**AOVET Advanced Course in Small Animal Fracture Management**

**Introduction**

This AOVET competency based Advanced course was developed with the needs of course participants in mind, with the ultimate aim of changing participants' approach to clinical cases and improving patient outcomes. Although the new course was designed from scratch using a backwards planning model, this new course represents an evolution of the traditional courses which have been so well received in the past. The course is designed to build on the foundations laid at the Principles course, and fits into a curriculum which allows lifelong learning. The curriculum also includes webinars and a series of master courses.

The new course consists of a balance of lectures, plenary (whole group) case discussions, small group case discussions, and practical exercises using dry bones. At the discretion of course chairs, it is anticipated that slight adjustments could be made to the program when the course is run in different regions, to account for local educational needs and logistical factors such as the need for translation.

**Promotional material**

Standard information for course promotion is in folder 3. An example of a course brochure is also included.

**Pre-course material**

The pre-course period runs for four weeks immediately preceding the live event. Participants are sent information via the course event room. During weeks 1 and 2, participants complete an on-line questionnaire. This allows assessment of participants' motivation to study different course objectives. In addition, a knowledge questionnaire is being developed. This allows some assessment of participants' baseline knowledge, but its primary purpose is to engage and motivate.

During week 3 participants receive a pre-recorded e-lecture covering concepts of relative and absolute stability, and information regarding load sharing versus bridging fixation.

During week 4 participants receive a short document to read covering the clinical approach to trauma cases using the fracture patient assessment scheme (mechanical, biological and clinical factors).

Pre-course material is enclosed in folder 4.

**Live event**

The live event covers three days, and has been designed to dovetail with the principles course, to allow principles and advanced courses to be run simultaneously with up to 48 participants per course. The different activities (lectures, practicals, discussions and breaks) are formed of 20 minute blocks, which simplifies re-organisation of the course, should this ever be required by course chairs; this may be especially important for courses with larger numbers of participants, courses needing time for translation, or where regional needs dictate changes (the course has been designed with a Western European audience in mind).

**Course notes**

Standard summaries of each lecture are provided in folder 5. These should be reviewed by faculty prior to the course, and any changes made as necessary based on regional needs.

**Lectures**

The lectures are intentionally relatively short, with 20 minute slots. The actual lecture content which should cover around 17 minutes, leaving around 3 minutes for discussion, reflection, and changeover between speakers. The lectures should be heavily case based, appropriately interactive, and should be guided by the learning objectives; a detailed description of everything that is known about the topic is not desirable or required. Standard lectures have NOT been provided – it is expected that faculty on each new course would prepare their own lecture material, to allow innovation on new courses.

**Wrap up sessions**

At the end of each day of the course there is a 20 minutes ‘wrap up’ session to allow key learning points to be summarised and to allow any outstanding questions to be answered. It is helpful if this is run as a discussion session rather than a lecture. It can be helpful to divide participants into pairs or small groups and for these groups to then write down key points they have learned during the day and any questions they may have; these points and questions can then form the basis of any discussions, led by a faculty member. In some regions where cultural concerns make large group discussions challenging, it may be helpful to run the wrap up sessions as a faculty panel discussion, with individual faculty outlining key learning points. There is also a wrap up session at the end of course, to allow the chair to make any closing remarks.

**Plenary (whole group) case discussions**

These are led by one or more faculty in the lecture room, for all course participants, and are aimed to re-inforce key concepts. Depending on the number of participants, the set-up of the lecture room, and cultural considerations, these plenary discussions could consist of a genuine group discussion (a roving microphone can be useful), case presentations using audience interactive voting, or a faculty panel discussion. These discussions should be entirely case based, and should NOT be lectures. Case material has been pre-prepared to allow learning objectives to be covered. Course chairs and faculty can either use the pre-prepared material or can utilise their own cases, to allow innovation on new courses; it is essential that if new material is used cases should be complete with long term follow up included, and should allow the learning objectives to be covered. Suggested types of cases are shown on the 'program' spreadsheet, on the 'case discussion material' tab (see folder 2); the actual pre-prepared presentations are in folder 8.

**Small group discussions**

These are breakout sessions for small groups of 6-12 participants. These sessions are an opportunity for participants to consider cases in more depth and discuss concepts. Faculty should act as moderators but should avoid lecturing to the group. The case material has been pre-prepared to fit learning objectives, however course chairs and faculty may choose to use new material if necessary. The pre-prepared cases are listed on the 'program' spreadsheet, on the 'case discussion material' tab; the actual PPTs containing the case material are in folder 7.

**Practicals**

These sessions follow the traditional AOVET practical model using dry bones. For each practical, a PPT has been prepared (see folder 6) which contains an introductory slide, instructional slides, and a summary slide. The practical director can use the PPT to introduce each exercise, then emphasise any key points whilst showing the summary slide. A flip chart can also be useful, both to complete the introduction to each exercise and to summarise key points again at the end of the exercise. New videos for the exercises have not been developed, as per directions for the AOVET International board, as these can be expensive and inflexible. Lab manuals have not been provided; it is anticipated that the practical director can summarise each practical using a flip chart and the ‘summary’ PPT slide.

**Post course material**

A knowledge questionnaire has been developed which allows participants to reflect on their learning. In addition, feedback forms should also be sent to participants after the course, if these have not been completed at the live event; these feedback forms are collected by AOVET staff, and a post-course report will be generated.

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