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VetEd<sup>2017</sup>

International symposium of the  
Veterinary Schools Council

# Vet Ed 2017 Liverpool

## Interactive Sessions

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**How do you prepare students for the reality of practice?**

**FRASER Mary**

**Vets Now / Girling & Fraser Ltd.**

Stress within the veterinary profession is well documented (Bartram & Baldwin, 2010, Batchelor & McKeegan, 2012, Bonnema, 2017, Williams & Robinson, 2014) and has been highlighted in recent months by the RCVS Mind Matters initiative and Vet/VN Futures (Burnell & Lockett, 2015). Students of both human and veterinary medicine / nursing face similar challenges. Recent work for the GMC (Monrouxe et al, 2014) reviewed how prepared medical students are for practice. This research identified that teaching focussed on knowledge and practical skills and that some time needed to be spent on the development of responsibility and emotions.

Work by Fraser (2015, 2016) and Fraser & Girling (2017) examining factors relevant to the preparation of veterinary nurses for practice demonstrated a belief that students could be taught about the challenges of practice in a directed class, covering topics such as stress management, putting professionalism into context and using scenarios. However, it was also possible to incorporate these topics within other subjects such as ethics to allow students to understand the relevance of these classes to their final career. The controlling factor was that any teaching method would only work if the lecturers had experience of practice and were honest in their teaching. This session will present a review of current literature on the topic of preparing vet / vet nursing students for the emotional aspects of working in practice, followed by a discussion / group work where delegates will have time to share their own experiences of teaching these topics, learn from each other and leave with some new ideas about how we tackle this subject in veterinary education.

Questions for group work:

1. How do you prepare a vet / vet nurse for the emotional aspects of practice?
2. What are you already doing?
3. What methods of delivery could we use?
4. What skills / training do staff need to deliver this training?
5. Should we teach:
  - a. Resilience, mindfulness, emotional detachment, emotional empathy?
6. How do you make students see the relevance of this to their career?
7. Is this taught as a subject in isolation, alongside ethics, or integrated into all teaching?
8. Which aspects should we now focus on for future research?

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**Wellbeing**

**Delivery**

**Building peer learning into the curriculum - an antidote for spoon-feeding?**

**PENROSE Fay, REID Alison, NOBLE Karen, MACDIARMID Rosie, ORMANDY Emma**

**University of Liverpool**

Digitisation, provision of rich, varied resources and a full BVSc curriculum have led to staff concerns over the impact on students' confidence, communication and learning skills. Some students lack confidence in the face of the unknown, would rather text than talk, and prefer emailing a staff-member to opening a textbook.

Our solution? Peer learning - giving students ownership of their learning. We are increasing peer-learning in our curriculum, and have had some great successes and some flops.

This workshop discusses our experiences, encourages you to share your practice and seeks ways to further use this approach in our teaching.

***Pre- & Para-Clinical Teaching***

***Delivery***

**How do we maximise the educational value of six months of compulsory work experience**

**NOBLE Karen**

**University of Liverpool**

For many years, The Royal College of Veterinary Surgeons (RCVS) have required for accreditation purposes that all UK veterinary degree programmes contain 38 weeks of extramural studies (EMS), consisting of 12 weeks pre-clinical placements (animal husbandry) and 26 weeks of clinical placements. There is no direct equivalent of EMS elsewhere on mainland Europe or the USA or any requirement for EMS within the EU.

Extramural studies is work-based learning which undergraduates undertake during official university vacations. As registered veterinary undergraduate students they are covered by the Veterinary Surgeons (Practice by Students) (Amendment) Regulations 1993 and therefore allowed to examine, treat and perform surgical operations under supervision.

The RCVS requirement for EMS has not changed for many years. During this time period, there have been significant changes to both veterinary curricula and veterinary practice. It is widely accepted that there are substantial variations in the educational value of placements and mounting pressures on “good” practices to provide “free” training to an increasing number of students. All UK veterinary schools have local rules about the timing and administration of EMS . Vet Ed 2017 therefore provides a great opportunity to share experience and practice.

