



## AAVA Institutional Profile

Ross University School of Veterinary Medicine

Summer 2011

### **Anatomist:**

Briedi R. Gillespie

**Contact Information:** bgillespie@rossvet.edu.kn

**Education:** MS (1999) and PhD (2005) Washington State Univ CVM

**Interests:** Clinical anatomy (large and small), live animal palpation, veterinary communications

*Research:* n/a

*Teaching:* Gross Anatomy I and II, Clinical Neuroanatomy, Veterinary Communications

*Personal:* Diving, sport fishing, field-trials

### **Anatomist:**

Rolf H.F. Berg

**Contact Information:** rberg@rossvet.edu.kn

**Education:** Dr Med Vet (1958) and PhD (1964) Humboldt University, Berlin

**Interests:** Large animal palpation, anatomy textbook contributions, applied anatomy

*Research:* n/a

*Teaching:* Gross Anatomy I and II

*Personal:* Traveling, family

### **Anatomist:**

Lindsay M. Moffatt

**Contact Information:** lmoffatt@rossvet.edu.kn

**Education:** DVM (2005) Ross University

**Interests:** Equine clinical anatomy

*Research:* n/a

*Teaching:* Gross Anatomy I and II, Evidence Based Medicine,

*Personal:* Running, knitting, veterinary missions

**Anatomist:**

Kathleen E. Clements

**Contact Information:** kclements@rossvet.edu.kn

**Education:** MS (2001) Texas A&M University; DVM (2005) Ross University

**Interests:** Avian and exotic animal medicine

*Research:* n/a

*Teaching:* Gross Anatomy I and II; Special Species Medicine

*Personal:* Swimming, snorkeling, baking

**Anatomist:**

Shari R. Lanning

**Contact Information:** slanning@rossvet.edu.kn

**Education:** MS (2002), DVM (2006), and CVA (2006) Colorado State University

**Interests:** Pain management

*Research:* n/a

*Teaching:* Gross Anatomy I and II, Ethics, Evidence Based Medicine

*Personal:* Knitting, gardening, cooking

**Anatomist:**

Dusty D. Spencer

**Contact Information:** duspencer@rossvet.edu.kn

**Education:** DVM (2005) Ross University

**Interests:** Surgical and radiographic anatomy, veterinary communications

*Research:* Raptor ecology

*Teaching:* Gross Anatomy I and II, Practice Management and Jurisprudence,

*Personal:* Marathon running, snorkeling, knitting

**Anatomy Curriculum**

- **Size of class:** 150
- **Are you on the semester or quarter system?** Semester, but we enter 3 new classes each semester. (Three entering classes a year – Jan, May, Sept). This means we teach both Anatomy I and Anatomy II courses each semester (three times a year).
- **Are small and large animal anatomy taught simultaneously?** Yes (see above), we teach large and small comparatively. We also teach avian in the second semester

- **# of semesters/terms of first semester anatomy:** 1 semester – 5 credits (comparative; large and small animal)
- **# contact hours of small animal anatomy per week:** 8
- **# of semesters/terms of second semester anatomy:** 1 semester – 5 credits (comparative; large and small animal and avian)
- **# contact hours of large animal anatomy per week:** 8
- **Do you offer an anatomy elective? If so, please describe.** No, but we have an “Anatomy Club”, as part of our student government sponsored clubs.
- **Additional Information:**
  - Both courses are clinically based
  - In lab we require the students to purchase the Evans and deLahunta, *Guide to the Dissection of the Dog* (for the great color illustrations) but also give them a “prosection guide” for both the large and small animal, which they follow throughout the laboratory periods.
  - For outside readings we require them to purchase Dyce, Sack and Wensing, *Textbook of Veterinary Anatomy*
  - In both semesters 1 and 2 we include radiology, live animal palpation (large and small), avian and clinical skills labs.
  - In both semester 1 and 2 we have gone to using solely *prosected* material. Students no longer dissect the cadavers.
  - We assess the students using not only laboratory exams, but also palpation exams that include oral examination questions which challenge them to apply the anatomy clinically.
  - Clinical faculty also participate heavily in this course, not only in giving “Clinical Day” lectures, but in participation in the palpation portions of the course and in helping with the oral examinations.

### **Strengths and Challenges of the Anatomy Program:**

- Small laboratory facilities (max cap of our lab is 75). Large class sizes (150), so we have to split each class in half. This means that each student – at most – only gets one contact hour in lab with the instructors each day.
- Good lecture facility in auditorium
- Great support from administration, clinicians (we are thankful for this cooperation) and other faculty
- Using prosected material allows for much more in-depth conversations with students in lab.
- Not having students dissect has largely (surprisingly) not been missed by students or faculty and students don’t have to then re-learn proper instrument handling technique for subsequent surgery courses.
- Students able to answer functional anatomy questions and integrate material whether it is asked on a live animal, a skeleton, a cadaver or on a radiograph.
- Feedback is that students are more prepared for upper-semester courses as a result of the changes made to the course (surgery courses, clinical rotations on-island, diagnostic imaging), and upper-semester courses can expect more from these students because they are coming in with a better grasp of the basic anatomy than previous students.

- From a teaching standpoint, because we teach both of our anatomy courses each semester (three times a year), we are able to elicit change very quickly. The down side to this is that this type of curriculum can become taxing if you let it. Our current team does a great job of supporting each other throughout the year to keep momentum and teaching energy up. This type of curriculum would not work if we didn't have a very cohesive team.

**Additional Information (institutional grants, new teaching methodologies, news of interest):**

- Changed from 1 sem. small animal/1 sem. large animal to comparative course taught over two semesters (with the last 4 weeks of second semester focusing on neuroanatomy)
- Changed from all-dissection to all-prosected material gradually over 2 years.
- As we can only have half of the class in the lab at one time, we have a 10 minute "Transition Review" period between the two hours when the students are switching over. Students from the first hour present the material for the day to the students coming in for the second hour and they are evaluated on their presentation by their peers using response-devices (clickers) and a feedback rubrick (based on techniques used originally by Washington State University CVM)
- Because of the new teaching methods (prosections) new "prosection guide" books were created to coincide with the Evans and deLahunta guide so that students could manage the material without sifting through a *dissection* guide".
- We have recently received approval to purchase a hi-def overhead camera system so that we can give reviews of the cadaver material which will project onto overhead plasma-screen TV's throughout the room.