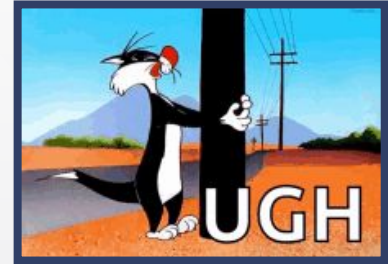


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How to Avoid Your Students Saying: Ugh not Another Class Project!



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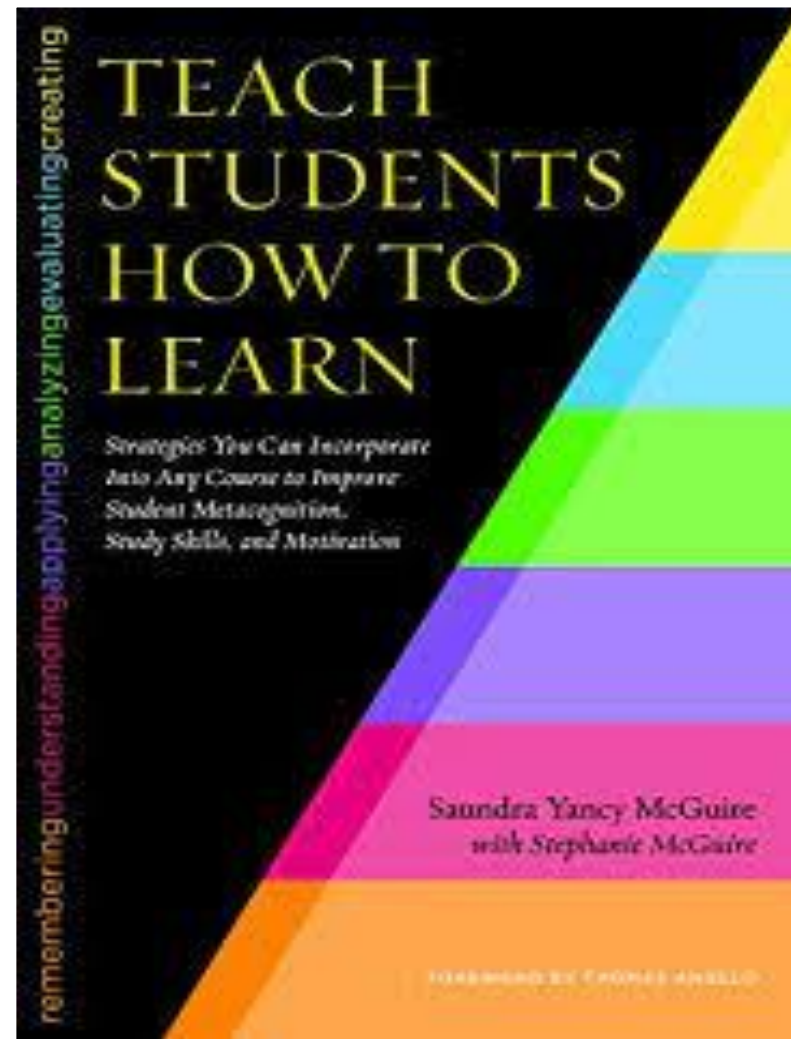
How to Avoid Your Students Saying: Ugh not Another Class Project!



