



Royal Veterinary College
University of London

LIVE Symposium Workshops

Key Outcomes

2nd September 2010

Series I – What is Masterly? Educator Development Beyond Graduation

The Challenge of Teaching Basic Sciences in a Clinical Context

(Workshop Leaders: Dr Renate Weller, Miss Emma Davies, Dr Charlotte Lawson)

All participants agreed that basic sciences are needed

- We want our graduates to be more than technicians
- + many other reasons

Clinical context is essential

- Scenarios should be revisited throughout the course

The need for basic sciences has to be communicated properly to the students at the beginning

- Give them cases and let them decide what they need to deal with these

Series I – What is Masterly? Educator Development Beyond Graduation

Case-Based Approach to Clinical Teaching

(Workshop Leader: Professor David Church)

Explored the value of clinical operations staffed by educators versus non-educator-focused clinicians. Agreed that:

- The exclusive value was the real-life experience
- Virtual case-based learning was specifically valuable in facilitating teaching students how to think

How to think logically about clinical problem-solving. Articulating how clinicians think – how to get from the problem to the appropriate level of understanding. Agreed on a logical, step-wise approach as an effective starting point to illustrate how we should think

Ensure students are aware:

- Of the difference between facts and speculation
- That they are ultimately working to a solution or decision that will be reached on the balance of probabilities

Series I – What is Masterly? Educator Development Beyond Graduation

Veterinary Educators of the Future: Trainers and Trainees

(Workshop Leader: Professor Fiona Cunningham)

Aim:

To identify and share good practice in training that will help assure the quality of veterinary educators of the future

Agreed that:

- The ability to teach is a professional requirement
- Early career researchers/interns/residents (and U/G students) should be offered training that includes experiential learning opportunities and mentoring
- There should be compulsory (but flexible and tailored {to the individual}) teaching-focused CPD for established teaching staff

Series I – What is Masterly? Educator Development Beyond Graduation

RVC's Approach to Fostering Excellence in Educator Training: PGCert, MVetMed, MScVetEd – Where to Next?

(Workshop Leaders: Kim Whittlestone and Ayona Silva-Fletcher)

- Developing staff with knowledge and capability in veterinary education leads to a cultural change which brings both opportunities and challenges
- Staff need to have ownership and power, together with responsibility
- By providing a qualification in veterinary education, are we beginning to move towards a 'wave of educational change' that even senior (reluctant-to-change) staff cannot resist?

Series II – Diversity of Skills - Veterinary Medicine has it all!

Promoting Lifelong Learning from Student to Practitioner – CPD, CertAVP, Where to Next?

(Workshop Leader: Dr Jill Maddison)

- One size does not fit all – the needs of the new graduate, experienced graduates and practice owners differ
 - Need to advertise level for target audience
- Learning within cohort (peers)
- Support and mentoring of new graduates
 - Helping more experienced vets to be better mentors
- Quality not quantity of CPD
- Recognising the barriers and working to overcome them

Series II – Diversity of Skills - Veterinary Medicine has it all!

Communication in Context: Interprofessional, in the Workplace and in the Skills Lab

(Workshop Leader: Dr Sarah Baillie)

- Reinforcing the importance of the contextualised simulations
- Spreading the word about interprofessional education
- Improving existing scenarios used in communication skills training as well as developing new techniques

Series II – Diversity of Skills - Veterinary Medicine has it all!

The Diversity of Learning Talents amongst Veterinary Students

(Workshop Leader: Dr Rachel Davis)

- People have very different drivers and motivations for wanting to diversify the student demographic
 - Need to be aware of cultural influences
- Not sure A-grade A-levels are necessary but cannot devise a way of removing these academic criteria without greatly increasing admissions burden (via OSCEs/ interviews etc)
 - Interviews are objective enough anyway

Series II – Diversity of Skills - Veterinary Medicine has it all!

Professionalism and Ethics Skills – All that is New to the Veterinary Curriculum?

(Workshop Leaders: Mr Martin Whiting and Professor Stephen May)

- Professionalism and ethics are critical to the student's education, yet ill-defined and poorly understood
- The delivery should be structured according to their curriculum and different professions should work together to help each other define professionalism
- Ethics and professionalism need a grounding in theory. But case-based learning and experience are critical for the student to develop their understanding for the future



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LIVE

Linking Innovative Veterinary Educators