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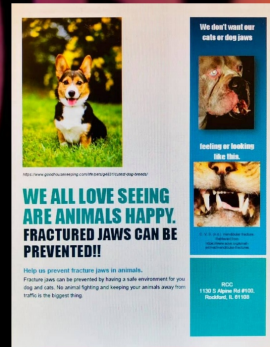
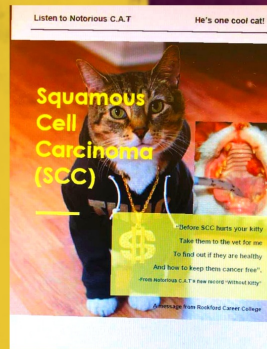
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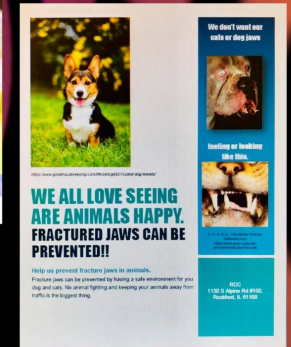
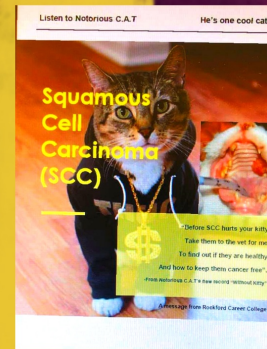
# PBL

- learning **comes alive** for students
- students projects are for an **extended length of time**
- solving a **real-world problem** or **answering a complex question**
- students demonstrate their knowledge and skills by **creating a product** or **demonstrating to an audience**.



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Skills

5.

6.

## The 5 "C"s of Education

Previously known as the 4 "C"s of Education

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- Choice
- Collaboration
- Communication
- Creativity
- Critical Thinking

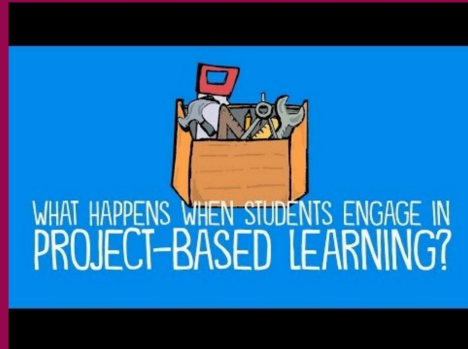
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9.

## 6TH "C" = CURIOSITY

10.

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STUDIES SHOW... 4 YEAR OLD ASK ABOUT 200-300 QUESTIONS A DAY

- DECREASES SIGNIFICANTLY WITH AGE

WHY???

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13.

## 7TH "C" = CARING

Turn the idea of "Teacher" into → a mentor, coach, someone who inspires



14.

## 7TH "C" = CARING

Turn the idea of "Teacher" into → a mentor, coach, someone who inspires

Helping students to overcome **adversities**

- Guide them with being a good role model
- Be firm with teaching **soft skills**
- Hold them accountable to greater expectations because **you believe in them**



15.

## COGNITIVE BIAS (BLIND SPOTS)

16.



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What subjects in the **veterinary world** do we have blind spots in?

17.

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- Nutrition
- Behavior
- Reproduction
- Spaying/Neutering
- Declawing
- Alternative Therapies

18.

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19.

## PBL THROUGH THE YEARS

PBL

20.

## PBL THROUGH THE YEARS

- DON'T BE AFRAID TO **FAIL**.
  - JUST KEEP TWEAKING IT EACH TIME, AND ASK FOR **FEEDBACK**
- **YES** PEOPLE WILL COMPLAIN AT FIRST!
  - REMEMBER MOST PEOPLE DON'T LIKE **CHANGE**
- GIVE **A LOT** OF PRAISE THROUGH THE PROCESS
- IT WILL BE A LOT OF WORK AT FIRST, BUT BE **INVENTIVE** AND **CREATIVE**!

