

De-briefing Session – 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. 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.
8. Provide some final instructions regarding Presentations, Handout, and final Medical Record.
 - Images are posted in the shared Diagnostic Folder and the case, facilitator or animal name. Use these images in PowerPoint as they deem appropriate.
 - Be sure to use and be able to explain any radiographic/ultrasound images, including **POINTING OUT** the key features. Ask for help if needed.
 - Handout & Presentation instructions are on the DC web page. You can offer to proof the student handouts if you care to.
 - Presentation: Clearly explain pathogenesis & pathophysiology – explain the clinical signs
 - Stress the importance of the **LEARNING ISSUES**. Ask, “**what do YOU think were the important learning issues in this DC case?**”
 - Literature Search – a 1-2 page list of key references revealed from a computer search **PLUS** a copy of the one **MOST USEFUL** paper. Textbook references are discouraged!
 - Be sure to consider and share any **SPECIAL** instructions or recommendations regarding presentation of the case at hand.