

***Mini-project final report***

<b>Ref No:</b>	246
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<b>Institution:</b>	Royal Veterinary College (RVC)
<b>Title of application:</b>	Online Induction Video Education resource (OLIVER)
<b>Which key/themed areas did the project address?</b>	Enhancing student awareness and learning
<b>Year of application and current date:</b>	Year: 2010                      Date: November 25 <sup>th</sup> 2011
<b>Is this a final or mid-term report?</b>	Final
<b>Description of mini-project (<i>introduction, method, results etc.; use as many pages as required</i>)</b>	
<p><b>Introduction</b></p> <p>The project aimed to involve veterinary and veterinary nursing students in the production of online video resources to help prepare them for their intra-mural rotations. Veterinary students begin their core clinical rotations in the middle of their fourth year and continued throughout their final year. This transition into full time clinical training can be considered to be exciting for some and agonising for others. Recent research undertaken within the <a href="#">Enhancing Clinical Learning in the Workplace</a> project found that students perceived themselves to be anxious, stressed and underprepared for their transition into full time clinical rotations. Most veterinary students did not read documentation relating to their rotations prior to entering the workplace. Talking with their peers, who have previously been in the workplace, constitutes the bulk of their 'preparation'. An idea was then formed to develop an online video resource to help students understand their role and responsibilities within the workplace to help better prepare them. It is a resource which the students will use in their own time and in their own way for flexible learning.</p> <p><b>Aim</b></p> <p>To involve veterinary and veterinary nursing students in the production of an online video resource in order to:</p> <ul style="list-style-type: none"> <li>• better prepare veterinary and veterinary nursing students for the clinical workplace (specifically clinical rotations and nursing placements)</li> <li>• engage students in the production of an online learning resource</li> <li>• use technology to harness learning</li> <li>• promote inter-professional working</li> </ul> <p><b>Method</b></p> <p><i>January to February 2011: Needs analysis</i></p> <p>As part of the 'needs analysis', focus groups were held with veterinary and veterinary nursing students at the RVC to establish what topics should be addressed on the videos. A total of three focus groups were undertaken including students in their second year of the veterinary nursing degree and veterinary students in their fourth and final year. These focus groups were transcribed and data was analysed. Outcomes of the focus group established what the videos would focus upon.</p>	

1. Personal student video diaries of what it was like to be on rotations.
2. Staff interviews (clinicians and nurses) detailing their role and expectations of the students on rotations undertaken by the principal investigator
3. The 'process' of consultations in the varying learning environments (QMH, Sefton, Farm and Beaumont) undertaken by the principal investigator
4. Student tour of small animal and equine hospitals (specific to RVC students, therefore will be internal to the RVC students)

*March 2011: Recruitment of students and staff*

The filming of the staff interviews required a representative number of staff from each of the species areas (equine, small animal and farm). The principal investigator emailed staff to find out if any staff members were interested, following on from a positive response she arranged an equal number of staff interviews to be filmed over a two-day period in April. Each member of staff was given a copy of the questions a day before the interview.

Senior management at each of the hospitals were acknowledged as important for enabling filming to go ahead, therefore the principal investigator arranged a number of meetings with the managers of the hospitals to establish a relationship. Each of the hospital managers was involved in the screening process.

The video diaries and student tours of each of the hospitals required a number of student and staff volunteers. Six female final year students were recruited for the filming. The students were given a £50 Amazon voucher for helping with the project. A job description detailed project aims and objectives and a guide to help them understand what was to be filmed. The project was filming the process of a consultation at each of the hospitals and required a number of staff members to help out to pretend to either be a clinician or a client/patient. A job description was also sent out to staff to guide them through the process of filming.

*April 2011: Filming*

Filming commenced in the third week of April and took two weeks to complete the staff interviews (Table 1), process of a consultation in the small animal/equine referral hospitals and the student tour of the small animal/equine referral hospitals. The video diaries were collected from the students a few weeks later.

