# Vet Ed 2017 Liverpool

## Poster Titles

*Updated 03/05/2017*

**A review of teaching and learning of equine handling skills for pre-clinical students**  *3.2*
ALLEN L, STEVENS S, WAGER C

**The environment and developing identity: reorganising the Onion.**  *1.3*
ARMITAGE-CHAN Elizabeth, MAY Stephen

**\* Preclinical research projects can contribute to the teaching of evidence-based clinical medicine**  *3.3*
AUNGIER Sandra, ORTIZ Roberto, HASSENFORDER Axel, KILROY David, KUMAR Arun

**EdVet - Widening participation in Veterinary Science**  *2.1*
BADHAM Hannah, BARKER Alice, HYAMS Lucy, LOCK Livvy, JONES Ella, HOLMBERG Emma

**An initiative to promote veterinary graduate employability through a mock interview day**  *2.2*
BAILLIE Sarah, SLINGSBY Louisa, CLARK Esther, BLAXTER Alison

**Assessing the impact of the VIN Virtual Clinic's Congestive Heart Failure Simulator on students**  *1.1*
BALOGH Márton , PION Paul, KITTLESON Kate, SEAMAN Nicholas, JOHNSON Tony

**Using a custom built software to analyse and evaluate exam questions based on student performance**  *3.3*
BALOGH Márton, KAROLY Vörös

**Be more vet! The development of a mental wellbeing toolbox for the undergraduate curriculum at Bristol University.**  *2.3*
BATES Lucy, SLINGSBY Louisa, GROGONO-THOMAS Rose, TOWNSEND Julie, WILLIAMS Julie, BAILLIE Sarah

**'85 colleagues in 2 years': Engagement levels with an in-house faculty development programme (the Edinburgh Teaching Award)**  *2.2*
BELL Catriona, PATERSON Jessie, MCCUNE Velda, RHIND Susan

**Mindset and its relationship to anxiety in veterinary students prior to rotations**  *2.3*
BOSTOCK Rebecca, KINNISON Tierney, MAY Stephen

**Development of a low-cost, low-fidelity ovariohysterectomy model**  *3.1*
BRISSON Brigitte, KUMAGAI Miyuki, JOY Andria, BELANGER Catherine

**Peer feedback on non-clinical skills: the student perspective**  *1.3*
BROWN Andrew, WHITTINGTON Rachel, THOMAS Emily, MCKAY Jill, HUGHES Kirsty, RHIND Susan

**The use of SNAPIs, Reusable Learning Objects, as a method for practical, achievable formative feedback for adult learners**
CARTY M, GALLAGHER M, O'NEILL E

*3.3*

**Evaluation of three training resources for learning to place a simple interrupted suture**
CATTERALL Alison, CHRISTOPHER Rachel, WARMAN Sheena, KRUYDENBERG Adam, WONHAM Katie, LAWRENSON Karen, BAILLIE Sarah

*3.1*

**HoloVet: The Potential Use of Mixed Reality Within Veterinary Undergraduate Teaching**
CHADWICK Anthony, BLEASE Stacey

*3.2*

**Introducing a series of new practicals focusing on skills and procedures for first opinion practice**
CHRISTOPHER Rachel, CATTERALL Alison, LINDSEY Sarah, MUGUET-CHANOIT Audrey, WILLIAMS Julie, BAILLIE Sarah

*1.1*

**Small Animal Doppler Probe and Wellness Simulator**
CLARKSON Eoghan, WARD Rob

*3.1*

**Defining the good consultation: a scoping review**
CORAH Louise, MOSSOP Liz, COBB Kate, DEAN Rachel

*1.3*

**An interactive aid to ECG interpretation**
COX Ruby, HEZZEL Melanie

*1.1*

**Validation of a new model designed to help first year students learn how to palpate peripheral canine lymph nodes on clinical examination**
CRIPPS Sarah

