intent of the interactions with the direction of an expert coach. A pre-lab and post-lab survey indicated that the opportunity to execute a step-by-step euthanasia plan and receive feedback from the simulated client were the two most valuable components of the experience. The survey indicated that after the lab, not only were students more comfortable with euthanasia, but they were also more confident in their clinical skills. This laboratory allowed students the opportunity to put all of elements of a well-done euthanasia together and experience the process in a safe, controlled setting.
International Conference on Communication in Veterinary Medicine 2013

Tuesday, November 5, 2013

9:00 – 10:00 am

KEYNOTE – Melanie Rock

ANTHROPOLOGICAL PERSPECTIVES ON HEALTH, HUMAN-ANIMAL BONDS, AND THE ROLES PLAYED BY VETERINARY PROFESSIONALS: WHY COMMUNICATION MATTERS FOR ONE HEALTH

Anthropological perspectives on health promotion, human-animal bonds, and the roles played by veterinary professionals: Why communication matters for One Health: “One Health” has become a rallying cry in veterinary medicine and the term is gaining traction in public health. From an anthropological perspective, veterinary practice with companion animals and clients is strongly related to “one health,” yet these connections are often invisible or overlooked. This presentation approaches veterinary communication from an anthropological perspective, and highlights the “one health” importance of routine cases and issues in companion-animal practice.

10:30 - 12:00 pm

WORKSHOP (Ballroom A)

QUALITATIVE RESEARCH ON VETERINARY COMMUNICATION
Melanie Rock

This workshop aims to introduce qualitative methods of analysis to veterinary professionals. It will be oriented towards those with little prior knowledge or experience in qualitative research. The workshop will involve participants first-hand in analysis, on an individual basis and in teams, of publicly-available documentation. Both deductive and inductive approaches to qualitative analysis will be introduced. The intent is to provide participants with information as well as experiential knowledge of how induction differs from deduction, cognitively as well as practically, and why both are important. The concept of abduction will also be introduced, to provide insight into the development of research projects and multi-project research programs as an analytic process. Computer software will not be used by participants for analysis, and neither qualitative data collection methods (e.g., interviews) nor the organization of qualitative datasets will be taught formally, although both of these topics will be broached. Through this workshop, students should gain in appreciation for the knowledge, skills and time commitment required for qualitative research. By the end of this workshop, they may report greater willingness and readiness to read texts related to veterinary communication that are based partly or entirely on qualitative analysis. Critical appraisal of qualitative research conducted by others (e.g., articles in peer-reviewed journals, “market research” reports that have used methods such as focus groups), however, will not be taught formally.

WORKSHOP (Ballroom B)

ENGAGING DISINTERESTED VETERINARY MEDICAL STUDENT IN COMMUNICATION SKILLS TRAINING
McArthur Hafen Jr., Adryanna Siqueira-Drake

Connecting with the “hard to reach” learner can be challenging. Workshop participants will experience the power of teaching and learning communication skills by observing and critiquing video clips of veterinary medical students with authentic clients/patients. Workshop participants will understand how video clips can be utilized to enhance student engagement. Many video case examples will be provided that allow participants to experience learning as a student while developing ways to utilize this beneficial teaching tool within the role of an educator. For the past two years, small group (about 15 participants) communication skills training experiences have been required for pre-clinical veterinary medical students at Kansas State University. Including all students was desirable, but also meant that extra care would be needed to engage the less enthusiastic learners. Utilizing authentic video case examples of students in their clinical year was chosen as the primary means of engagement. Results indicate effectiveness. More than half of participants specifically acknowledged the video case examples as a valuable teaching tool in the comments section of their teacher evaluation. Coming into the small group training experience, 48% of students indicated having “low” or “very low” interest in communication skills. Upon completion of this experience, students’ attitudes shifted as 91% indicated that the communication training received would be “moderately, highly, or very highly” helpful in their future. This workshop will present an interactive way to enhance communication skills training. Through experience, workshop participants will understand the power of learning vicariously through viewing authentic student-client-patient interactions.