PBL

21.

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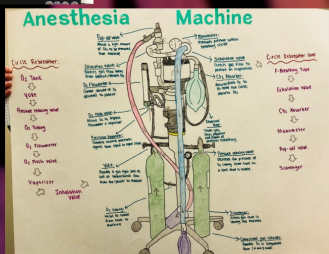
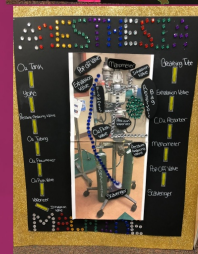
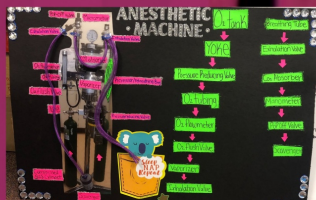
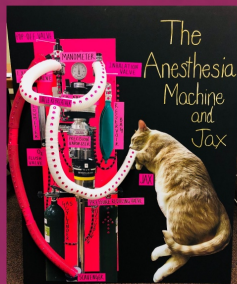
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Projects

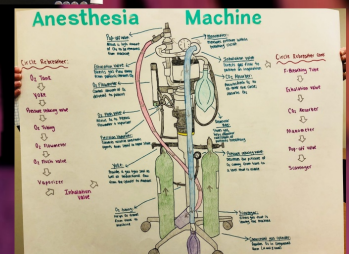
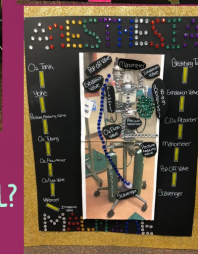
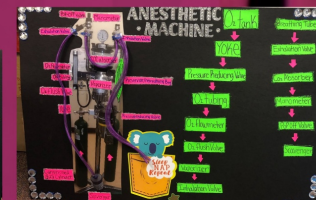
PBL

22.

## BEFORE I KNEW BETTER...



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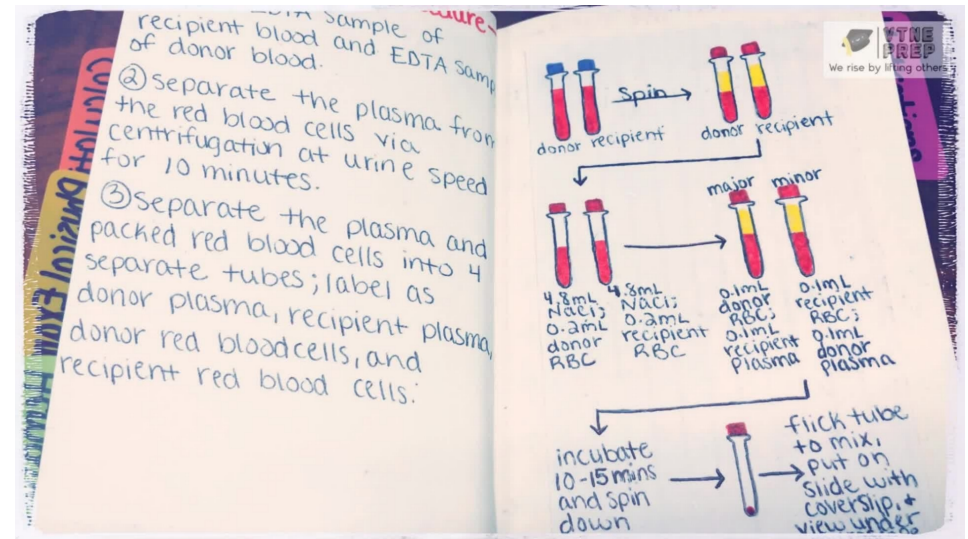


How did I make this into PBL?

23.

24.