The overall aim of this workshop session is to interrogate and come up with potential solutions to the following question:

“How do we maximise the educational value of six months of compulsory work experience?”

We will use round-the-table discussions with delegates and invited stakeholders to look at this issue from the perspectives of students, practitioners and the University.

***Clinical Teaching***

***Integration***

**Focus groups as a tool for veterinary educators**

**LONGSTAFFE Adrian, SHORT Nick, PANTO Bev**

**Royal Veterinary College**

Although generally associated in the public mind with the analysis of consumer needs by retail organisations, focus groups are a recognised qualitative research methodology in many domains. Essentially, a focus group is a moderated discussion which seeks to garner opinions on specific topics/questions within a particular target group. Experience shows that these generate more information and more ideas than simple interviews. This workshop will explore the ways that veterinary educators can use this methodology to gather feedback from students and staff.

Although the focus of this workshop will be on using these groups to gauge perceptions of online technologies and in particular of student use of WikiVet, the use of these groups has been used by the presenters to evaluate the effectiveness of websites, analyse the needs of recently qualified vets and also to explore the needs of vets who access help systems such as the Veterinary Benevolent Fund. This approach will be of relevance to veterinary educators in a range of contexts. Organising a focus group involves careful planning, documentation, logistics, ethics, data security analysis and reporting. It also involves the soft skills of moderating discussions without influencing them.

This workshop will provide an opportunity to work collaboratively on creating, recording and reporting on an effective focus group.

***Pedagogic Research***

***Delivery***

**'When is role-play, not role play?'**

**ORPET Hilary, JEFFERY Andrea**

**Royal Veterinary College / University of Bristol**

Communicating to clients about their pets is a key skill for veterinary professionals. It is essential that sufficient information about the patient's health status and normal routine is obtained to ensure a complete clinical history.

Practising these encounters in a safe environment during the course is an important component for both veterinary and veterinary nursing training, but there is not always funding available for professional actors.

The aim of this workshop is to demonstrate how utilising the student's own experiences as a pet owner, introduces the students to history taking, nursing assessments, care planning and advising clients, prior to attending clinical placement. An inter-professional aspect of this activity provides an understanding of each professions' role in the care of the animal and acknowledgement of the different information required by each profession to ensure holistic patient care.

***Pre- & Para-Clinical Teaching***

***Integration***

**Curriculum interventions to support professional reasoning.**

**ARMITAGE-CHAN Elizabeth**

**Royal Veterinary College**

The professional competences are increasingly emphasised in veterinary curricula, and there is increasing recognition that professional identity formation contributes to competence and resilience in the veterinary graduate. Student engagement, motivation and mindset to learning persist as challenges to professionalism teaching, yet engagement in deep learning approaches is necessary for students to become competent in areas such as managing uncertainty in their decision-making, and forming context-dependent solutions that involve conflicting stakeholder needs.

The workshop will include group discussion to explore the types of learning activities that will engage students to achieve higher order learning outcomes in problem-solving professional dilemmas. Participants will be encouraged to take an integrated approach to curriculum design, designing teaching strategies that incorporate themes relating to identity formation, professional skills and clinical competences.

Examples of curriculum interventions from our own institution will be used to stimulate critical analysis and creation of adaptable interventions that can be integrated into different stages of veterinary education.

***Clinical Teaching***

***Integration***

**LIFTUPP**

**DAWSON Luke, FOX Kathryn**

**University of Liverpool Dental School**

Many of those who are directly involved with teaching undergraduate students will have recognised changes in the ability of many to handle perceived failure (1), as well as the numerous students with a directive task approach toward learning, exemplified by the eternal question of 'Is this going to be on the test?'. It is likely that these changes in student behaviour, combined with the failure to alter teaching and assessment practices, is leading to a situation where students are passing the assessments set, but the teaching and assessments are falling short of developing and predicting real world clinical competency (2). This is a situation that has likely contributed to the worrying finding that since the introduction of high stakes objective assessment in medical education the level of patient harm has actually increased (3). The purpose of this workshop is to explore these lessons from medical education and share approaches to support the development of holistic veterinary clinicians that are demonstrably prepared for practice.