Submissions will be sent to you

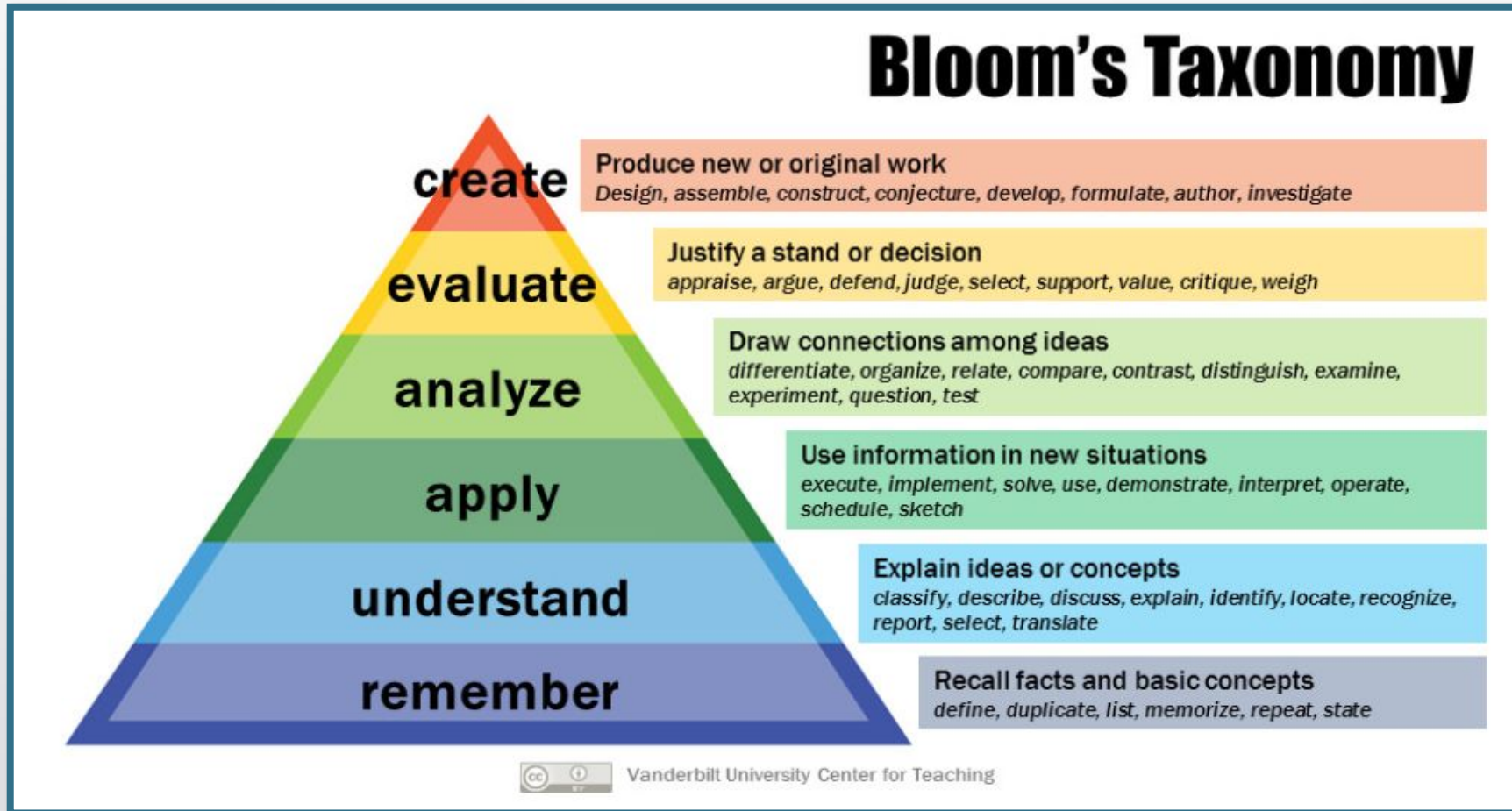
- 1. Gain knowledge of how to incorporate metacognition and self-reflection into class projects**
- 2. Acquire tools to help incorporate critical thinking into class projects**
- 3. Learn how to construct a creative and engaging classroom project**

