

# Veterinary student perspectives on differing viewpoints after role-play case study

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## THE PROBLEM

- Veterinarians do not always share the same viewpoints as their clients or colleagues about controversial animal welfare issues
- The veterinary curriculum can help prepare students to adapt to situations where they disagree with others

## OBJECTIVES

- Create an animal welfare case study on castration (a painful procedure) of piglets where students role-play different veterinary perspectives
- Assess the effect of the case on students' ability to reflect upon and express respectful understanding of different views on pain management in animals

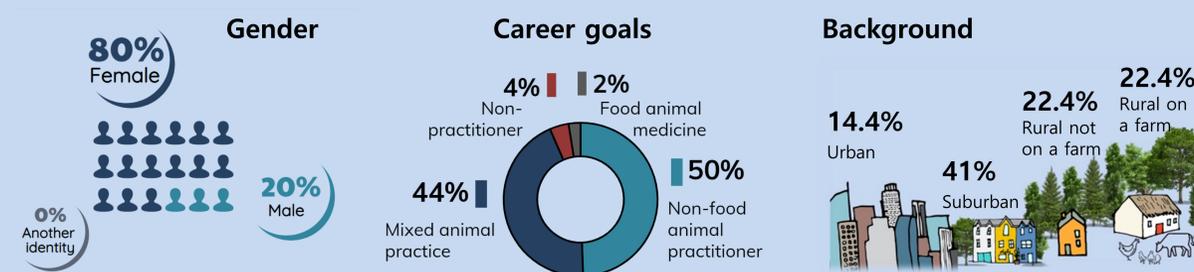
## CASE

- Included discussion board, mini-lectures, and flipped classroom group activities
- Students were on task force to create: 1) a protocol that met the needs of diverse stakeholders, and 2) a video where students defended their protocol



## RESULTS

### Participant Demographics from Survey (n=130):



### Reflection Prompt (n=129):

Explain how, if at all, working on this case impacted your view toward people who think differently than you about pain in animals.

COMMON THEMES

Awareness and recognition of reasons for different viewpoints

Some people who think differently need to be educated

Reflective listening and other tools can be used to improve communication

"I think that this case brought lots of varying viewpoints together, and I was able to listen to and learn from my peers on their reasons for believing a certain way that pain in animals should be approached"

### Reflection Prompt (n=129):

Describe what, if any, lessons you have learned from this case that you may apply in your veterinary career.

COMMON THEMES

Awareness that people with different viewpoints must work together

Recognized the need to be flexible and creative with solutions

Consideration that economics and practicality play a role in decision-making

"Understanding of other viewpoints can allow a group to be able to come up with an integrative solution that will be feasible to implement for all parties. I hope I can take this important concept of problem solving with me when I enter clinical practice"

## SAMPLE

- 130 first-year veterinary students enrolled in a required 1-credit animal welfare course at Iowa State University
- Students within groups were randomly assigned roles as livestock, regulatory, or non-governmental organization veterinarians
- Students created their own characters based on their roles

## METHODS

- Students given pre- and post-case online survey and a post-case reflection
- Written reflection responses were analyzed using an inductive approach; an iterative process identified common statements until data saturation was reached

## CONCLUSIONS

- Role-play case studies in the veterinary curriculum can help build awareness about differing viewpoints and give students tools for working with clients and colleagues who disagree with them