Species	Department	Clinician	Nurse
<b>Small animal</b>	Neurology	1	0
	Orthopaedics	1	0
	Emergency Medicine	0	1
	Radiology	1	0
	Anaesthesia	1	0
	General first opinion	1	0
	Soft tissue	0	1
<b>Equine</b>	Imaging	1	0
	Surgery	1	0
	Medicine	1	0
<b>Farm</b>		1	0
<b>Clinical skills centre</b>		0	1

Table 1 Staff interviewed for the OLIVER project

A total of 13 staff interviews were undertaken.

#### *May-September 2011: Editing and screening*

Five and a half hours of video was collected. The raw footage was edited down to sizeable clips of two minutes or less, which equated to 250 videos. Once the videos had been edited, they were then passed onto the clinical services managers and clinicians to screen and ensure that the material complied with ethical and professional requirements.

It took four weeks to receive all the comments from the reviewers. Once the comments were collated, the principal investigator addressed a number of the comments and made a plan to re-film certain sections to address those concerns. Re-filming took place in September. All the videos were then uploaded onto Vet Connect.

#### *September to October 2011: Uploading to the content management system*

While the videos were being edited and updated, the format and style of the website was being designed and developed by the front and back end developers working on the project. Once the website had been developed the videos were then catalogued by specific filters and uploaded onto the external website. The website was tested by the developers and then made externally available on October 31<sup>st</sup> 2011.

#### *October 2011 to March 2012: Dissemination*

Between these months the project will be disseminated to the target audience and then to the other veterinary schools in the UK via emails, presentations, articles and reports.

#### *March to July 2012 Evaluation of the resource*

The qualitative evaluation of the resource will begin in March 2012 with the new final year cohort 2012-13. Currently Google analytics is reviewing the traffic on the website which will be a useful quantitative verification of when, where and how many students are visiting the site. The qualitative analysis will include:

- A pre and post paired questionnaire will be administered to determine whether the videos have had any impact on the student's perceptions of their level of preparation for clinical rotations/placements.
- Focus groups will be held in March 2012 with student groups who recently entered clinical rotations to discuss their thoughts regarding the value of the video resource.
- Interviews will also be held with staff (clinicians and nurses) to determine staff perceptions of student preparedness for clinical rotations

These results will allow us to determine whether or not the resource has helped students feel more prepared them for the clinical rotations.

### **Final conclusions of mini-project (*successes, challenges, conclusions, recommendations etc.*)**

#### **Successes**

A major success of the project currently has been the universal acceptability of the project across all the different clinical services associated with the Royal Veterinary College, which allowed filming in all of the different locations.

The resource is only within its first month of release but the traffic through the website already has been positive, with over 300 visitors. 35% of those visitors are users who are returning to the site on a number of occasions.

From the perspective of the developers, a major success of the project was setting up the system on a platform which was accessible to a non-developer and allowed the principal investigator to add new videos and edit the website directly rather than requiring further help from the developers.

## Challenges

Recruitment of students and staff for the project: It was decided that the final year students would be the best candidates for filming as they would have had a year of experience on rotations and may feel the most relaxed on film. Once an email was sent to the entire final year student body about the project, there were not that many replies to volunteer even though they were given an Amazon voucher for £50 for participation. The principal investigator then went along to a number of lecturers to explain what the project was doing and managed to recruit some volunteers. Even after some volunteers had signed up, a number of the students dropped out at the last minute. The principal investigator managed to get all the filming done but it was difficult.

A number of staff dropped out at the last minute during filming of the 'process' of a consultation which proved challenging. The principal investigator had to ring around and email a number of colleagues to help out as being able to get the student, client/patient and clinician all booked in to help at the same time was time consuming.

Unfortunately the principal investigator was unable to conduct a focus group at an external institution. The problem lay with low numbers for the focus group at the University of Liverpool. The principal investigator tried to set up a focus group at the University of Nottingham but the same problem occurred. However, an extra focus group was undertaken at the RVC to help with the needs analysis.