Sandra McGuire

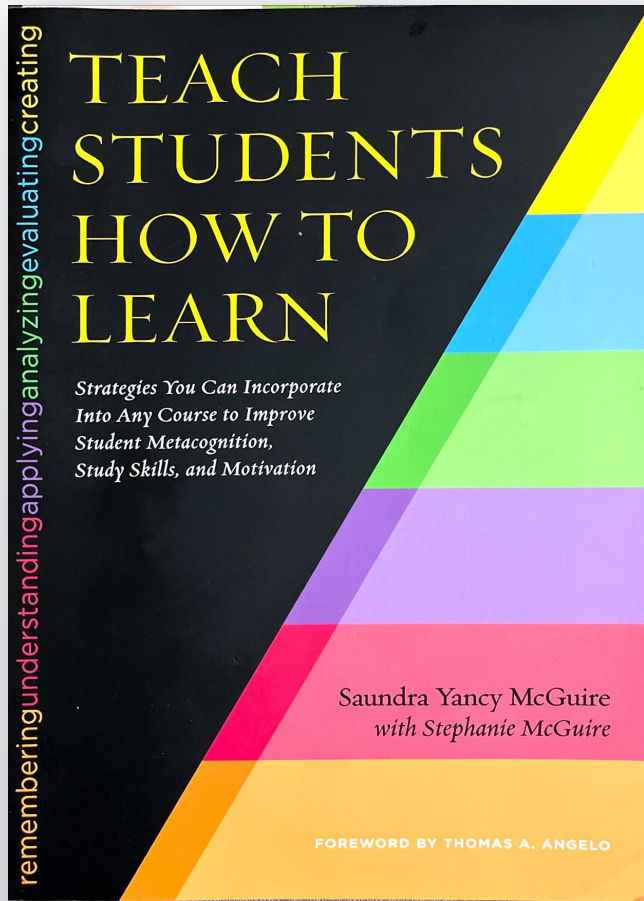




Key points of pedagogy



- Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved 6/12/22 from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.
- Anderson, Lorin. "W., & Krathwohl, D." *A Taxonomy for Learning, Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objectives* (2001).



Concepts from Sandra McGuire's Book

- *Metacognitive Learning Strategies at Work*
 - **Students as Teachers**
 - **“Play Detective”**
- References “Raffini’s Five Bases of Intrinsic Motivation”
 - Autonomy, Competence, Belonging, Self-esteem, Involvement, and Enjoyment
 - **Autonomy**
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 - “Switch days” students teach the teacher

