DAHLEM CENTER FOR ACADEMIC TEACHING

Freie Universität Berlin

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>> studierendenorientiert lehren

>> Peer-assisted learning in a simulation-based veterinary dystocia module

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vet skills net

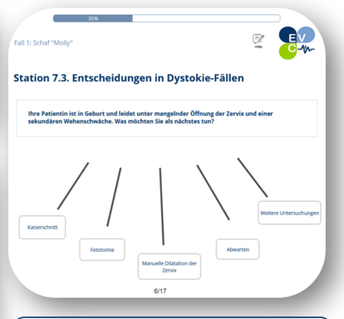
Background

Veterinary graduates are expected to be proficient in a range of "day-one-competences", including attending all common species in an emergency. However, due to faculty shortages, time restraints, and unpredictability of emergency cases, teaching emergency veterinary care is associated with a range of challenges. **Simulation-based training** can help to bridge the gap between theory and practice and has become increasingly popular in veterinary education in recent years. **Peer-assisted learning** has been associated with a range of benefits for both tutors and tutees as well as being able to take some of the pressure off of educators. In an attempt to optimally prepare veterinary students for their final year of practical training, a novel simulation-based emergency veterinary care module, interlaced with elements of peer-assisted learning and the **flipped-classroom** approach, was introduced at the **Department of Veterinary Medicine, Freie Universität Berlin**.

Approach

Flipped classroom

- Five-hour online workshop series on communication skills
- Series of interactive, virtual emergency cases using *tetfolio**



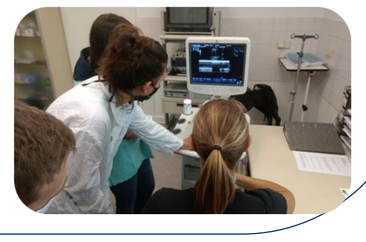
www.tetfolio.fu-berlin.de – die interaktive Lehr- und Lernplattform

Simulation-based training

- Weeklong block event covering practical skills
- Use of a range of teaching simulators, both new and old

Peer-assisted learning

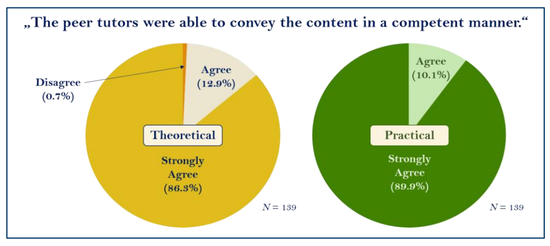
- Same-level peer tutors
- Specific training and preparation
- Recruitment on voluntary basis
- Instructor assistance during practicals

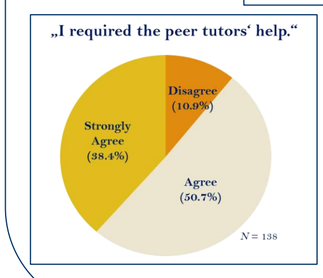


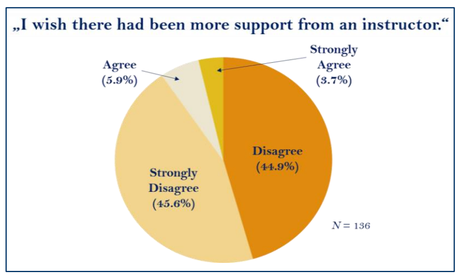
Experiences & Results

Response rates: Tutors = 100% (16/16) Tutees = 89.7% (139/155)

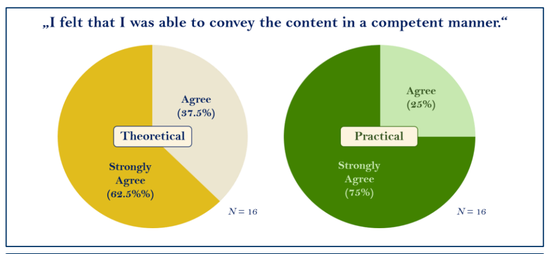
Tutees

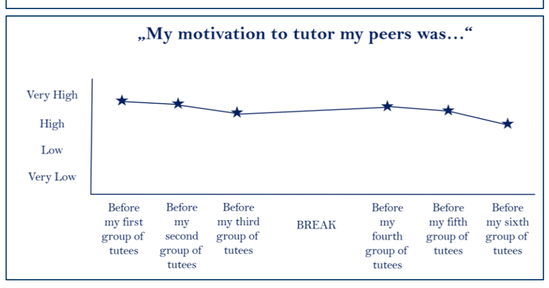




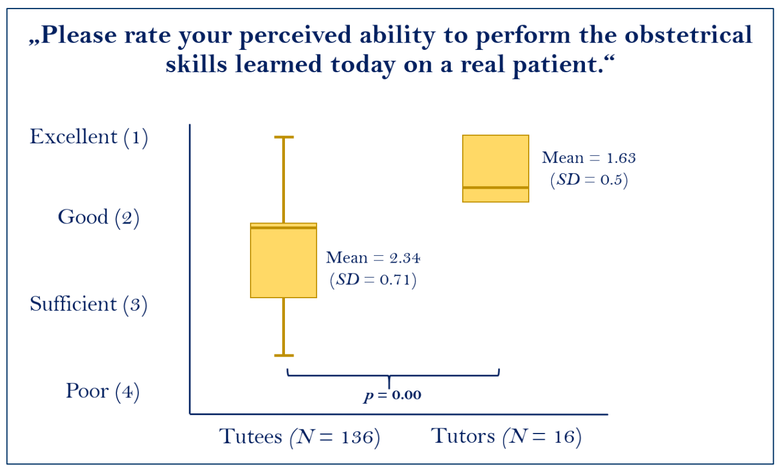


Tutors





Comparison



Conclusions

Overall, the peer-assisted learning activity was very well-received by all participants. Survey results indicate that the same-level approach and the tutor training were effective for this cohort. We believe that the availability of a faculty member to fall back on during the activity was additionally essential to creating a supportive and motivating environment for both tutors and tutees. Future PAL activities should include compulsory reciprocal student tutoring and objective skill assessment of both tutors and tutees.