*3.1*

**Teaching early acquisition of live dog clinical skills: A balanced approach**
CRIPPS Sarah, ROSHIER Amanda

*1.3*

**\* Testing anatomy: dissecting spatial and non-spatial knowledge in MCQ assessment**
DICKSON Julie, RHIND Susan, GARDINER Andrew, RITCHIE Stuart

*3.2*

**Digital Identity: Understanding how veterinary students view their digital identity and working in partnership with veterinary students to develop a positive digital identity.**
DOWELL Fiona, MCLEOD Gordon, HAMMOND Jennifer, LINN Aileen

*2.1*

**The impact of formative peer assessment and screencast lecturer feedback on veterinary nursing students' learning in a pharmacy module.**
DUNNE Karen, BRERETON Bernadette

*1.2*

**Evaluation of a coaching intervention designed to reduce student anxiety during veterinary nursing practical examinations.**
DUNNE Karen, MOFFETT Jenny

*2.3*

**What is the impact of using an E-Portfolio on the value of reflective practice amongst veterinary students**
DURET Denis, HANNIGAN Margaret, SENIOR Avril

*3.3*

**Evaluation of virtual microscopy and team based learning (TBL) approaches of teaching practical histology**
DURRANI Zeeshan, PICKAVANCE Lucy, NOBLE Karen, DURET Denis

*3.3*

**An iterative process to tool modification: farrier quality monitoring assessment**
ESCALONA Ebony, BROWN Ashleigh, SECK Mactar, WILLIAMS Shereene, THOMAS Aurelie, SKIPPEN Laura, BURCH Thomas, SAVILLE Klara

*1.3*

**Investigating the emotional state of teaching dogs at School of Veterinary Medicine and Science, University of Nottingham**
GOODWIN Bethany, CRIPPS Sarah, ROSHIER Amanda, EWERS Richard

*2.3*

**Liverpool Veterinary Anatomy Society**
HARDY Lizzy, DEAKINS Chris, PEAT Katy, BUCKENHAM Sinéad

*3.2*

**First year student perception on the use of animal cadavers in veterinary teaching**
HARRISON Rebecca, COBB Kate, GUMMERY Erica

*3.2*

**Integrating behavioural medicine into the undergraduate curriculum**
HEATH Sarah

*3.2*

**\* SWOT analysis of a clinical skills lab – how much obligation is needed in the curriculum?**
HEIMES Michel, TIPOLD Andrea, DILLY Marc

*1.2*

**Veterinary Public Health, a potential career option?**
HITCHMAN Emma, BRENNAN Marnie, NOVA Rodrigo

*2.2*

**Pumping Muscle to Pump Knowledge! Does Weight Training at the Gym Enhance Learning Musculoskeletal Anatomy in Veterinary Students?**
HOOK Christine, WELLER Renate, CHANNON Sarah

*3.2*

**\* I CAN get through this: building resilience in veterinary nursing undergraduates**
HOTSTON MOORE Paula

*2.3*

**Veterinary and healthcare students' perceptions of human empathy in practice and their studies.**
HUGHES Kirsty, ALEXJUK Eva Joanna, PATERSON Jessie, WHITTINGTON Rachel, SPIELMAN Stacy

*1.3*

**Student engagement and perceptions of blended-learning in a clinical veterinary degree program**
KELLY Rob, MIHM-CARMICHAEL Monika

*1.2*

**Student-led collaborative learning enhances engagement in veterinary neurophysiology lectures**
KILROY David, KUMAR Arun

*3.2*

**Non-technical competencies continuing professional development can change reluctance, unease and stress into stimulation, confidence and harmony**
KINNISON Tierney, MAY Stephen

*2.2*

**Impact of international distance learning veterinary postgraduate education**
KINNISON Tierney, SILVA-FLETCHER Ayona, KALUPAHANA Ruwani, THURANIRA-MCKEEVER Christine