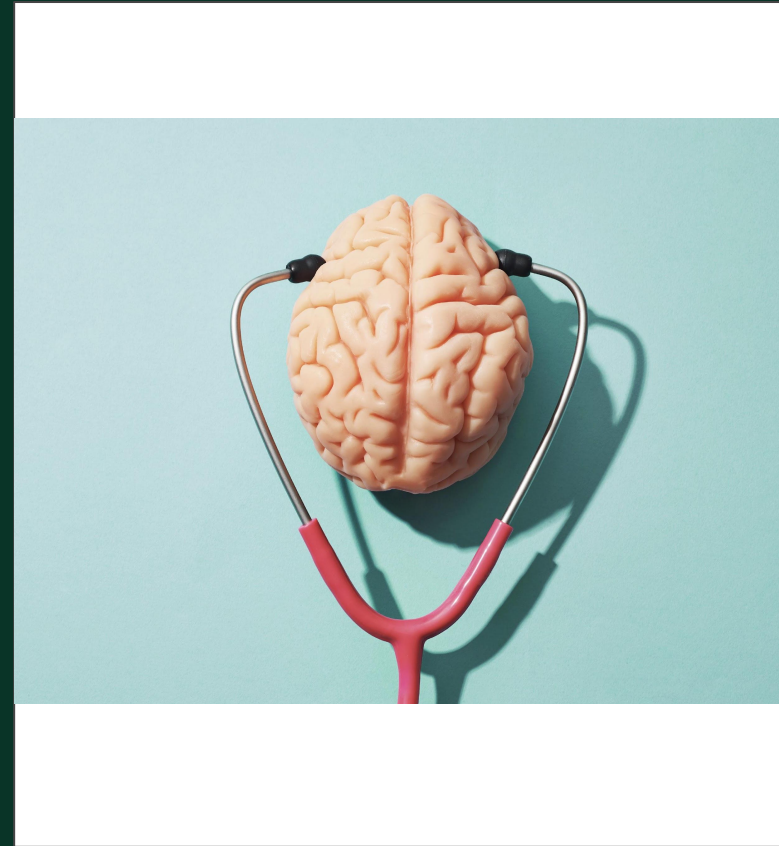


Small Animal Diseases

Dr. Amanda Colón 

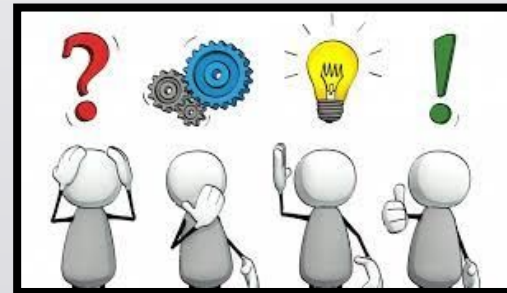


Disease Project: A Case Review



Small Animal Disease Project: A Case based Approach

- Choose a disease from the list
- Create a case example of the disease from start to finish
 - History
 - Clinical signs
 - Physical exam findings
 - Diagnostics
 - Disease Review
 - Treatments
 - Discharge notes
- Get your classmates to guess the disease
- Require multiple prompts/questions to the class





Patient Info

- Leroy
- Species: Canine
- Breed: Cocker Spaniel
- Age: 7 years old
- Sex: M/N

Full Case Example

History from client

- ▶ Chief Complaint: vomiting and diarrhea after eating a large portion of a rotisserie chicken two days ago
- ▶ Owner also notes:
 - ▶ Lethargy
 - ▶ Anorexia
 - ▶ Hypersalivation

Exam Findings

- ▶ Mentation: depressed
- ▶ HR: 180 bpm
- ▶ RR: 28 breaths/m
- ▶ Temp: 103°F
- ▶ MM: pale pink
- ▶ CRT: 2 seconds
- ▶ Painful abdominal palpation at right cranial quadrant
- ▶ BCS 3/9

Assessment

- Tachycardia
- Fever
- Dehydrated (decrease skin turgor)
- Nauseous

What diagnostics should we run?

- ▶ Abdominal radiographs
- ▶ Ultrasound
- ▶ CBC/chemistry
- ▶ Snap cPL

Diagnosis?

Necrotizing Pancreatitis

- ▶ Inflammation of the pancreas
- ▶ Acute vs. Chronic
- ▶ Trypsin develops prematurely in the pancreas rather than the duodenum
- ▶ Inflammation leads to SIRS → MODS → DIC
- ▶ Can cause hypovolemic or distributive shock (sepsis)
- ▶ Often misdiagnosed because the clinical signs are varying
- ▶ Tri-idiitis: pancreatitis, hepatitis, gastroenteritis

Treatment

- ▶ Hospitalization:
 - ▶ Crystalloid (LRS) and colloid fluid therapy
 - ▶ Fresh frozen plasma
 - ▶ Fentanyl CRI
 - ▶ Ondansetron
 - ▶ Enrofloxacin
 - ▶ Metronidazole

Hematology	Results	Range
RBC	8.72	6.54 – 12.2
Hematocrit	33.4	30.3 – 52.3
Hemoglobin	12.6	9.8 – 16.2
MCV	46.8	35.9 – 53.1
MCH	14	11.8 – 17.3
MCHC	33.7	28.1 – 35.8
RDW	23	15 – 27
% Reticulocyte		
Reticulocytes	40	3 – 50
Reticulocyte Hemoglobin	15.4	13.2 – 20.8
WBC	20.23	2.87 – 17.02
Neutrophils	15	2.3 – 10.29
Bands	present	
Lymphocytes	2.56	0.92 – 6.88
Monocytes	0.36	0.05 – 0.67
Eosinophils	0.87	0.17 – 1.57
Basophils	0.1	0.01 – 0.26
Platelets	110	151 – 600
MPV	10.1	11.4 – 21.6