At the end of the session participants should:

- Understand the potential impact of student mindset on their behaviours and learning
- Be able to distinguish the difference between 'competence' and 'capability' and how it can be measured
- Be able to discuss programmatic approaches to curriculum design
- Be aware of how technology can support the development/assessment of clinical capability;
- Recognise the role of large data learning analytics in supporting development and defending progress decisions
- Understand the difference between 'supportive development' and 'destructive assessment'.

The workshop will comprise:

- A short overview of the pedagogical considerations
- An exploration / discussion over mindset and student behaviours
- Background and discussion over the current limitations of competency assessment
- Background and an interactive demonstration over how limitations can be addressed
- Introduction and discussion over programmatic curriculum design approaches, and the role of technology
- The use of learning analytics to support learner development and progress
- Q&A

Who should attend?

Anyone who has an interest in:

- Developing holistic clinicians
- Providing meaningful feedback
- Competency assessment
- Programmatic assessment
- Making defensible decisions
- Learning analytics
- Technology-supported assessment/curriculum management
- Instilling a culture of self-reflection

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***Clinical Teaching***

***Assessment***

**Innovative Research Methods - Beyond Surveys and Interviews**

**PERRIN Hannah**

**Royal Veterinary College**

Half of the research papers in the Journal of Veterinary Medical Education use questionnaires as a data source. A further quarter use individual or group interviews.

This workshop aims to introduce the principles and practice of some alternative – and vastly more interesting - research methods in order to encourage participants to extend the depth and richness of their educational research. It will use a combination of traditional presentation, demonstration, practical activities, and group discussion.

It is aimed at practitioners, researchers and students who are planning to undertake qualitative research with an educational or similar social science focus, who might like to consider taking a bolder or more innovative approach.

The session will include:

- an introduction to the principles of visual and geographic qualitative research
- an overview of some creative research techniques including photo-elicitation, artefact research and ethnosemiotics, and mobile research; with examples of how these techniques have been applied in the social sciences and can be applied to the field of veterinary education
- hands-on individual and small group practical exercises using real data to develop participants' skills with these techniques
- discussion of the benefits and challenges of using novel research methods
- suggestions for sources of further information and training in innovative research methods

By the end of the session participants should have a broader understanding of the potential of creative research techniques and a plan for applying these to their own work.

***Pedagogic Research***

**How to run a successful OSCE with peer assessors**

**WOLFE Lissann, MARSHALL Zamantha**

**University of Glasgow Vet School**

Glasgow Veterinary School administers multiple formative and summative OSCEs each year, costly in both time, and staff involvement. Clinical staff are reluctant to take time away from the hospitals to assess mock exams, so we recruit senior students to peer assess junior undergraduates during their formative OSCEs. In a recent internal study, >97% of Glasgow students highly rated the PAs' ability to provide constructive feedback, believed they had been given helpful advice on improving future performance, and that they had been fairly assessed. Peer assessors believed that peer assessing would benefit them in their own OSCEs, because of their inside knowledge of the OSCE scenarios, and that they would feel more confident, and reported an increased understanding of the assessment process. Peer assessment of formative OSCEs has now been used successfully at Glasgow for several years.

The workshop would provide useful advice on the following:

How to choose your peer assessors

How to train your peer assessors

How to ensure peer assessment is accepted by your students

How to run an OSCE entirely with peer assessors

Who should they be?

How do we train peer assessors?

What do we include in the training?

Is it acceptable to use peer assessors in summative exams?

What are the Pros and Cons of peer assessment?

