



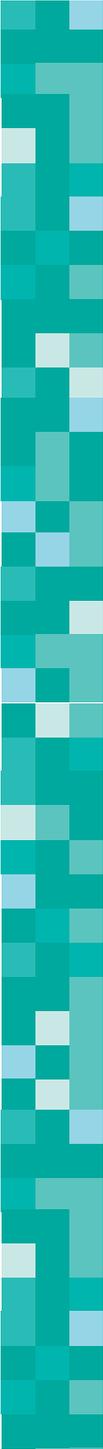
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Preparing Clinicians for Students on Placement

Liz Mossop and Kate Cobb



School of Veterinary Medicine and Science

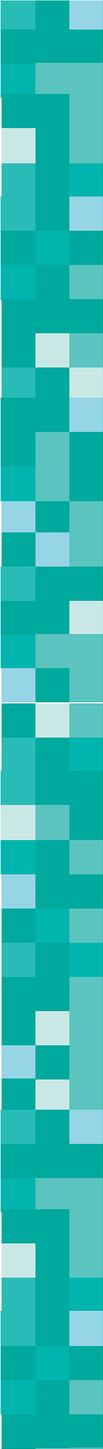


Participants answers to the question:
What do students need the staff to be able to do?



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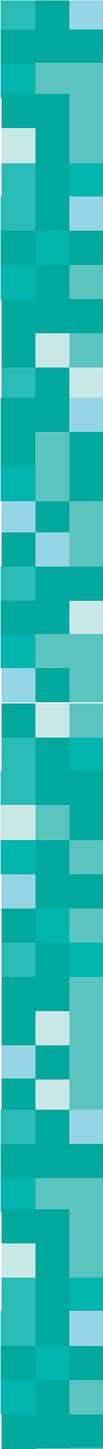
- Give effective feedback
- Have an understanding of the curriculum
- Have an understanding of different learning styles
- Provide reliable and fair assessment
- Identify and make the students aware of all possible learning opportunities
- Provide context to learning using 'day 1 skills' cases
- Be someone a student can trust
- Be reflective and open
- Motivate students
- Behave as role models
- Have fun
- Have realistic expectations of students abilities
- Have time to talk and discuss cases



Participants answer to the question:
What skills and knowledge do staff need to have?



- Have a clear understanding of their role, that of the university and the student
- Good pedagogical skills, including 'cage side teaching'
- Good clinical skills
- Knowledge of the curriculum content and level at which it is taught
- Understand learning objectives for that rotation
- Utilise assessment tools
- Provide individualised learning plans
- Communication skills: explain concepts and give feedback
- Communication skills: listen and keep an open mind
- Motivating with a positive attitude
- Act as a mentor
- Professionalism
- Engage in life long learning
- Need to be opportunistic
- Business and negotiation skills



Participants ideas in answer to the question: **How will this be done?**



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- E-learning
- Ongoing
- Convenient timing e.g. Lunchtime/evenings

Train the trainer: development of a teacher training course for private veterinary practitioners

Liz Mossop, Kate Cobb & Richard Hammond

School of Veterinary Medicine and Science (SVMS) University of Nottingham, UK



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Background

SVMS has developed a final year curriculum based on a dispersive model of work based learning.

A range of private first opinion and referral practices have formally agreed to act as "clinical associates".

Teaching within these practices is delivered by university employed clinicians supplemented by clinical associate trainers.

The clinical associate practices have been developed to provide an optimal learning environment for students. A key component of this strategy involves training staff members to enable them to teach effectively within the workplace.

The course is Higher Education Academy accredited and participants receive associate status on completion of a teaching portfolio.

Course Outcomes

By the end of the course, attendees should be able to:

- Outline the general Nottingham teaching philosophy
- Apply principles of student centred learning
- Deliver effective skills teaching
- Manage the dynamics of small group learning
- Define the range of assessment techniques used within the clinical associate practices to assess clinical competency
- Appreciate the need for reflective practice
- Acknowledge the influence of the hidden curriculum on student learning

Participants

The course is delivered to a multiprofessional group including vets, nurses, receptionists and practice managers.

1: Introduction

- Introduction to SVMS and the role of the clinical associates
- Expectations of both partners
- The role of the hidden curriculum

2: How students learn

- Foundations of teaching – how we learn
- Introduction to learning theory
- Student centred learning
- Learning styles

3: The clinical workplace

- Managing teaching and clinical commitments
- Teaching clinical skills
- Managing the hidden curriculum

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Associate
Teachers'
Programme

4: Teaching small groups

- Running a tutorial
- Dealing with difficult group members
- Asking good questions

5: Assessment principles

- Introduction to assessment
- Validity and reliability of assessments
- Different methods of assessment

6: Assessing clinical competency

- Using DOPS and OSLERS
- Assessing professionalism
- Giving feedback



Royal Veterinary College,
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Conclusions

It is vital that workplace educators are equipped with skills to enable them to effectively teach students in what is often a busy and stressful environment. This training program has gone some way in ensuring Nottingham students can make the most of their final year of teaching.

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