*2.2*

**It can't all be stethoscopes and ultrasound scanning: improving student engagement with an early conceptual module in the course.**
KIRKWOOD Rosanna, TOTEMEYER Sabine

*3.3*

**Can practical skills be taught online? Introducing new research findings into the curriculum**
KIRKWOOD Rosanna, WAPENAAR Wendela, MOSSOP Liz, COBB Kate

*1.2*

**TiHo engages in interdisciplinary joint project: eCompetence and Utilities for Learners and Teachers (eCULT+)**
KLEINSORGEN Christin, EHRICH Felix, SCHAPER Elisabeth

*1.2*

**WhizQuiz - can we make learning fun?**
KREKELER Natali

*1.2*

**A mixed methods study of mental health and wellbeing in different UK undergraduate student populations**
LEWIS Elisa, CARDWELL Jacqueline

*2.3*

**Clinical skills for diverse species**
MACDIARMID Rosie

*1.1*

**Development of a silicone model for incisional biopsy in veterinary teaching**
MALIK Katherine, OBLAK Michelle, JOY Andria

*3.1*

**\* Professional and Clinical Experience (PaCE): a program for developing professional practice attributes**
MARSHALL Zamantha

*1.3*

**Lecture Capture - Investigating the impact on student learning**
MARSHALL Zamantha

*3.3*

**360 Virtual Tours**
MATHER Brian

*2.1*

**Photogrammetry for the Virtual Vet**
MATHER Brian

*3.2*

**Formative OSCEs: Student experiences at becoming an OSCE examiner**
MOSLEY C, WARD R, BELL C

*1.1*

**Encouraging students into teaching: the TEMS placement**
MOSSOP Liz, COBB Kate

*2.2*

**Veterinary Alumni Mentoring at UCD**
MULCAHY G, GRAHAM Helen, RYAN Eoin, O'DONOGHUE Niamh

*2.2*

**Can you text-mine my data? Can we teach the man to fish instead?**
NEWMAN Jenny, NOBLE P-J, JONES Phil

*3.3*

**\* Two Minute Tasks – keeping the learning experience relevant and fun.**
NOBLE P-J, GERMAN Alexander, BATCHELOR Dan

*1.1*

**Using Multiple Mini Interviews for selection purposes on a Veterinary Nursing degree**
ORPET Hilary

*2.1*

**Evaluation of calving simulator training in the veterinary undergraduate curriculum as part of a blended learning programme.**
ORR Jayne (1), MIHM-CARMICHAEL Monika (1), KELLY Rob (2)

*1.1*

**Breaking the class ceiling: Using situational judgement tests for widening access in selection**
PATTERSON Fiona, KERRIN Máire, ROWETT Emma

*2.1*

**\* What are veterinary employers looking for from new veterinary graduates? A content analysis of UK veterinary job adverts**
PERRIN Hannah

*2.2*

**Selection of veterinary students: does the interview do what we think and what we want?**
PHILLIPS Claire, ARGYLE Sally Ann, HANDEL Ian, SHAW Darren

*2.1*

**Introducing a Mindfulness-Based Intervention to third year Veterinary students;
a Pilot Study**
PONTIN Ellie, HANNA Julie, SHEEHAN Karen, SENIOR Avril

*2.3*

**Mapping the Intended Curriculum - Reflections on the Process**
RACKARD Sue, CASHMAN Diane

*2.1*

**Evaluation of the Attitudes and Confidence of Veterinary Undergraduates towards Working with Cats in the Veterinary Hospital Environment**
REEVE Jenny, HIBBERT Angie

*1.1*

**Learning approach and achievement**
*3.3*
REID Alison, NOBLE Karen

**Creating a clinician - developing a methodology to evaluate clinical reasoning**
*2.1*
REID Alison, NOBLE Karen

**Student "rounds": Managing a many-to-many teaching environment**
*1.1*
REMNANT John, COBB Kate, MOSSOP Liz

**Use of an online forum to facilitate clinical discussion and development of revision case examples**
*1.1*
REMNANT John, WARD Jake, ALLEN Yvonne, MOSSOP Liz