What are the benefits of peer assessment for staff, students and peer assessors?

***Pre- & Para-Clinical Teaching***

***Assessment***

**Should we teach Motivational Interviewing skills within communication skills training in the veterinary curriculum?**

**BAXTER Alison, BARD Alison, MAIN David, REYHER Kristen**

**University of Bristol Vet School**

Motivational interviewing (MI) is an established evidence-based communication methodology used in human medicine to effect behaviour change. The primary tenet of MI is that it is through engaging with and facilitating an individual's intrinsic motivation that behaviour change results. The concept of motivational interviewing evolved from experience in the treatment of alcoholism and addiction (Miller and Rose, 2009) and is now widely applied to a range of psychiatric disorders including eating disorders and psychosis (Treasure, 2004) It is also used to improve general health by eliciting change in maladaptive features of lifestyle such as smoking, excessive weight gain and inadequate exercise (Rubak et al, 2005). A national network of training and evidence exists <http://www.motivationalinterviewing.org/> and MI training is being increasingly used in medical schools to support undergraduate communication skills training with increasing calls for it to be mandatory (Shemtob, 2016).

MI has applications to the context of veterinary medicine. Its particular use appears to be where the veterinarian is advising change in farmer or owner behaviour that is challenging to implement, such as changes in herd health approach or in changing pet owner behaviour associated with health issues such as obesity and prevention of disease. In these contexts, MI specifically focuses on exploring and resolving the psychological ambivalence that is common in complex decision making to better engage owners with veterinary recommendations.

Empirical evidence suggests that skillful use of this methodology can alter client volition and choice, as well as related behaviour (Miller and Rollnick 2013). Its inclusion in curricula could therefore enhance undergraduate skill in engaging and motivating clients towards behaviour change for their animals. However, the question of teaching this skill set is not only a practical one; the ability to influence client decision making also engenders ethical considerations (Yeates and Main 2010).

The authors are a group of researchers and clinical teachers at Bristol Vet School where evidence is being gathered on the effect of MI on vet-client interaction, and MI skills have also been introduced to undergraduate veterinary students within the curriculum in both farm and small animal clinical work in Years 4 and 5.

The aims of this workshop are for participants to:

- Gain understanding of the theory of MI
- Gain awareness of ongoing research into the application of MI in farm and small animal veterinary work
- Experience aspects of the MI process
- Discuss how MI might Motivational Interviewing be integrated into veterinary communication skills curricula
- Discuss the ethics of using motivational interviewing to influence client behaviour

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***Clinical Teaching***

***Delivery***

**Workshop: Understanding Mental Wellbeing in Veterinary Students: can a student led approach lead to change for the better?**

**IRVINE Lucy, HAMMOND Jennifer, WASON Joyce**

**University of Glasgow**

Mental Health in the Veterinary Profession is a real problem which we all need to strive to find a solution for, so why not start at the beginning? Amongst veterinary students mental illness is common and most students know at least one friend in the vet school who has struggled in one way or another and we wanted to do something to help. We wanted to understand how published studies of mental health morbidity in vets and vet students related to our own situation at Glasgow and to focus on our school specifically.

The workshop session reports on a student-led project and campaign. We surveyed other vet students asking questions such as: "Do you regularly feel stressed during Vet School?", "Do you think it's 'normal' to be feeling stressed during a veterinary degree?" and "What encouraging message would you give to your fellow students having a difficult time with stress/anxiety?". We used the results of the survey to mould our new Wellbeing Campaign called 'Feel Good February' which included a series of different talks, free tea and coffee sessions, a 5k run, free tshirts, a dodgeball tournament, emails and a video to share online. The month was a real success and we would like to share our insights into the challenges and benefits of running the campaign by hosting a discussion session to explore what other institutions do and exchange and collaborate on ideas to improve mental wellbeing in veterinary students.

