

## Developing the Professional Skills of the Veterinary Team

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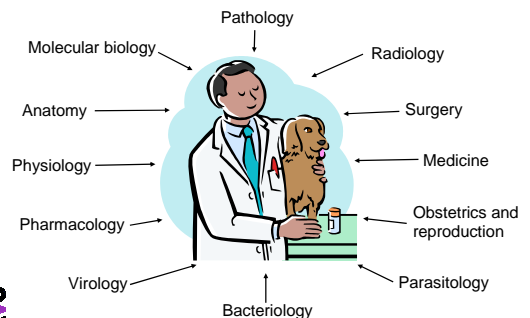
## The “Royal Vet” – Output (What do we all want?)

1. Information handling
2. Observation
3. Judgement/discrimination
4. Pattern recognition
5. Reflective problem-solving
6. Appropriate use of different cognitive modes

## The “Royal Vet” – Output (What do we all want?)

7. Physical dexterity
8. Communication skills
9. Professionalism
10. Capability of independent learning
11. Basic organisational / business skills
12. Recognition of own limitations

## The “Royal Vet” – Input (Content!)



## Revised Curricula

### BVetMed

- Professional Studies Strand, including research skills and practice
- Integrated Animal Systems Strands (e.g. GI system)
- Population Medicine / Public Health Strand
- Clinical Practice Strand

### BSc

- Foundations of Science and Professional Studies Strand
- Normal Animal-related strands
- Abnormal Animal-related strands
- Research Practice Strand

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## Practice and Professionally-Oriented Curricula (A Balanced Curriculum?)

### Students as Audience

#### "Practice-led"

Curriculum structured around *active learning of science and clinical knowledge*

#### "Practice-oriented"

Curriculum teaches how knowledge and skills are developed in the subject *supported by practical classes*

Emphasis on knowledge

Emphasis on practice

#### "Practice-tutored"

Curriculum emphasises learning focused on writing and discussing papers and essays *aimed at challenging existing insights*

#### "Practice-based"

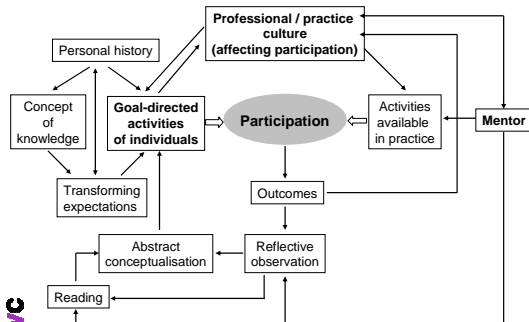
Curriculum emphasises experiential learning *through authentic practice and research activities (contributing novel insights)*

### Students as Participants

Adapted from Healey 2005 and Elsen et al 2009

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## "Practice-Based" Learning through Experience



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## The Clinical Scientist

1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> /5 <sup>th</sup> year
Communication introduction	Consultation and role-play discussion	Communication in practice	Difficult scenarios
Ethics introduction	Ethics of animal experimentation, welfare	Professional / clinical ethics	
History of science	Science Method	Research Methods 1	Research Methods 2
	Research Project 1		Research Project 2
		Clinical reasoning / decision-making	Clinical skills
			Clinical practice

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When the students recognise an integrated professional theme, it can really “grab” them!

### BSc in Veterinary Science

- 3 year non-clinical honours degree
- Normal and diseased animals from scientific perspective
- 1<sup>st</sup> year library project; 2<sup>nd</sup> year 8-week lab project; 3<sup>rd</sup> year 16-week lab project
- Recognises a need for animal-oriented research scientists

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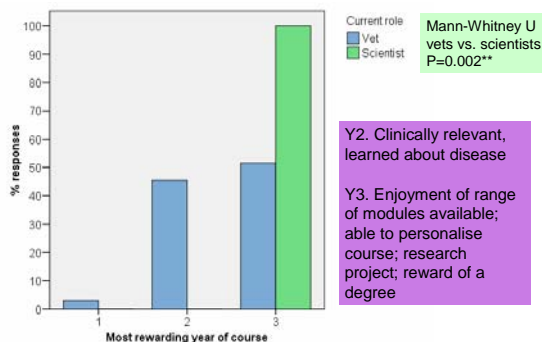
### BSc in Veterinary Science Input / Output

57/101 = **56.4%**

	Wanted to be a Vet	Wanted to be a Scientist	Wanted to be other / not decided
Became a vet	32	1	1
Became a scientist	15	0	1
Became other / not decided	5	2	0

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Which of the three years did you find most rewarding?



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### Confirmation or “Turning Points”

#### Specific

*“It was a second year lecture on the role of p53 in cell cycle control that sparked my interest in cancer and now I am undertaking a PhD involving p53.”*

#### Gradual

*“I started off determined to become a vet and then gradually ..... decided that it wasn’t for me and I was enjoying what I was doing so much with the research projects that I decided that this was probably the career for me.”*

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### Role Models

*"I've been looking at people that have really been successful and that are scientists and can see how they lay out their work and how they present it to others in the public and I'm inspired to do the same really."*

### Supervisors as Mentors

*"The direction they gave you and the guidance spurred you on and made you want to carry on with the project."*

*"They made it fun and they also taught me almost short cuts on how to do things, like how to do it properly whilst – you know like the little tricks of the trade. I found that quite rewarding."*

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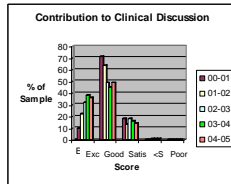
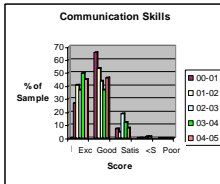
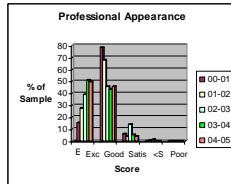
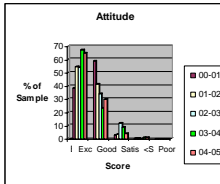
### Practitioners still complain about skills deficits

*"The (increasing) number of students per year, and the decreasing availability of clinical material, will potentially leave some practical skills gaps."*

Wells (2003)

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But score "softer" professional qualities more highly!



EMS Placement Feedback 2001-2005

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### Conclusion

- Much still to do!
- Development of professionalism inspires students
- Professionalism classes test the quality of your teachers
- When done well, students recognise their own progress, as do those with whom they work
- At its most successful, they recognise that it is hard work and challenging, but this is important to them!
- At its most successful, they recognise the validity of the assessments to their practice.

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