

## Tentative Itinerary:

1. Do you have any additional business with the client? Final communication, etc.
2. Declare the case officially ENDED. Hurrah!
3. Introduce **the client** (true identify) and provide a bit of background. Ask the client to provide feedback to the clinic and individual students – regarding his/her impressions, interactions, suggestions, etc. **Disclaimer**: First, remind the students that what they are about to hear is just ONE PERSON’S opinion, although it is an honest impression.
4. Provide students with information and **OUTCOME** on real case – if it exists. If the DC case is a composite, share some information regarding the real life cases on which this DC exercise was based.
  - Students always want to know about the real animal and how they performed relative to what was really done.
  - Students often want to know how their approach compared to approaches taken by other DC groups working on the same case.
5. Provide facilitator feedback to each group
  - The group’s approach to case
  - Things that were missed or not adequately considered
  - Medical records & SOAP’s
  - Knowledge base & Research efforts (did they come back **BETTER** prepared?)
  - Focus on the **PROCESS** of working through the case
  - See the DC web site for some of the items on the final evaluation form.
6. How did your group work? How do you think your interactions with the client went?
7. Stress the importance of the **LEARNING ISSUES**. Ask, “what do YOU think were the important learning issues in this DC case?”
8. Ask the students for feedback
  - On the case – is it a good case & should we use it again?
  - On the client & facilitator – suggestions, improvements needed.
  - On the DC exercise itself
  - Ask them again how their group worked – Were there any problems they want to talk about?
  - Remind students that they will have an opportunity to provide written comments later.



# De-Briefing Session:

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9. Provide some final instructions regarding Presentations, Handout, and final Medical Record.
  - **HANDOUT:** The intention of the handout is to be a supplement form that would be used in a Continuing Education (CE) case presentation that the clinic would be giving to colleagues in a practice or at a local conference. It is a take away from the PowerPoint presentation and disease – See website for more details.
  - Images are posted in the shared Diagnostic Folder under the case, facilitator or animal name. Use these images in PowerPoint as they deem appropriate. When using graphics and figures in the handout, **ONLY less than 25% of space can be used.**
  - Be sure to use and be able to explain any radiographic/ultrasound images, including POINTING OUT the key features. Ask for help if needed.
  - Further, handout & presentation instructions are on the DC web page.
  - You can offer to proof the student handouts and provide preliminary feedback if you want to. Warn students not to wait until the last minute.
  - Presentation: Clearly explain pathogenesis & pathophysiology – explain the clinical signs
  - Literature Search –2-3 key references printed out, screened by Vicki Croft (*AHL Liberian*), **and included in clinic folder**. Textbook references are **discouraged!**
    - **WARNING:** This has been a problem in recent years as many students are just going through the motions. Please explain that students are expected to attach a copy of a well done literature search (relevant article) in English.
  - Be sure to consider and share any SPECIAL instructions or recommendations regarding presentation of the case at hand.