***Wellbeing***

***Integration***

**The use and implementation of ePortfolios in veterinary education**

**KREKELER N (1), JABBAR A (1), SAEED M (1), WHITTLESTONE K (2), MOSSOP L (3)**

**University of Melbourne (1), Royal Veterinary College (2), University of Nottingham (3)**

Recently, the use of ePortfolios has tremendously increased in the higher education sector as these platforms have successfully been implemented for various purposes, including self-directed learning, assessment and showcasing in various disciplines. However, the use of ePortfolios in veterinary education varies widely between veterinary schools.

Contemporary teaching methods aim to transform education from summative-driven assessment methods to competency-based practices that promote reflective learning and foster personal and professional growth. Tools are needed to facilitate the self-directed and reflective learning processes that are widely accepted as essential for effective integration of knowledge, monitoring the development of competence, continuing professional development and lifelong learning in veterinary students and practitioners.

In addition, veterinary education has changed considerably over the past two decades. Not only because of tracking streams that many programs offer or new veterinary schools whose students gain practical experience in distributed or community-based models, but also due to a more diverse student body. These changes lead to very diverse graduates, whose experiences differ quite significantly from each other. Hence, new approaches are required to capture and showcase these various skills that students acquire during and beyond their education in a veterinary school.

The proposed workshop will explore the benefits and challenges of integrating a course-wide ePortfolio platform and discuss different types of available ePortfolio platforms. The facilitators and delegates will share their experiences regarding ePortfolio implementation in veterinary education. In addition, the workshop will help to create an international consortium to foster collaboration for developing the “ideal ePortfolio” for veterinary schools worldwide.

***Clinical Teaching***

***Assessment***

**Using creativity as an educational method in veterinary surgery**

**LANGEBÆK Rikke**

**University of Copenhagen**

The aim of this workshop is to experiment with an active, inductive and creative educational method and together investigate and discuss if such teaching methods can encourage deep learning and foster reflection, creativity and self-efficacy in students, thereby improving students' ability to handle surgical situations that diverge from the textbook 'recipe'.

In the workshop, participants will meet a creative challenge and work in groups to come up with a solution. The solutions will be presented and an example of a similar process, conducted with surgical students at University of Copenhagen, will be described. We will then discuss our thoughts and experiences regarding creativity as an educational tool – or maybe even goal - in surgical training.

***Clincial Teaching***

***Delivery***

**Developing & Assessing Resilience in Healthcare Professionals**

**KERRIN Máire, ROWETT Emma, FLAXMAN Charlotte, ZIBARRAS Lara, PATTERSON Fiona**

**Work Psychology Group**

**Workshop Objectives:**

By the end of the session, participants will:

- Understand the importance of developing resilience effectively within a healthcare setting
- Consider the different approaches to developing and assessing resilience
- Understand the features important in developing effective situational judgement scenarios for developing and assessing resilience (e.g., designing items, response formats and 'expert' rationales)
- Practice the development of situational judgement scenarios for developing resilience
- Consider the pros and cons of using a 'low fidelity' text based SJS with 'medium fidelity' video-based situational judgement scenarios.

**Workshop Description:**

Resilience can be understood as 'the ability to bounce back or positively adapt to ongoing stress or adversity'. Many resilience-enhancing interventions have shown improvements in developing resilience resources in employees so that they can better cope with workplace stressors that lead to increases in goal attainment, productivity, and improved performance.

Drawing from theories of stress inoculation, it is possible that exposing individuals to simulated challenging workplace scenarios, through Situational Judgment Scenarios (SJS), can promote the development of resilience to future workplace challenges. The SJS approach aims to build competence in harnessing resilience resources to deal with workplace stressors relevant to healthcare with the provision of immediate feedback, time for problem-solving, evaluation, and reflection.