WORKSHOP (Ballroom C)

COMPASSION FATIGUE: WHAT IT IS, WHAT IT ISN’T, AND WHAT CAN BE DONE
Debbie L Stoewen

Compassion fatigue can affect anyone in the role of healer, helper, or rescuer. As Hilfiker (1985) describes it: “All of us who attempt to heal the wounds of others will ourselves be wounded; it is, after all, inherent in the relationship.” For a number of reasons, those within the veterinary profession are especially prone to developing compassion fatigue. Profoundly significant, compassion fatigue is recognized as “the greatest threat to personal, professional and financial success among those who truly provide compassionate care.” From a systems perspective, compassion fatigue has been conceptualized as the convergence of primary traumatic stress, secondary traumatic stress, and cumulative stress/burnout. Compassion fatigue is often mistaken as burnout. The two conditions are, however, uniquely different, despite often appearing to feel the same. Since the two have uniquely different causes and paths to recovery, it is vital that they be clearly understood and differentiated. Although symptoms of compassion fatigue may
be mild and considered the result of a stressful day, they can also be severe, additive, and potentially devastating, involving a cascade of adverse physiological, psychological, and interpersonal consequences. Compassion fatigue affects people personally and professionally, impacting both individuals and organizations. It can affect physical and mental health, professional competence and success, and vocational direction and development. Beyond four protective qualities which enhance resilience, there are a number of proactive strategies that can be employed to manage the consequences of compassion fatigue. Active learning techniques such as brainstorming, buzz groups, think-pair-share, role playing, and/or storyboarding will be used.

1:30 - 2:30 pm

KEYNOTE – Diane Rawlins

AN APPRECIATIVE APPROACH TO ORGANIZATIONAL CHANGE

An Appreciative Approach to Organizational Change Appreciative Inquiry (AI) is a worldview, a philosophy, and a methodology for guiding positive change in organizations and communities. A core principle of AI is that looking for what works well, and doing more of it, is more motivating and effective than our usual habit of focusing exclusively on what does not work, and doing less of it. By engaging members of the organization in an exploration of what’s happening at moments of peak performance and creating ways to replicate and amplify those conditions, organizations can achieve extraordinary levels of engagement, performance, and innovation.

2:30 - 4:00 pm

WORKSHOP – (Ballroom A)

QUESTIONS THAT OPEN POSSIBILITY

Diane Rawlins

The follow-up workshop will focus on the craft of writing an effective appreciative question. This is arguably the most important skill for a practitioner to master when guiding an appreciative change process. AI’s premise is that the questions we ask are fateful because they direct our attention, our discourse, and ultimately our organizational decisions and direction. In the workshop, participants will form small groups based on institutional affinities (e.g. clinical, research, education, etc.) and have an opportunity to both practice writing questions and give each other appreciative feedback.

WORKSHOP – (Ballroom B)

ACHIEVING PROFESSIONAL COMPETENCY IN VETERINARY COMMUNICATION THROUGH CONSTRUCTIVE ALIGNMENT OF TEACHING, LEARNING, ASSESSMENT AND OUTCOMES

Susan Matthew, Jacquelyn Pelzer, Kevin Pelzer, Jennifer Hodgson

Veterinary communication involves more than clinical communication skills – it also encompasses communication with colleagues and communication with self. Together, these require the professional competencies of communication, collaboration, leadership, awareness of diversity, adapting to change and management of self and others. Continual improvement in these areas requires lifelong learning and scholarship. These attributes have been highlighted in the recent NAVMEC report as being crucial for veterinary practice-readiness. A recent article has discussed the need to set key objectives for professional competencies in veterinary education. These must be underpinned by teaching and assessment methods that support and evaluate performance at the desired level of achievement. This combination of teaching, learning, assessment and outcomes is known as constructive alignment. Teaching and assessment activities employed in constructive alignment must not only be effective in supporting intended learning outcomes, but also sustainable for educators to implement. This workshop compares and contrasts two first year professional competencies courses in Australia and the USA as a foundation for discussion and reflection on how constructive alignment may be achieved and improved in different contexts. The courses highlighted are designed to develop foundational skills in effective professional communication as well as clinical consultations, teamwork, leadership, emotional intelligence, self care, career management and reflective practice. Participants will have the opportunity to discuss and reflect on the intended learning outcomes, teaching activities and assessment methods used in their own training programs. This will identify tangible changes that may be made to achieve desired attributes in professional competencies through constructive alignment. Session outline 10 min – Introduction with ‘meet and greet’ ice-breaker and identification of personal learning objectives. 15 min – Overview of constructive alignment and illustration with case studies based on two first year professional competencies courses at the University of Sydney and Virginia-Maryland Regional College of Veterinary Medicine. 45 min – Interactive small group discussion and brainstorming session. 15 min – Synthesis of views discussed and future actions. 5 min – Wrap up with check in on personal learning objectives and ‘take home’ messages.
WORKSHOP  (Ballroom C)
WEEDING THE GARDEN: ADDRESSING CONFLICTS IN YOUR PRACTICE BEFORE LITIGATION
Debra Vey Voda- Hamilton