## Conclusions and Recommendations

The project has provided an interprofessional resource that will better prepare veterinary and nursing students to understand their individual responsibilities, as well as their roles as part of the larger veterinary team, as they enter for the first time the complex learning and working environment of the modern veterinary hospital.

On engaging with the video resource, the project anticipates that students will be better prepared for the rotations as it will provide footage which strengthens their understanding of what is expected of them in the rotations from staff, what their responsibilities are and their role within the interprofessional veterinary team. If the students are better prepared it is anticipated this will reduce their stress and anxiety levels that will be more conducive to them engaging with learning on rotations. The transition into full time clinical rotations is eased and it will allow the students to better achieve their day one skills through hitting the ground running in clinics with optimal use of precious clinical time.

The next step and recommendation for the project is regular updates and monitoring of the website to include new video footage/material from other areas of the clinical rotations which during the first round of filming we were unable to achieve. Collaboration with another Veterinary School on the addition of new generic material from their clinical rotations would be a welcome addition to the website.

## Workshops (*facilitated*)

July 14<sup>th</sup> 2011: External presentation in a workshop at the Nottingham Veterinary Symposium, ECLW session.

## Presentations made (*conferences, workshops, departmental*)

March 2011: Internal presentation of, 'Online Induction Video Education Resource (OLIVER) to the Heads of the Clinical Services Division.

July 14<sup>th</sup> 2011: External presentation in a workshop at the Nottingham Veterinary Symposium, ECLW session, "Enhancing clinical learning in the workshop: Phase I".

November 22<sup>nd</sup> 2011: Informal presentation of the project to LIVE colleagues and external stakeholders.

December 15<sup>th</sup> 2011: Internal presentation of OLIVER at the LIVE quarterly educational forum.

## Planned presentations

3<sup>rd</sup> Veterinary Symposium in Edinburgh in 2012: poster presentation.

The Enhancing Clinical Learning in the Workplace project will have a dissemination day/workshop in early April 2012; the principal investigator was hoping to mention the OLIVER project as well. This would be at the British Veterinary Association.

**Networks (meetings with constituency hosted/attended, involvement in existing or new networks as a result of this project)**

Look for new funding to collaborate the resource with another veterinary school in the UK.

**Publications (reports, papers, circulation lists, quantities published, audience)**

**Email circulation**

Once the website was externally published in November 2011 all of the student/staff participants, clinical teaching staff, rotation leaders and heads of department all received an email to make them aware of the OLIVER website. An email was then circulated to the entire student body from first year through to final year. The OLIVER website was posted on the main intranet and on the student messages board.

Most of the final year students regularly visit the Blackboard site to find out about their forthcoming rotations and a link to the website has been added on the home page.

**Newsletter articles**

An article on the progress of the OLIVER project was written for the LIVE Newsletter 2012 which will be published online in January 2012.

**Webpage**

There is a webpage dedicated to the OLIVER project on the LIVE website

[http://www.live.ac.uk/html/activities\\_oliver.html](http://www.live.ac.uk/html/activities_oliver.html)

**Papers**

When the new final year cohort 2012-13 begin clinical rotations in March 2011, the principal investigator will evaluate the usefulness of the website with this year group through focus groups and a pre and post paired questionnaire. These results will allow the development of a paper on the evaluation of the resource for submission to the Journal Of Veterinary Medical Education.

The website has a link to Google analytics so the project team are continually monitoring the usage of the site.

**Other outcomes (changes to curriculum, changes in practice in host institution and across the UK, further collaborative/follow up work, impact on host institution T&L committee, impact on statutory bodies such as GDC, GMC etc, contacts made, networks established)**

Once the OLIVER project has been fully disseminated to all of the staff and students within the RVC, the principal investigator will disseminate the website to the other vet schools in the UK. If the website proved to be successful with the other schools, then the principal investigator will put forward the idea of collaborating with another school on the addition of new video footage from their clinical rotations.

Please note that the subject centre or their agents, from time to time, also requests feedback from mini-project holders for the purpose of evaluation.