

## Pre-Conference Programme

Wednesday 3rd July, 2019							
Time	Pre-conference Workshops						
9.30 - 16.00	<p><b>Workshop 1</b> Challenges and Solutions to Teaching and Assessing Veterinary Communication Skills</p> <p>Dr Ruth Serlin – Lecturer in Veterinary Professionalism, RVC Dr Carol Grey – Postdoctoral Researcher, University of Birmingham</p>	<p><b>Workshop 2</b> Interprofessionalism - Working and learning together to reduce errors</p> <p>Dr Tierney Kinnison – Lecturer in Veterinary Education, RVC Ms Alison Langridge – Assistant Lecturer in Veterinary Clinical Skills, RVC Dr Catherine Oxtoby – Veterinary Risk Manager, Veterinary Defense Society</p>	<p><b>Workshop 3</b> Is postgraduate clinical training broken? Reflecting on veterinary internship and residency programs</p> <p>Dr Claire Vinten – Lecturer in Veterinary Education, RVC Dr Karen Humm – Senior Lecturer in Emergency and Critical Care, RVC</p>	<p><b>Workshop 4</b> Connecting Learning, Working and Wellbeing: Institutional approaches and Frameworks</p> <p>Dr Michele W Milner – Director of Learning and Wellbeing, RVC Dr Veronica Brewster – Educational Development Tutor, RVC</p>	<p><b>Workshop 5</b> Developing professional identity for competence, resilience and employability</p> <p>Dr Elizabeth Armitage-Chan, Associate Professor in Veterinary Education, RVC</p>	<p><b>Workshop 6</b> Objective Structured Clinical Examinations (OSCEs) / Practical assessments</p> <p>Ms Nichola Coombes – Lecturer in Clinical Education, OSCE coordinator, e-DOPS director, RVC Mr John Sanger – Head of Examinations, Academic Registry, RVC Ms Hilary Orpet – Senior Lecturer in Veterinary Nursing and Departmental Teaching Director, CSS, RVC</p>	<p><del><b>Workshop 7</b> Veterinary Education History</del></p> <p>This workshop has now been cancelled</p>

# Conference Programme

Thursday 4th July, 2019							
Time							
9.00 - 10.00	Registration/Coffee/Tea						
10.00 - 10.15	<b>Welcome</b>						
10.15 - 11.15	<b>Keynote 1: Testing your memory: The benefits of retrieval for long-term learning</b> Prof David Shanks						
11.15 - 11.45	Coffee/Tea						
11.45 - 13.00	<b>Parallel Session 1</b>						
	<p><b>Workshop 1</b> Open Labyrinth - A universal gateway to blended learning? Wendela Wapenaar, Georgina Ferguson, Philippa Hammond, Sabine Totemeyer</p>	<p><b>Workshop 2</b> Stepping toward programmatic assessment - establishing a continuum of student evaluation in final year rotations to inform student development, progression and attainment of professional competency Mike Cathcart, Kamakan Jeevaratnam, Peter Cockcroft</p>	<p><b>Workshop 3</b> ViEW Speed Networking Claire Vinten</p>	<p><b>Workshop 4</b> Advancing Inclusivity and Citizenship through Change Laboratories – putting theory into practice Alison Robinson Canham</p>	<p><b>Short communications 1</b></p> <ol style="list-style-type: none"> <li>Quantitative measurement of strength of motivation in veterinary students at St. George's University, Grenada</li> <li>Perceptions of motivation and learning approaches among 1st semester DVM students in University of Veterinary and Animal Sciences Lahore Pakistan</li> <li>VetFit: The effect of exercise on psychological and physiological well-being in veterinary students</li> <li>Using Data to Support First-year Veterinary Student Wellbeing: The Live Engagement and Attendance (LEAP) Project at the UCD School of Veterinary Medicine</li> </ol>	<p><b>Short communications 2</b></p> <ol style="list-style-type: none"> <li>Use of Smartphones to aid in teaching the examination of the equine fundus</li> <li>Technological impact on veterinary education: Students' experience, awareness and perceptions of technological innovations in UK vet schools.</li> <li>R Shiny Apps as tools for technology-assisted teaching of quantitative probabilistic modelling</li> <li>Student Perceptions of Fully Online Master's in Veterinary Nursing</li> </ol>	<p><b>Poster session 1: Professions &amp; Learning from others</b> Posters S1.P01-S1.P10</p>