The workshop will begin with an overview of different approaches to developing and assessing resilience, to provide participants with an understanding of metrics in this context. Participants will then be introduced to the features involved in developing an effective situational judgement scenario for use in developing and assessing resilience utilising text based or video-based scenarios. Working in small groups, participants will practice developing situational judgement scenarios, as well as developing 'expert' rationales for feedback. In the final part of the workshop, groups will consider developing these scenarios into scripts, suitable for the use in a video format.

***Wellbeing***

**“Make the shoe fit the horse, not the horse fit the shoe”. Exploring the challenges of developing academic skills and academic confidence with farriery students at the Royal Veterinary College**

**PULLEN Sophie, BREWSTER Veronica, RAPLEY Eve**

**Royal Veterinary College**

There is an old saying amongst farriers ... “Make the shoe fit the horse, not the horse fit the shoe”. Tutors from the RVC Learning Development team have taken inspiration from this adage when designing and facilitating an academic study skills module for the newly created Graduate Diploma in Equine Locomotor Research (GDELR) programme. In response to the growing need to recognise the essential role farriers play in maintaining equine health and welfare, the GDELR programme is aimed at strengthening the evidence base of farriery, and reinforcing the importance of farriers as allied professionals within the wider veterinary/animal care sector. The programme aspires to develop research and enquiry skills amongst a community of working farriers, in order to generate new knowledge and understanding of farriery and foot care. By way of prefacing the specific scientific content modules, students take part in a 12 week blended learning module covering academic writing, reading, information searching and communication, all of which culminate in students producing a 3000 word, Level 6 essay at the end of the module. This is commonly the first academic assessment the students have done since school. Typically the cohort is comprised of mature students, many of which have specific learning differences, poor school experiences and low confidence. As such, they might typically be classed as being students from a widening participation background.

Drawing up pedagogic and inclusive education literature, the team will facilitate participants to explore notions of personalised and inclusive learning, consider the relative fragility of learning and reflect upon barriers to learning for students at their own institutions. Within an interactive workshop, student video narratives from the first GDELR cohort will provide participants with the opportunity to begin to understand the lived experiences of students who are returning to learning after many years of absence. With an emphasis on exploring solutions to engage and motivate students, participants will take part in practical activities and discussions as a means of teasing out why students can find academic writing and reading so daunting, and how teachers and tutors can smooth the student journey by exploring their own teaching practices, and developing approaches towards greater inclusivity.

Key words: Inclusivity; Blended learning; Pedagogy; Academic skills; Widening Participation

***Engaging with Others***

***Delivery***

**Ontology, epistemology, methodology... oh my!**

**VINTEN Claire**

**Royal Veterinary College**

As a science-based profession, the positivistic assumptions of quantitative research are so ingrained into our heads – from our training and keeping up to date with the literature – that it can be hard to accept there may be another way of doing things. A different way of interpreting everything – from raw data, to the nature of reality.

The workshop aims to demystify ontologies, epistemologies, methodologies and paradigms. It will encourage participants to explore their own assumptions about the nature of reality, knowledge, learning; then to reflect on the effect these might have on their interpretation of research. It will present, unbiasedly, some key schools of thought from both quantitative and qualitative research and challenge participants to try out a new way of thinking.

The workshop will also discuss the importance of clarifying your position on these when performing qualitative research, and revisit the first person vs third person narrative debate.

***Pedagogic Research***

***Delivery***

## **From Compassion Fatigue to Compassion Resilience**

**PRICE Sally**

### **The Donkey Sanctuary**

From Compassion Fatigue to Compassion Resilience “Life is not merely to be alive but to be well.”  
Marcus Aurelius Purpose of the Workshop: To provide participants with the awareness and practical skills to be able to better develop compassion resilience within their field of work.

Objectives: By the end of the workshop participants will have:

- Learnt what is Compassion Fatigue and how it can affect them.
- Learnt what is happening in the brain from a neuroscience perspective.
- Recognised the signs and symptoms of Compassion Fatigue
- Identified their own coping mechanisms both positive and negative
- Recognised what their own inner resources are to help build their compassion resilience
- Have drawn their own: “wheel of life,” to assess the resources they have in their life
- Developed a sustainable and authentic self-care plan
- Participated in some somatic exercises
- Participated in some practical exercises taken from the latest research in applied neuro science to help develop their own resilience and inner resources.