[illegible]

# FEAR FREE PROJECT



## Fear Free Project

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Typically, I have made "Fear Free" certification optional, but since this has been an ongoing issue, I am making this a requirement as the 2nd Project of the course. Anesthesia, and moving forth into the final course of the Veterinary Technology Program. There are other CVT programs that have their technicians graduating Fear Free Certified, so this will only benefit all of you to add as a skill.

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You will then write a paper that will include the following:

1. What you like about how X handles FAS in animals during all interactions. (This could include habitats, noise levels, anything)
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4. What ideas or recommendations on how X or students can help improve the way we handle FAS, in particular with anesthesia and surgery, in our animals.
5. What can we do to improve our enrichment program at X? How can we accomplish this?

-Make sure you have an introductory paragraph  
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- NO ENRICHMENT PROGRAM 😞
- STUDENT MORAL WAS VERY BAD
- FEAR FREE WAS NOT EVEN MENTIONED

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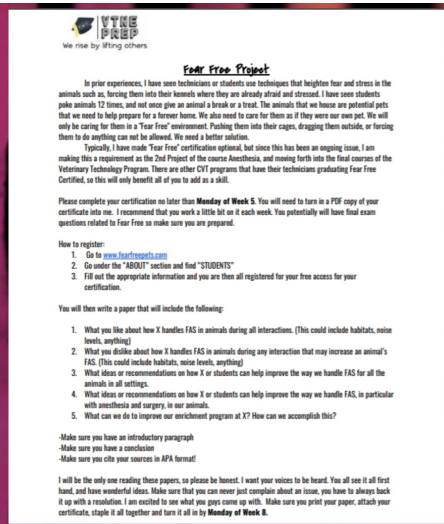


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## S.P.I.D.E.R. ENRICHMENT FRAMEWORK

**F**ear Free

## 2.) GANZGESETZLICHE OPPORTUNITÄTENSICHERUNG



## S.P.I.D.E.R. ENRICHMENT FRAMEWORK

Designed after Disney Animal Kingdom Enrichment Program

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- Upper and Lower class working together, broken into 4 groups. Total about 30-40 students each term. Group leaders in charge of:
  - Making schedule
  - Having meetings
  - Resolving conflict
- Teams made up enrichment activities for all species that we housed.
- **Journal** every day for all enrichments for each animal
- Upper class wrote a formal paper and submitted all documentation at the end of the term describing
  - what worked most frequently for each animal they worked with
  - their experience with the enrichment program overall

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**S-** Setting Goals  
**P-** Planning  
**I-** Implementation  
**D-** Documentation  
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**R-** Re-adjustment

39.

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### Team Roles

#### Science Operations Manager/ Group Leader(All Species)

- The Science Operations Manager (SOM) is responsible for directing program development and continuity for the animal training and enrichment programs.
- Ensuring the BH vision, mission, philosophy, and commitments are followed by all partners
- Effective communication and relationships between behavioral husbandry and the animal care teams including veterinarian and instructor, when applicable
- Providing resources that help maintain the programs and assist the progression of the BH programs

#### Behavioral Husbandry Manager (small animal, exotic)

- Is responsible for guiding development and continuity for the animal training and enrichment programs
- Creating development opportunities in the skills of animal training and enrichment
- Assure the team is following process for approval of training and enrichment initiatives
- Assure the team is documenting training and enrichment initiatives, using agreed upon process
- In charge of enrichment of animal husbandry of determined species

#### Animal Operations Manager (small animal, exotic)

- The Animal Operations Manager (AOM) is responsible for the oversight of the implementation of the animal training and enrichment programs within their respective animal areas.
- Effective communication and relationships between the animal care teams and BH
- Review enrichment and training plans and provide timely feedback
- Coach "trainers" on training and enrichment techniques
- Facilitate effective meetings in regards to animal enrichment and training, including problem-solving

#### Trainers/Nutrition Team (VET 240 Class)

- Is involved in behavioral goal setting for the animals in their area
- Initiates the planning and approval processes for training and enrichment initiatives
- Trains and enriches the animals in accordance to the approved plans and initiatives
- Documents training and enrichment utilizing agreed upon methods
- Evaluates documentation and adjusts plans and initiatives with their team

41.