13.00-14.00	Lunch					
14.00-15.15	Parallel Session 2					
	<b>Workshop 1</b> Professional Orientation & Development (POD): Developing emotional intelligence through experiential learning Jackie Cardwell and Amada de Mestre	<b>Workshop 2</b> Digital Marking and Analysis in Clinical Assessment (OSCEs & MMIs) Deborah Coffey	<b>Workshop 3</b> Art appreciation for veterinary educators: a novel approach to development of observation, communication and ambiguity tolerance Jennifer Hammond	<b>Short communications 1</b> 1. Evaluation of a clinical skills lab as a learning space: sharing best practice and identifying areas for improvement 2. Development of observational skills in veterinary students using fine arts-based training 3. New fish practical at the School of Veterinary Medicine and Science (SVMS), University of Nottingham 4. Simulation Exercises for Foot-and-Mouth Disease	<b>Short communications 2</b> 1. The Student Learning Experience of a Flipped-Classroom in an Undergraduate Veterinary Course 2. The effects of content delivery methods on ultrasound knowledge training in first-year veterinary students. 3. Veterinary students and alumni survey on method of instruction, significance and training opportunities of different practical skills	<b>Poster session 2: Wellbeing, identity &amp; inclusivity</b> Posters S2.P11- S2.P20
15.15-15.45	Coffee/Tea					
15.45-16.45	<b>Keynote 2: Capable, Confident, Healthy and Fulfilled Professionals: Empowering the iGeneration</b> Professor Stephen May					
16.45-18.00	Parallel Session 3					
	<b>Workshop 1</b> Be(com)ing a veterinary educator: Motivations, tensions, strategies Stefanie Reissner	<b>Workshop 2</b> A collaborative exploration of some of the challenges involved with workplace surgical teaching and how we might create strategies to enhance the student experience. Paul Andrew Eynon	<b>Workshop 3</b> Standard setting assessments in veterinary schools Brian Catchpole	<b>Short communications 1</b> 1. In-house abattoir practical simulation for veterinary undergraduate students 2. The use of immersive simulations to teach human factors skills to final year veterinary students at the University of Surrey 3. Validation of a canine ocular simulator for use in training novice veterinary students to perform a fundic examination 4. Horsing Around: Playful	<b>Short communications 2</b> 1. The Use of Jeopardy as a Teaching Aid for Final Year Veterinary Students on Canine Medicine Core and Track Rotations 2. Factors influencing attitudes of veterinary undergraduates to a career in farm animal practice 3. Developing business together: student perspectives on a key employability mismatch in veterinary education. 4. OIE International	<b>Poster session 3: Teaching and Teaching Methods 1</b> Posters S3.P21- S3.P30

				Learning In the Veterinary Curriculum	Guidelines on competencies and curricula to strengthen the contribution of veterinary paraprofessionals to National Veterinary Services	
18.00-19.00	Welcome drinks reception					
19.00-22.00	Dinner					
<b>Friday 5th July, 2019</b>						
8.30-9.00	Coffee/Tea					
9.00-10.00	<p align="center"><b>Keynote 3: The mental health and wellbeing of undergraduate veterinary students; why does this matter?</b></p> <p align="center">Penny Aspinall</p>					
10.00-11.15	<p align="center"><b>Parallel Session 4</b></p>					
	<p><b>Workshop 1</b></p> <p>“We were too busy doing it to evaluate it.....”: Evidencing teaching excellence for career progression in veterinary education.</p> <p>Liz Mossop</p>	<p><b>Workshop 2</b></p> <p>Focusing on primary care in a referral teaching hospital: incorporating primary care practitioners into the clinical team</p> <p>Ellie Sellers</p>	<p><b>Workshop 3</b></p> <p>The Drivers and Barriers to Teaching Excellence: an Animal – and Veterinary- Curriculum Perspective</p> <p>Emily Chapman- Waterhouse</p>	<p><b>Short communications 1</b></p> <ol style="list-style-type: none"> <li>1. Open Labyrinth - A universal gateway to blended learning?</li> <li>2. Developing a toolbox to support veterinary educators in creating evidence-based practitioners and inspiring future researchers</li> <li>3. Transition into veterinary education: Do expectations match experience? A mixed methods study of Nottingham vet students.</li> <li>4. Use of vets and students in multiple mini interviews for undergraduate admissions</li> </ol>	<p><b>Short communications 2</b></p> <ol style="list-style-type: none"> <li>1. Does learner metacognition in veterinary students improve in response to coaching on strategies to monitor learning?</li> <li>2. "Reflective learning in professional identity formation: Practices and resources"</li> <li>3. The experience of being a Veterinary Student on Equine Clinical Rotation: a case study of a rotation group</li> <li>4. What do we know about uncertainty, and teaching around uncertainty, in health professions education? A scoping review.</li> </ol>	<p><b>Poster session 4: Veterinary Clinical Skills</b></p> <p>Posters S4.P31- S4.P42</p>
11.15-11.45	Coffee/Tea					
11.45-13.00	<p align="center"><b>Parallel Session 5</b></p>					
	<b>Workshop 1</b>	<b>Workshop 2</b>	<b>Workshop 3</b>	<b>Short communications 1</b>	<b>Short communications 2</b>	<b>Poster session 5:</b>