This workshop will be a combination of learning, self- reflection, group work and practical exercises taken from NLP (neuro linguistic programming,) and applied neuroscience. “Compassion Fatigue is a state experienced by those helping people or animals in distress: it is an extreme state of tension and preoccupation with the suffering of those being helped to the degree that it can create a secondary traumatic stress for the helper.”

Dr. Charles Figley Compassion Fatigue (CF) is now a condition that is being more openly talked about. In the past many people in the helping professions have suffered silently, struggling on in the name of being professional, with often devastating and long term effects on their lives. The aim of this workshop is to learn how to get people engaged in animal welfare to understand what this is, how it can affect them, and give them the knowledge, resources and skills to equip them to be able to look after themselves in a way that gives them more resilience. This is particularly important in the field of animal welfare where professionals need to cope with both the suffering and trauma of animals and owners. Those working overseas also need to cope with cultures and communities that may hold different beliefs and practises towards animals that contradict their own beliefs and practises of animal welfare.

The workshop Facilitator, Sally Price, has personally suffered from Compassion Fatigue after working for twenty-three years in Humanitarian Development and ten years for an international animal welfare organisation. She has studied Compassion Fatigue both from a personal and professional perspective, and is now passionate about getting compassion fatigue into the open and talked about, and helping others so that they do not have to suffer and go through this.

### ***Wellbeing***

**Discussing Veterinary Education/Profession Postgraduate Qualifications (Masters, PhDs)**

**KINNISON Tierney, PERRIN Hannah**

**Royal Veterinary College**

This session is designed to bring together current, past and prospective postgraduate students. Specifically, the session will reinforce the community of current, past and prospective PhD students in the areas of veterinary education/the veterinary profession(s). For the last three years, VetEd has hosted the annual meeting of the community. All events attracted between 10-20 people.

The proposal for 2017 is to reinforce this community and to attract new individuals who have just started PhDs or are interested in doing so. In addition, for the first time, the session will include Masters students. Any individual interested in, currently studying, or having previously studied an Masters degree with a research focus on veterinary education/professions would be most welcome.

The session is designed to allow potential students of postgraduate research degrees relating to veterinary education/the veterinary professions to ask questions to current students, and for current and past students to share their experiences. Veterinary students, Masters students, practitioners and educationalists are all welcome to join this community of individuals involved researching veterinary education

The session will make use of break out groups so that those interested in different degree levels will be able to contribute and learn. Potential and current research students will be invited to discuss their project or potential ideas with their peers, if they wish. The session is designed to be friendly, relaxed and flexible to the attendee's needs. The facilitators have completed veterinary education/profession PhDs in the UK and would welcome you to this interactive talk.

***Pedagogic Research***

***Delivery***

**Gamification- can we make learning fun?**

**KREKELER Natali**

**University of Melbourne**

The integration of gaming elements (gamification) into veterinary teaching has not yet been widely applied.

The main objective of this workshop is to provide a platform for educators to share existing “Games in Veterinary Medicine” and to enable collaboration on various projects of gamification. Participants are encouraged to showcase their games and to present ideas they have.

At The University of Melbourne we have developed “WhizQuiz”, an iOS quiz application that encourages students to answer questions in competition with each other. Players can challenge other users for a game choosing, from several clinical and pre-clinical topics. Questions need to be answered in a certain time frame that can be easily adapted by the administrator. A single player option is also available.

The uploading of questions is straightforward and players are encouraged to contribute questions in order to expand the database. The question format is currently limited to multiple choice questions but has the potential to include other formats, such as short-answer questions. Media files can be readily incorporated into the current version.