Addressing Conflicts in Your Practice Before Litigation Overview:
Communication in medical practice is key to diagnosis. The language used is key to whether information will be helpful for diagnosis or create discord. How do you communicate and support your patient when it's an animal? Veterinarians must engage in fruitful conversations with pet owners or caregivers. Often pet owners are emotional and react negatively when their veterinarian cannot understand what they are saying or in the owners opinion fails to provide adequate care for their pet. Litigation often ensues. Practical: 15-20 minute lecture format providing participants with a framework on ‘how to’ address a client who is ‘in conflict’ with you or your practice. We will explore: • Participant’s current manner of address/avoid patient conflict. • Welcoming neutral/confidential assistance. • Eliminate contacting your insurance carrier. 40-minute block Hypothetical role-plays exploring following: • The use of language to creating/avoiding conflict. • The role of ethics in conflict. • Explore different lenses of conflict. Participants have an opportunity to ‘try on’ a new way of addressing conflict,. They experience how to communicate more effectively thereby addressing/avoiding conflict and keeping their clients. Solutions uncovered: Role-play model highlight the participants’ current default dynamic and encourages them to choose language better suited for processing future conflict. Participants will emerge with techniques they can use in their practice to lessen or even eliminate conflicts. The program further enables participants to set up method for optimum efficiency in finding and weeding out the smaller conflicts, helping to minimize future loss of clients and revenue. Submitted by Debra A. Vey Voda-Hamilton, Esq. dhamilton@hamiltonlawandmediation.com Hamilton Law and Mediation 914-273-1085 www.hamiltonlawandmediation.com All Rights Reserved.

PODIOUM  (Ballroom B)
EXTENDING THE ROLE OF STANDARDIZED CLIENTS (SCS) AND SUSTAINABILITY OF OUTCOME ASSESSMENTS: SCS ASSESSING COMMUNICATION COMPETENCE IN A VETERINARY MEDICINE OSCE.
Elpida Artemiou, Cindy L. Adams, Andrea Vallevand, Claudio Violato

Cost and logistical matters, such as soliciting then coordinating faculty-member participation, are common issues in OSCE development. Evidence from human medicine indicates that standardized patients can reliably and validly assess performance in high-stakes OSCEs. Employing standardized clients (SCs) may offer a comparable and sustainable alternative for veterinary medicine OSCEs. A randomized controlled, four-station, pre/post-intervention OSCE design was utilized. Faculty raters and SCs assessed ninety-six veterinary students using the 21-item Calgary-Cambridge Guide (CCG) and the 9-item Liverpool Undergraduate Communication Assessment Scale (LUCAS), respectively. Internal consistency for the CCG ranged from 0.761 - 0.834 (pre-OSCE) and 0.729 - 0.866 (post-OSCE), while the LUCAS ranged from 0.607 - 0.837 (pre-OSCE) and 0.634 - 0.809 (post-OSCE). Rater mean total scores were lower compared to SCs; pre-OSCE [58.1±10.3 versus 66.9±14.1] and post-OSCE [68.7±11.2 versus 74.7±13.6]. Pearson’s correlation coefficients between rater and SC scores were statistically significant (pre-OSCE, r = .563, p
active listening, powerful questioning, and direct communication. The skills along with an introduction to the basic coaching competencies of included assessment of current communication styles and dialogue live session followed by an 8 month virtual practicum. The coursework a 9 month program in coach training that included a 4 day intensive A group of Field Veterinary Services professionals at Merial completed skill that can be learned and applied in every area of our work and life. Coaching is basically a proven method for facilitating change that will help an individual, team or practice to achieve desired results. It is a method that identifies, analyzes, and reports patterns (themes) within data. Both the information itself (the content) and the way in which the information was provided (the process) were important. Regarding the latter, clients expected information in an “upfront” manner; in multiple formats; using comprehensible language; in an un rushed environment wherein staff took the time to listen, answer all questions, and repeat what was needed; on a continuous basis, with 24-hour access to address questions and concerns; in a timely manner; with positivity; with compassion and empathy; with a non-judgmental attitude; and through staff with whom they had established relationships. The communication process was vitally important in that it not only facilitated comprehension of the information, but also created a humanistic environment from which clients could derive the psychosocial support to successfully manage the cancer journey. This workshop will present the research findings, supported by the evidence for best practices in the veterinary and human communication literature, to elucidate the skills and practices that will help service providers meet – and exceed – client expectations for the communication of information. Active learning techniques such as brainstorming, buzz groups, think-pair-share, role-playing, and/or storyboarding will be used.

