Vet Ed 2017 Liverpool

Poster Sessions

Updated 03/05/2017

1.1 - Clinical Teaching
Thursday 6th July - Afternoon

Assessing the impact of the VIN Virtual Clinic's Congestive Heart Failure Simulator on students

BALOGH Márton , PION Paul, KITTLESON Kate, SEAMAN Nicholas, JOHNSON Tony

Veterinary Information Network

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

University of Bristol

An interactive aid to ECG interpretation

COX Ruby, HEZZEL Melanie

University of Bristol

Clinical skills for diverse species

MACDIARMID Rosie

University of Liverpool

Formative OSCEs: Student experiences at becoming an OSCE examiner

MOSLEY C, WARD R, BELL C

University of Edinburgh

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* Two Minute Tasks – keeping the learning experience relevant and fun.

NOBLE P-J, GERMAN Alexander, BATCHELOR Dan

University of Liverpool

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)

University of Glasgow (1), University of Edinburgh (2)

Evaluation of the Attitudes and Confidence of Veterinary Undergraduates towards Working with Cats in the Veterinary Hospital Environment

REEVE Jenny, HIBBERT Angie

University of Bristol

Student "rounds": Managing a many-to-many teaching environment

REMNANT John, COBB Kate, MOSSOP Liz

University of Nottingham

Use of an online forum to facilitate clinical discussion and development of revision case examples

REMNANT John, WARD Jake, ALLEN Yvonne, MOSSOP Liz

University of Nottingham

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

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

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

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

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

WhizQuiz - can we make learning fun?
KREKELER Natali
University of Melbourne

Supporting student achievement, wellbeing, employability and personal development
RUTLAND C, BRAITHWAITE K
University of Nottingham

An integrated, reflective approach to communication skills
SERLIN Ruth, WHITTLESTONE Kim
Royal Veterinary College

Drug Volume = (Weight x Dose) / Concentration
WARD Rob, HUGHES Kirsty, BELL Catriona
University of Edinburgh

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

The environment and developing identity: reorganising the Onion.
<u>ARMITAGE-CHAN Elizabeth</u>, MAY Stephen
Royal Veterinary College

Peer feedback on non-clinical skills: the student perspective
<u>BROWN Andrew</u>, WHITTINGTON Rachel, THOMAS Emily, MCKAY Jill, HUGHES Kirsty, RHIND Susan
University of Edinburgh

Defining the good consultation: a scoping review
<u>CORAH Louise</u>, MOSSOP Liz, COBB Kate, DEAN Rachel
University of Nottingham

Teaching early acquisition of live dog clinical skills: A balanced approach
<u>CRIPPS Sarah</u>, ROSHIER Amanda
University of Nottingham

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

Veterinary and healthcare students' perceptions of human empathy in practice and their studies.
<u>HUGHES Kirsty</u>, ALEXJUK Eva Joanna, PATERSON Jessie, WHITTINGTON Rachel, SPIELMAN Stacy
University of Edinburgh

* Professional and Clinical Experience (PaCE): a program for developing professional practice attributes
<u>MARSHALL Zamantha</u>
University of Glasgow

Client Expectations of Veterinary Surgeons
<u>RHIND Susan</u>, MOSSOP Liz, HUGHES Kirsty, COBB Kate, CAKE Martin
University of Edinburgh, University of Nottingham, Murdoch University

Herd Health Management and Communication Skills Simulation
<u>TISDALL David</u>, MAIN David
University of Bristol / University of Surrey

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

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

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
University of Glasgow

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360 Virtual Tours
MATHER Brian
University of Edinburgh

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

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

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

Mapping the Intended Curriculum - Reflections on the Process
RACKARD Sue, CASHMAN Diane
University College Dublin

Creating a clinician - developing a methodology to evaluate clinical reasoning
REID Alison, NOBLE Karen
University of Liverpool

LIFTUPP for competency determination? It's more about 'letting go' for academics!
SENIOR Avril, SALMON Kieron
University of Liverpool

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* Using simulation to develop clinical reasoning in veterinary students
VINTEN Claire, MOSSOP Liz
Royal Veterinary College

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

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

Veterinary Public Health, a potential career option?
HITCHMAN Emma, BRENNAN Marnie, NOVA Rodrigo
University of Nottingham

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

Impact of international distance learning veterinary postgraduate education
KINNISON Tierney, SILVA-FLETCHER Ayona, KALUPAHANA Ruwani, THURANIRA-MCKEEVER Christine
Royal Veterinary College, University of Peradeniya

Encouraging students into teaching: the TEMS placement
MOSSOP Liz, COBB Kate
University of Nottingham

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

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

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

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

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

Mindset and its relationship to anxiety in veterinary students prior to rotations
BOSTOCK Rebecca, KINNISON Tierney, MAY Stephen
Royal Veterinary College

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

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
University of Nottingham

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

A mixed methods study of mental health and wellbeing in different UK undergraduate student populations
LEWIS Elisa, CARDWELL Jacqueline
Royal Veterinary College / London South Bank University

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

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

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

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

Development of a low-cost, low-fidelity ovariohysterectomy model
BRISSON Brigitte, KUMAGAI Miyuki, JOY Andria, BELANGER Catherine
Ontario Veterinary College

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
University of Bristol

Small Animal Doppler Probe and Wellness Simulator
CLARKSON Eoghan, WARD Rob
University of Edinburgh

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

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

Spaying cats - Going through the motions via a low cost simulation model
SALMON Kieron
University of Liverpool

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

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

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

Validation of low fidelity equine nose twitch model in Veterinary Nursing Education
WALSH Celine, DUNNE Karen
Dundalk Institute of Technology

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

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

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

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

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

Integrating behavioural medicine into the undergraduate curriculum
HEATH Sarah
Behavioural Referrals Veterinary Practice / University of Liverpool

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

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

Photogrammetry for the Virtual Vet
MATHER Brian
University of Edinburgh

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

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* Preclinical research projects can contribute to the teaching of evidence-based clinical medicine

AUNGIER Sandra, ORTIZ Roberto, HASSENFORDER Axel, KILROY David, KUMAR Arun

University College Dublin

Using a custom built software to analyse and evaluate exam questions based on student performance

BALOGH Márton, KAROLY Vörös

University of Veterinary Medicine Budapest

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

University College Dublin

What is the impact of using an E-Portfolio on the value of reflective practice amongst veterinary students

DURET Denis, HANNIGAN Margaret, SENIOR Avril

University of Liverpool

Evaluation of virtual microscopy and team based learning (TBL) approaches of teaching practical histology

DURRANI Zeeshan, PICKAVANCE Lucy, NOBLE Karen, DURET Denis

University of Liverpool

It can't all be stethoscopes and ultrasound scanning: improving student engagement with an early conceptual module in the course.

KIRKWOOD Rosanna, TOTEMEYER Sabine

University of Nottingham

Lecture Capture - Investigating the impact on student learning

MARSHALL Zamantha

University of Glasgow

Can you text-mine my data? Can we teach the man to fish instead?

NEWMAN Jenny, NOBLE P-J, JONES Phil

University of Liverpool

Learning approach and achievement

REID Alison, NOBLE Karen

University of Liverpool

Using student response systems to facilitate large-group, case-based learning and develop problem-solving skills

TISDALL David, CRABB Nick

University of Surrey / University of Bristol