Workshop participants can download the app and play against an opponent or in a single player mode. Feedback is sought from conference participants before the app is being launched in the app store later in the year. The extraction of learning analytics is planned for a follow-up version and input from participants focussing on this aspect is especially appreciated.

More information can be found on the website: [www.whizquiz.com.au](http://www.whizquiz.com.au)

***Pedagogic Research***

**Curriculum Mapping with Google Sheets**

**TRACE Chris**

**University of Surrey**

Mapping your curriculum's teaching and assessment is becoming increasingly necessary as curricula become more complicated and evolve rapidly. Curriculum mapping enables you to meaningfully capture and analyse data about your curriculum. This hands-on workshop will show you a quick and (relatively) easy way to get started with Curriculum Mapping that worked at Surrey using Google Sheets.

***Pedagogic Research***

***Integration***

## **Teaching students to work with visually impaired clients**

**FRASER Mary**

**Vets Now / Girling & Fraser Ltd**

There are almost 4800 guide dog owners in the UK. All of these owners and their dogs will need to visit a veterinary practice at least twice a year for routine or emergency treatment. If veterinary staff are not used to working with visually impaired clients, their responses can be awkward and lack confidence.

On this basis, a research programme was developed to identify factors that any member of staff working with a client with a sight problem should be aware of (Fraser & Girling, 2016). Based on this, theoretical and practical training was delivered on a small scale to veterinary and veterinary nursing students and has received positive feedback.

Moving forward it is hoped to raise awareness of this training and allow more undergraduate and postgraduate staff to undertake some form of training and improve the experiences of guide dog owners visiting their local vet practice.

Format of delivery:

1. Findings from the research – what should vets / vet nurses / receptionists consider when their client is visually impaired?
2. Practical – attendees can experience carrying out daily tasks with various sight problems
3. Consider waiting room layout – could anything be changed to help clients with sight problems?
4. Guiding – practicalities of supporting a client who has to leave their dog in the practice.

Reference

Fraser, M & Girling, SJ (2016) A qualitative evaluation of the experiences of guide dog owners visiting Scottish veterinary practices, *Veterinary Record* 179:253 doi:10.1136/vr.103626.

***Clincial Teaching***

***Delivery***

**Building the Veterinary Nurse-Client Communication Model: Unblocked Minds, Thinking Allowed**

**MACDONALD Jill (1), GRAY Carol (2), ROBBE I (3)**

**(1) ONCORE Online Learning (2) School of Law, University of Birmingham (3) Memorial University, Newfoundland, Canada, & Dundee University, Scotland**

Learning Objectives:

- (a) To compare the initial results from the Veterinary Nurse-Client Communication Model project with the experiences of the participants
- (b) To identify the model's strengths and weaknesses regarding its relevance and applicability to practice and teaching
- (c) To provide participants with considered options for the development of their communication skills
- (d) To inform the project about options for further development of the model.

Rationale/Background:

The Veterinary Nurse-Client Communication Model (VNCCM) project began in October 2015 with the aim of developing a communication model focussed on the interactions between the veterinary nurse, client and companion animal. Project membership includes the three presenters, other veterinary professionals and educators using Delphi (Lindeman, 1975) and Nominal Group methodologies (Fink et al, 1984). The workshop will provide opportunities for professional development whilst also informing the VNCCM project.

Methods:

Cycles of plenary and small group discussions based on each learning objective will be facilitated with active participation through sharing experiences in a constructive learning environment. Specific guidance will be provided for the small groups.

Discussion:

Communication skills have become a core part of veterinary practice and teaching (Mossop et al., 2015). There is no veterinary nurse-specific communication framework for practice or teaching yet there is a need for a framework due to the differences in the roles of the veterinary nurse and veterinarian. The VNCCM project is seeking to promote best practices in communications for the benefits of the companion animal, client, nurse and healthcare team based on research evidence and professionals' experiences.

***Clincial Teaching***

***Delivery***