Leukocytosis
Neutrophilia with left shift
Thrombocytopenia

Chemistry	Results	Range
Glucose	167	71 – 159
Creatinine	1.6	0.8 – 2.4
BUN	28	16 – 36
Phosphorus	5.4	3.1 – 7.5
Calcium	7.2	7.8 – 11.3
Sodium	145	100 – 165
Potassium	4	3.5 – 5.8
Chloride	109	112 – 129
Total Protein	6.4	5.7 – 8.9
Albumin	2.9	2.3 – 3.9
Globulin	2.9	2.8 – 5.1
ALT	140	12 – 130
ALP	137	14 – 111
GGT	5	0 – 4
Bilirubin	1.5	0 – 0.9
Cholesterol	78	65 – 225
Amylase	1734	250 – 1500
Lipase	46	0 – 50

Hyperglycemia
Hypocalcemia
Hyponatremia
Hypocholeremia
Increased ALT/ALP/GGT
Increased Bilirubin
Increased amylase/lipase

Critical Thinking + Communication



Discharge Instructions

- ▶ Pancreatitis may develop again
- ▶ Low fat diet
- ▶ For the first 5 days give frequent meals to encourage GI motility
- ▶ Give medication as prescribed:
 - ▶ Ondansetron
 - ▶ Enrofloxacin
 - ▶ Metronidazole

Information Literacy


Mercy-College-NY › Mercy College NY InfoLit - Health Science › Research Needs and Search Strategies ›

MERCYCOLLEGENY - Research Needs and Search Strategies Quiz

February 15, 2022

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- › Health Science Resources
- › Understanding and Using Research Sources
- › Glossary of Health Science Terms

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<https://frame-credocourseware-com.rdas-proxy.mercy.edu/courses/course-v1:Mercy-College-NY+HS+HS/course/>



Peer teaching/Peer assisted learning



- So you will be presenting your case in order, asking the class questions throughout, similar to what you have seen us do in class
- Include a brief review of the disease process and how the case applies **at the END of the case – YOU WILL LOSE POINTS IF YOU DISCUSS THE DISEASE FIRST**
- Compile this information into a case for your patient and disease process. Be creative and tell a story
- Finally, you will be asked questions by ME and your classmates. **The ENTIRE class will be graded on your questioning/participation, so it helps you to PAY ATTENTION during these presentations.**
- This is an important exercise in communication, professionalism, grammar, spelling, critical thinking, and information literacy (the ability to properly research a topic).

Supportive research:

- Bruno, P. A., Love Green, J. K., Illerbrun, S. L., Holness, D. A., Illerbrun, S. J., Haus, K. A., Poirier, S. M., & Sveinson, K. L. (2016). Students helping students: Evaluating a pilot program of peer teaching for an undergraduate course in human anatomy. *Anatomical sciences education*, 9(2), 132–142. <https://doi.org/10.1002/ase.1543>
- DelNero, T., & Vyas, D. (2021). Peer Teaching in an Interprofessional Education Activity Focused on Professional Skills Development. *Pharmacy (Basel, Switzerland)*, 9(2), 112. <https://doi.org/10.3390/pharmacy9020112>
- Yu, T. C., Wilson, N. C., Singh, P. P., Lemanu, D. P., Hawken, S. J., & Hill, A. G. (2011). Medical students-as-teachers: a systematic review of peer-assisted teaching during medical school. *Advances in medical education and practice*, 2, 157–172. <https://doi.org/10.2147/AMEP.S14383>