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- Husbandry enrichment
- Exercise enrichment
  - at least 15 minutes per day
- This included:
  - Dogs
  - Cats
  - Rabbits
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  - Mice

42.

## S.P.I.D.E.R. ENRICHMENT FRAMEWORK



problem-solving

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problem-solving

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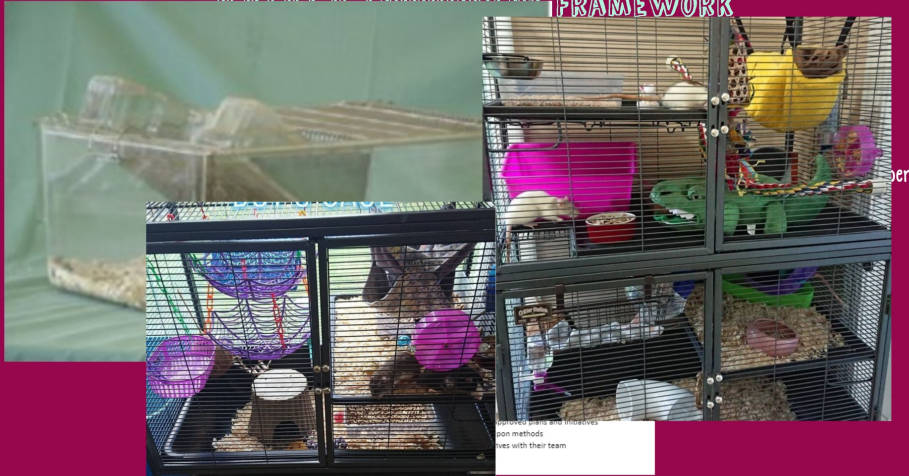
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44.



## ANIMAL ENRICHMENT FRAMEWORK



45.

## ANIMAL ENRICHMENT PROJECT

VHS



Students worked on low stress concepts during enrichment



46.



47.



Students worked on low stress concepts during enrichment

48.



## ANESTHESIA CHOICE PROJECT



**Anesthesia Project**  
Anesthesia dates back to the mid-1800s. Before the discovery of anesthesia over a century ago, few surgeries could be performed. Even minor conditions were usually fatal. Over time, scientists discovered medications to aid in anesthesia to treat diseases, and to help save lives. In this class, we will be learning about the history behind anesthesia, and the medications that we use to treat and aid these conditions.

Your project will consist of choosing one of the following topics, and presenting these finished projects to the class on **Monday Week 8**. You will have a checkpoint on **Monday, Week 4**, where you will have to bring your projects in for review. You will show that you are about halfway complete. **This checkpoint will be worth 25 points.**

Choose one of the following topics:

- History of Anesthesia
  - Date as far back as you can find
  - Discuss how they used each of these methods and for what purpose
  - Were they helpful?
- Can animals become dependent on opioids?
  - Is addiction possible? If so how?
  - Are there better pain management options?
  - What are some good pain management protocols?
- Children's Book relating to Anesthesia
  - Make a cover title
  - Illustrations are helpful. They can be simple.
  - A good storyline describing to a child what may be going on with their pet.
- Anesthesia protocols in other countries
  - Protocols that may be done currently in their country or even previously.
  - Why may they have different protocols?
  - Are there certain techniques used for surgery that may differ from the United States? Why are they used?
- What is the best way to manage chronic pain?
  - Describe as many ways we manage chronic pain
  - What has research shown us is the best way to manage chronic pain based on various factors.
    - Body functions
    - Long term pain relief
    - Stress to the pet
    - Cost
  - Include new approaches that may be coming our way

You can:

- Make your own video
  - Make it engaging/entertaining
- Present to the class
  - Can use PowerPoint or poster board
  - Can read story to class
  - Describe, often, talk to the class
- Present in a podcast
  - Make entertaining podcast with friend discussing topic

49.