**Developing a National Employer Survey for the Veterinary Profession**
*2.2*
RHIND Susan, FLAXMAN Charlotte, KERRIN Maire, ANDERSON Jim, BAILLIE Sarah, BOSWOOD Adrian, KREMER Wim, MOSSOP Liz, RACKARD Sue, SALMON Kieron, WILLIAMS Alun

**Client Expectations of Veterinary Surgeons**
*1.3*
RHIND Susan, MOSSOP Liz, HUGHES Kirsty, COBB Kate, CAKE Martin

**Online anatomy information seeking approaches in veterinary undergraduates. Where do they go and why?**
*3.2*
ROOTS L, MOSSOP L, COBB K

**Psychological well-being in the veterinary team: do veterinary clinicians, nurses and students differ from other professions?**
*2.3*
ROSE H, MAYS C, CARDWELL J, RODER C, WELLER R

**Supporting student achievement, wellbeing, employability and personal development**
*1.2*
RUTLAND C, BRAITHWAITE K

**Spaying cats - Going through the motions via a low cost simulation model**
*3.1*
SALMON Kieron

**LIFTUPP for competency determination?  It's more about 'letting go' for academics!**
*2.1*
SENIOR Avril, SALMON Kieron

**An integrated, reflective approach to communication skills**
*1.2*
SERLIN Ruth, WHITTLESTONE Kim

**Development of a rabbit endotracheal intubation model**
*3.1*
SMITH N, WAGER C, ALLEN M, PEARSON G

**Embedding resilience training into the Veterinary Curriculum: A Pilot Study**
*2.3*
SPIELMAN Stacy, WHITTINGTON Rachel, HUGHES Kirsty, RHIND Susan, WARD Rob, MACKLIN Victoria, MATHER Brian

**Development and testing of a simulator model to allow students to practice caudal venepuncture in cattle** *3.1*
SYKES Amy, WELLER Renate

**\* Design of a low cost, low fidelity fabric model (NCSU SimSI) for simulating canine small intestinal resection and anastomosis** *3.1*
TAYLOR Abi, DRULEY Gail, HARDIE Lizette, RISSELADA Marije, ADIN Chris

**Using student response systems to facilitate large-group, case-based learning and develop problem-solving skills** *3.3*
TISDALL David, CRABB Nick

**Herd Health Management and Communication Skills Simulation** *1.3*
TISDALL David, MAIN David

**\* Using simulation to develop clinical reasoning in veterinary students** *2.1*
VINTEN Claire, MOSSOP Liz

**Career choices of Nottingham Veterinary Graduates and their route to employment** *2.2*
WALL April, MOSSOP LIZ, COBB Kate

**Validation of low fidelity equine nose twitch model in Veterinary Nursing Education** *3.1*
WALSH Celine, DUNNE Karen

**Drug Volume = ( Weight x Dose ) / Concentration** *1.2*
WARD Rob, HUGHES Kirsty, BELL Catriona

**How active is a Vet school? On-the-job physical activity of staff and students at a UK veterinary school.** *2.3*
WELLER Renate, HAMMOND Emma, CARDWELL Jacqueline, RODER Carrie

**"Research for farriers – is it necessary or possible?" A new graduate diploma in equine locomotor research** *1.2*
WELLER Renate, PFAU Thilo, PULLEN Sophie, BARSTOW Amy, RAPLEY Eve, DAVIS Rachel

**Where's the veterinary evidence? Learning from a BEME review of assessment tools used to measure self-reflection** *1.3*
WILLIAMS Julie, WARMAN Sheena, IRELAND Tony, CAKE Martin, FOWLER Ellayne, DYMOCK Dave, BAILLIE Sarah