	Finding the veterinary superhero in you! A strengths based approach to professional development in students. Liz Mossop	Thinking differently about clinical skills training: can we fast-track a student's ability to master bovine trans-rectal palpation? Annett Annandale	Challenges of qualitative research: An exploration and possible solutions. Tierney Kinnison and Claire Vinten	<ol style="list-style-type: none"> <li>1. Evaluation of screen-recorded video feedback on a written assignment.</li> <li>2. Teaching &amp; Course Evaluation Questionnaires: student views on usefulness of questionnaire statements for evaluation of teaching and course</li> <li>3. Peer Assessment of Veterinary OSCEs</li> <li>4. Utilisation of the mini-Clinical Evaluation Exercise in summative assessment of student clinical competency and assessment of the inter-observer agreement between academics and trained practice mentors</li> </ol>	<ol style="list-style-type: none"> <li>1. An analysis of the nature of feedback on student global performance in workplace-based intramural rotations</li> <li>2. Veterinary Clinical Demonstrators: enhancing primary care learning in a referral hospital setting</li> <li>3. Evaluating student experiences on Extra-Mural Studies (EMS) and development of the AVS Extra-Mural Studies Resources</li> <li>4. Investigating the long-term impacts of "place-rich" community-based learning experiences on veterinary student participants in remote northern Canadian communities</li> </ol>	<b>Teaching and Teaching Methods 2</b> Posters S5.P43- S5.P53
13.00-14.00	Lunch					
14.00-15.15	<b>Parallel Session 6</b>					
	<b>Workshop 1</b> Active Learning in Veterinary Anatomy: Alternatives and Accompaniments to Cadavers Sarah Channon	<b>Workshop 2</b> 'Teamwork Makes the Dreamwork!' Use of Team Based Learning in Veterinary Education Charlotte French	<b>Workshop 3</b> Reflective self evaluation - through the looking glass Ruth Serlin	<b>Short communications 1</b> <ol style="list-style-type: none"> <li>1. Student perspectives of preparedness characteristics for clinical learning within a fully distributive veterinary teaching model</li> <li>2. Experiences of the Professional Development Phase: reframing reflection as purposeful, social activity</li> <li>3. Auditing final year student perception of progression toward RCVS Day One</li> </ol>	<b>Short communications 2</b> <ol style="list-style-type: none"> <li>1. Feedback demonstrates creativity is king, and less is more...</li> <li>2. Human behaviour change for cat pain and welfare: educational intervention</li> <li>3. Research for farriers – it is necessary and it is possible! An update on the Graduate Diploma in Equine Locomotor Research</li> <li>4. Self-Regulated Learning</li> </ol>	<b>Poster session 6: e-learning and technology</b> Posters S6.P54- S6.P64

				Competency	and Psychomotor Skill Development in Second Year Veterinary Students	
15.15-16.15	<b>Keynote 4: Matching science teaching to society's needs</b> Professor Justin Dillon					
16.15-16.30	Adjourn/Handover					