50.

## PET FOOD LABEL PROJECT

Would they now recommend this food to a friend or family member?

Would this food benefit any animal with a particular medical issue? Were there any recalls ever on this food or company?

**Pet Food Label Project**

You will be in charge of comparing this project along with comparing the nutrition containing education that is offered for FREE by Purina on their website. Here is the link for you to start. It contains 16 hours of continuing education.

<https://www.purinainredients.com/>

1) Select a pet food (canine or feline) that you would like to evaluate. You will need to have access to the actual bag or can label for this project. **DO NOT COPY THE PROJECT INFORMATION FROM A WEBSITE.** You may not evaluate brands or veterinary prescription diets.

2) Provide a report on the diet, including the information requested below. This project must be TYPED. Do not number each answer as it appears below. Instead, provide the information as a report. Used sections, clearly stating which information you are providing with each section, and keeping the order as presented below.

3) LAM:

- Brand name
- Product description
- Nutritional adequacy statement
- List any special nutritional claims made for the product
- If the product is formulated for a particular life stage, please indicate it
- Guaranteed analysis given on the package (provide a copy as well from the package)
- Ingredient list (provide a copy as well from the package)

4) Is there any evidence that this food was evaluated by a feeding trial? If so, list the evidence.

5) Based on the ingredients listed, what do you think this food is mostly comprised of? (what are the main ingredients? List.)

6) What are the main protein sources? (15%) They may not be all meat! Carbohydrate sources?

7) Do you feel that the ingredients listed are of optimal quality? Evaluate ALL of them (overall, not individually) as optimal, good, fair, or poor. Give a detailed explanation for your opinion.

8) How is food preserved? Are there any preservatives listed that are concerning to you? What are they and why? Do your research!

9) What information can you determine from a guaranteed analysis? Does it help you make a decision on the quality of the food? Is the food's guaranteed analysis optimal for the species it is to feed? How so?

10) Based on what you have learned during this project, would you recommend this food to a client or friend for their pet? Would you consider feeding it to your own pet?

11) What disease processes might this food be good to feed for, if any? Please explain why your thoughts. Critically think.

12) Has this food had any recalls? Have they had any type of lawsuits regarding their food?

13) Include how many kibble(s) is listed on the food, as well as a chart that you personally make to include a DCR of 1.2 for animals ranging from every 5 pounds to eat the food you select, starting at 5 pounds (10 pounds for dogs. For cats calculate from every pound, starting at 1 pound to 20 pounds.  $DCR = (204g \times 70 DCR \div DCR \times 1.2)$ . Then calculate each weight range with the amount of cups they are to feed per day.

14) Compare your results with what is included with the food's results. Are there any differences? If so, why do you think there may be such a difference?

\*\*\* In order to receive credit for your report, be certain that you provide readable copies of your label information that allow the instructor to verify all of the given information in your report, including the list stated above in #2. \*\*\*

Remember to cite all your sources in APA format! Failure to do so is an automatic 0%.

**Pet Food Label Project: Feline**

Brand name	_____ / 1 pt	Food preservatives	_____ / 4 pt
Product description	_____ / 2 pt	Guaranteed analysis (moist)	_____ / 10 pt
Nutritional adequacy statement	_____ / 2 pt	Recommendation of product	_____ / 10 pt
Nutritional claims	_____ / 2 pt	Treatment claims	_____ / 20 pt
Life stage	_____ / 1 pt	Protein source	_____ / 8 pt
Guaranteed analysis	_____ / 8 pt	DCR calculation	_____ / 10 pt
Ingredient list	_____ / 20 pt	Hypothesis on feeding differences	_____ / 10 pt
Any sort of a feeding trial	_____ / 4 pt	Common feeding	_____ / 10 pt
Main ingredients	_____ / 8 pt	Digestion	_____ / 10 pt
Protein source	_____ / 4 pt	Accuracy of feeding of kibble	_____ / 10 pt
CRD amount	_____ / 4 pt		
Optimal quality	_____ / 10 pt	Total:	_____ / 120 pt

51.