Anesthetic Complications

Dr. Lisa Schenkel

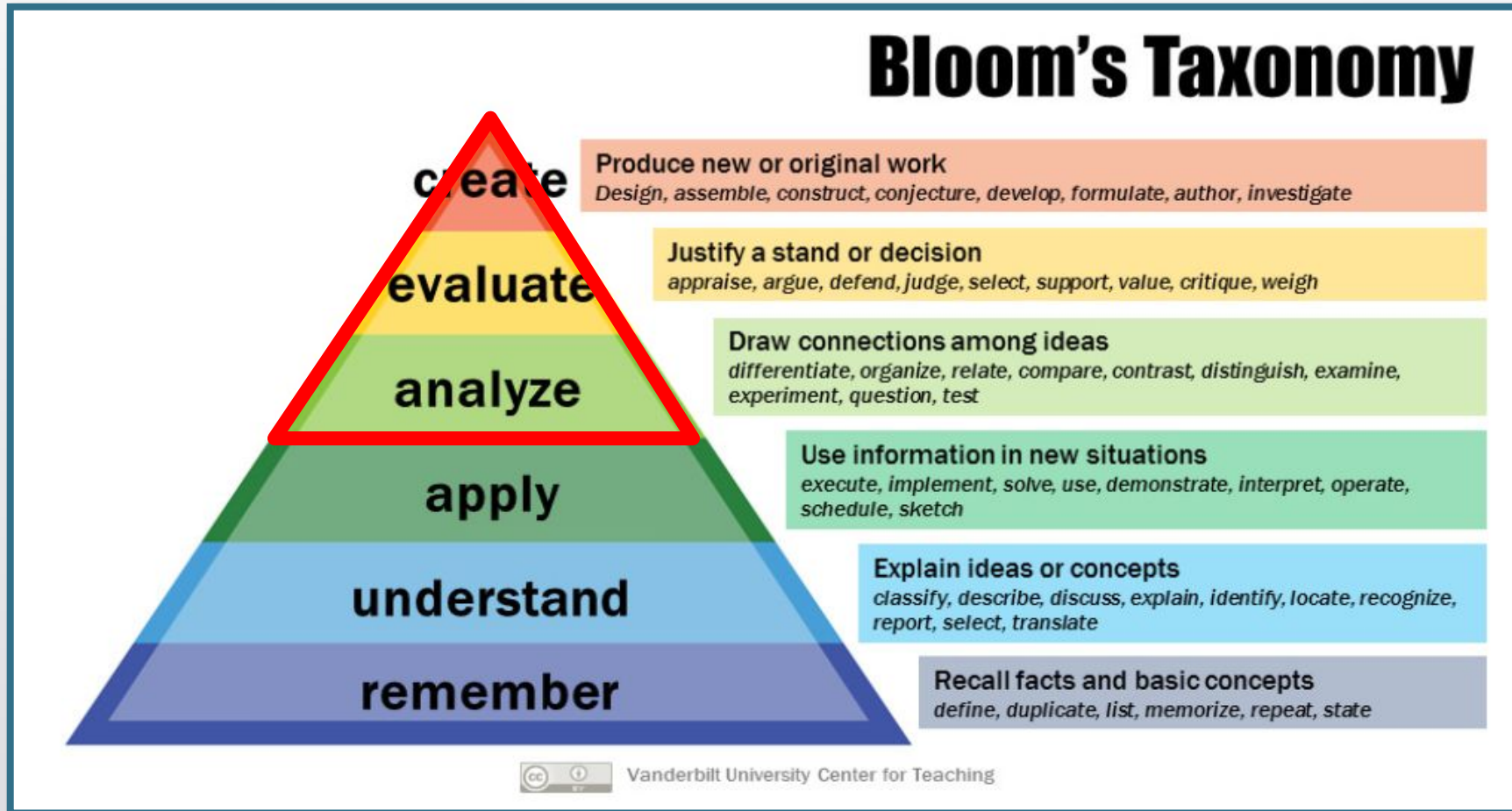


Anesthetic Monitoring
Record Group Project

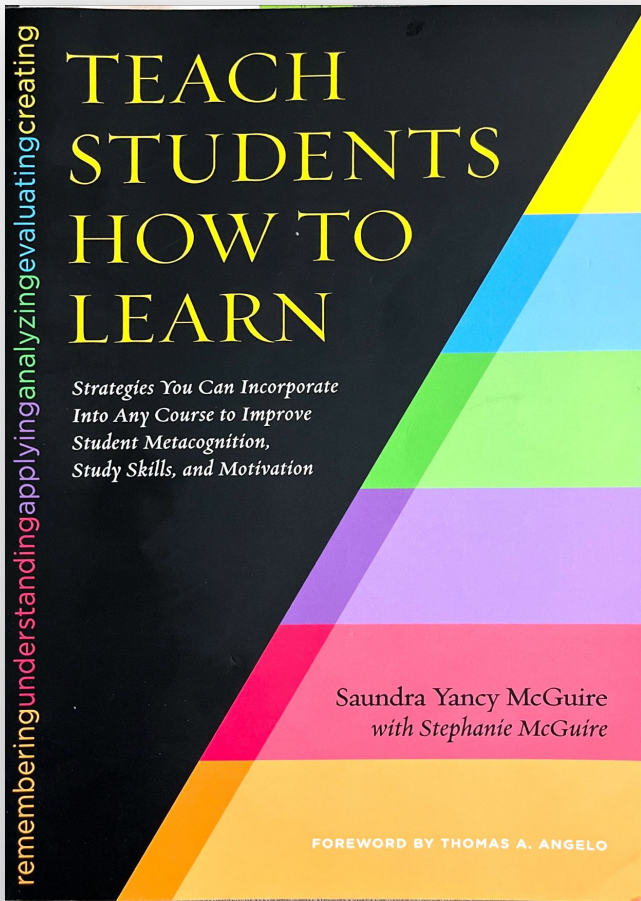




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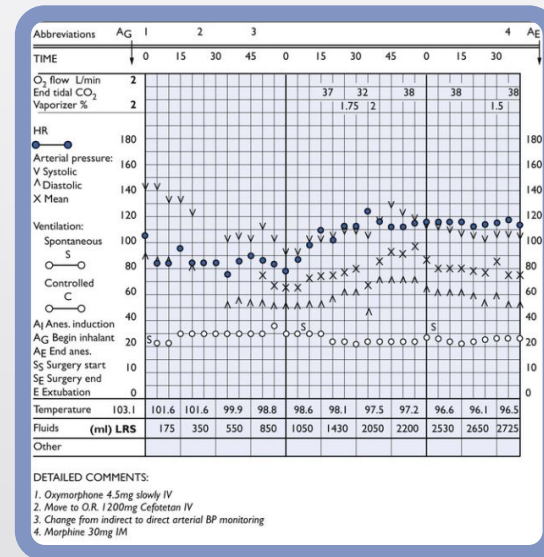
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Anesthetic Monitoring Record Group Project

Project Preparation

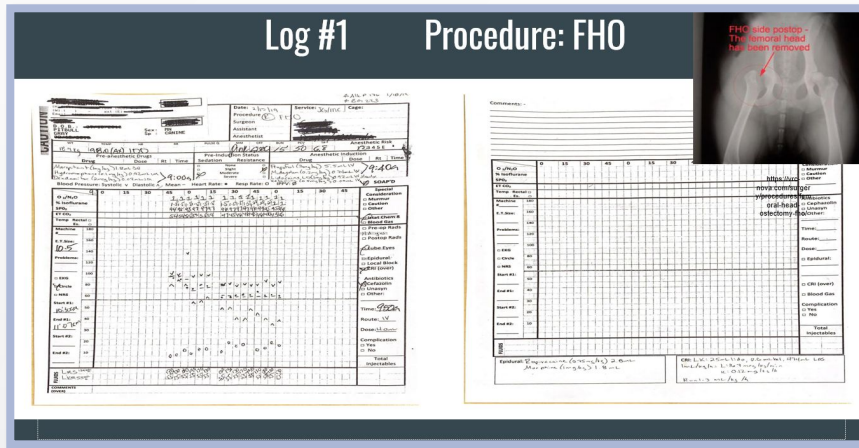
- Submission of two completed anesthetic logs
- Flipped class pre-project warm-up
 - IFA quizzes
 - Anesthesia log case study
- Each group assigned 2-3 logs



Project

- For each log, each group must determine:
 - Does log provide adequate and accurate picture of patient status?
 - What additional monitoring approaches may have provided a more complete picture of patient status?
 - Did any anesthetic complications arise?
 - How well suited were the anesthetic and analgesic protocols for the patient?





Presentation

- Each group presents their findings to the class
- Q&A following presentation
- Each group member must be prepared to answer any question on all assigned logs



Project Grade

- Professional presentation
- Log analysis and support of findings
- Ability to develop patient specific protocols
- Discussion
- Class participation
- Peer review



Wrap Up

What is one take away you have after this session?



Any Questions?



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