4:45 - 5:00 pm

PODIUM (Ballroom A)

LET’S TALK! COACHING CONVERSATIONS IN THE WORKPLACE FOR INCREASED PERFORMANCE AND SATISFACTION

Lauren J. Olavessen, Sally Stamp, Jeff Thoren

Coaching is basically a proven method for facilitating change that will help an individual, team or practice to achieve desired results. It is a skill that can be learned and applied in every area of our work and life. A group of Field Veterinary Services professionals at Merial completed a 9 month program in coach training that included a 4 day intensive live session followed by an 8 month virtual practicum. The coursework included assessment of current communication styles and dialogue skills along with an introduction to the basic coaching competencies of active listening, powerful questioning, and direct communication. The objectives for this project included a desire to improve communication with area and district managers and to utilize coaching skills to increase individual performance and development. There was also a commitment to develop a coaching culture that would encourage the development of individual awareness of strengths and opportunities for improvement. Graduates of the Gifted Coach program have reported significant improvements in the level of engagement and collaboration among staff members in their respective regions. This is supported with 360 degree feedback data collected before, during and after program completion which will be reviewed during presentation. In some cases, turnover has been positively impacted by the increase in authentic dialogue and courageous presence. The programs were deemed so successful that graduates will be taking advanced training and the basic program will be offered to additional groups in the future.

PODIUM (Ballroom B)

VETERINARY COMMUNICATION SKILLS TRAINING: CURRENT STATE, PERCEIVED IMPORTANCE, AND UNMET NEEDS

Mickey McDermott, Rachel Dean, Victoria Tischler

A cross-sectional survey was used to assess the current state of communication skills among veterinarians in the United Kingdom and United States of America. Six thousand survey participants were randomly selected from the memberships of the Royal College of Veterinary Surgeons and the American Animal Hospital Association (3,000 from each). Response rate was 37% in the UK 22% in the US. The questionnaire contained 26 questions on participants’ educational background, communication skills training received during or after veterinary school, relative importance of communication skills, as well as unmet needs and interest in receiving receive additional communication skills training. Fewer than half of veterinarians had received communication skills training during veterinary school; though those who had graduated more recently were more likely to have received training. More than 50% answered “Yes” to the question “Would you like to receive additional communication skills training?”. Preferred methods for communication skills training included simulated consultations, lectures, and online training. An interesting finding was that most veterinarians rated communication skills as being of equal importance to, or more important than, clinical knowledge. Good communication skills were felt to be most influential in practice income/profitability, client relationships, and relationships with colleagues. Communication skills were felt to be highly important throughout a consultation, and particularly when explaining a diagnosis, discussing treatment options or encouraging adherence. The most challenging topics of communication were difficult to diagnose— and difficult to treat conditions.
MEETING – AND EXCEEDING – THE INFORMATION EXPECTATIONS OF CLIENTS ACCESSING TERTIARY ONCOLOGY CARE

Debbie L. Stoewen, Jason B. Coe, Clare MacMartin, Elizabeth A. Stone, Catherine E. Dewey

In a qualitative study of 30 clients accessing oncology treatment for dogs at the Ontario Veterinary College, semi-structured, audiorecorded in-person interviews were conducted followed by thematic analysis, a qualitative research method that identifies, analyzes, and reports patterns (themes) within data. With the objective of identifying client expectations – what clients want, perceive to need, feel they have the right to, and rank as important – information was identified as the foremost expectation. Beyond the central qualification that the information be “the truth,” clients expected information about all aspects of the cancer and its treatment – varying in relation to their basic understanding of cancer, their previous experience with cancer, and their information preferences. “Best practice” veterinary-client-patient communication, therefore, necessitates (1) understanding the clients’ perspective, and (2) exploring, identifying, and adhering to client information preferences. With the intentional use of specific communication skills and protocols, service providers can build and sustain the trust and fortitude necessary for clients to engage in cancer treatment, and enable the informed decisions and future preparedness necessary to achieve optimal patient outcomes. This workshop will present the veterinary research findings, supported by the evidence of over 30 years of research on patient information expectations in human medicine, along with the specific communication skills and protocols that can be applied to meet – and exceed – client information expectations, empowering clients to better manage the cancer journey and maximizing the potential to achieve optimal patient outcomes. Active learning techniques such as brainstorming, buzz groups, think-pair-share, role playing, and/or storyboarding will be used.