52.

PBL REGARDING VNI

What makes it PBL?

PBL REGARDING VNI

What makes it PBL?

PBL REGARDING VNI

Goal: Start conversation regarding VNI

Project:

- Students examine the history of the "veterinary technician"
- What was the **ariving** force for VNI?
  - When was VNI **started**?
  - What are the **accomplishments**?
  - What are the **"hang-ups"**?
  - How long is this "project" **projected**?
- Have students try to **compare** the VNI to a major social issue that has been politicized in the past.
- Have students **investigate** that historical social issue and make an engaging speech to the class (which will act as "government officials") will vote on whether or not to make the change for the VNI)

What makes it PBL?

STUDENT DRIVEN

• Students are **investigating** and **solving a problem**

• Make it relate to a **world life event**

• They must **critically think**

More Teacher Directed      More Student Directed

Lecture-Showing/Telling  
Worked Examples  
Interactive Lecture  
Flipped Classroom  
Socratic Questioning  
Discussion-based  
Scenario-based  
Case-based  
Collaborative Learning  
Inquiry-based  
Problem-based  
Project-based

<Exposition>      <Inquisition>      <Generation>

## WHAT IF?



## WHAT IF?

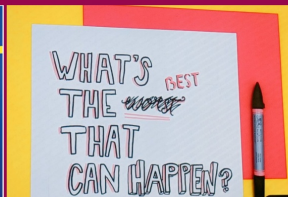
- a certain pharmaceutical wasn't invented
- we never had a type of medical device
- veterinary or vet tech school never existed
- there were no pure bred dogs or cats
- there was no such thing as pet food
- there were no such thing as vaccines



57.

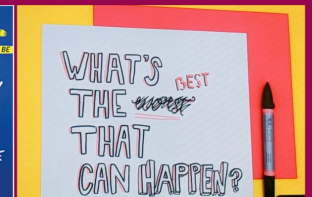
58.

## TEDX TALK



## TEDX TALK

- show 3-4 powerful Tedx Talks to the class
- Have students take notes, and review each talk's main points
- Have students analyze the videos, asking one main question, "What makes an effective TED talk?"
- Talk to students about the 3 core elements of a Ted Talk
  - structure, brevity, and purpose
  - This will help them choose their topic
- Host a writer workshop
  - Students can help read other student's scripts and view their slides to offer advice
- Have students rehearse their Ted Talk several times before presenting or filming
- Make it fun and make a Tedx sign as a back drop.



59.

60.



Can you rely on PBL for assessments in knowledge over standard testing?



61.

Can you rely on PBL for assessments in knowledge over standard testing?

Absolutely!!!

Top ways to test individuals is to ask these questions:

- "Why Are We Doing Things This Way?"
- "How Can We Improve?"
- "Can You List Five Facts About This?"
- "What Are Your Thoughts?"
- "What Bugs You the Most About This?"
- "Can You Send Me an Email/ Discussion Post Explaining This?"
- "How Would You Bounce Back From a Failure Here?"
- "Is There Another Way to Do This?"
- Give them a Real World Problem
- Ask Open-Ended Questions About Their Process

62.

HOW DO WE GRADE FOR PBL?



63.

HOW DO WE GRADE FOR PBL?

- knowledge of the topic with presentation material
- creativity
- presentation of the project
- fielding questions which shows knowledge of the topic
- audience asking relevant questions showing engagement to the speaker



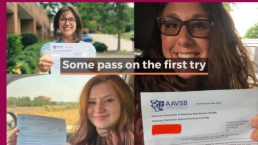
64.



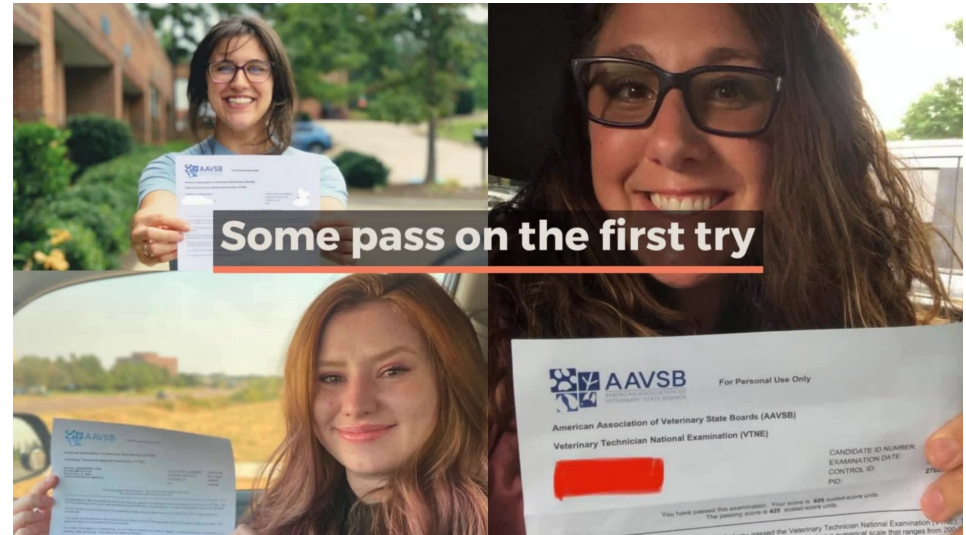
## WHAT IS OUR ULTIMATE GOAL?

- Have students **pass tests that are like the VTNE?**
  - Is that truly making them **grasp concepts** or are they **memorizing?**
- When they grasp those concepts, their test anxiety diminishes drastically
  - They build **CONFIDENCE**

They **SUCCEED** with the VTNE!



65.

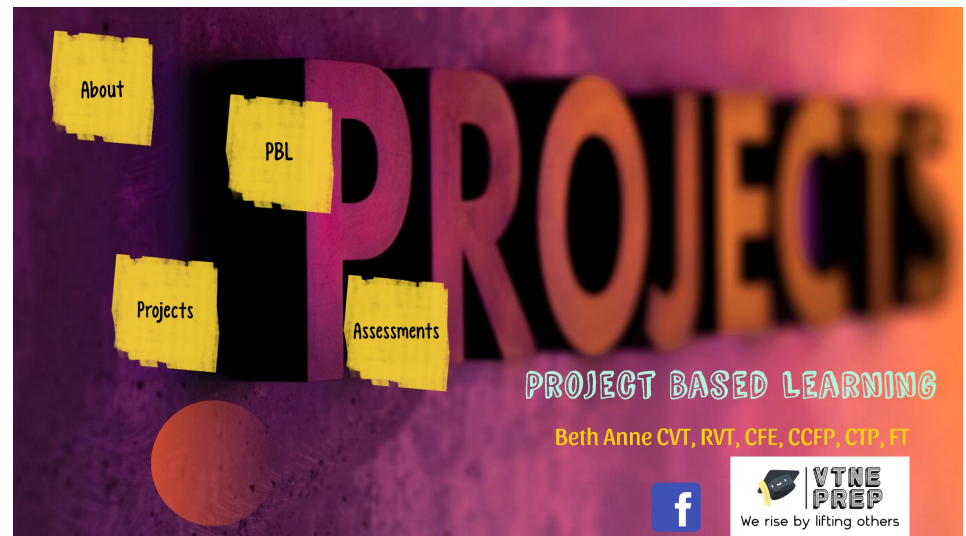


66.



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67.



68.