

Higher Education Academy subject centre for Medicine, Dentistry and Veterinary Medicine (MEDEV)

Mini-project Report

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| Ref No: | 246 |
| Applicant: | Kirsty Magnier |
| Institution: | Royal Veterinary College |
| Title of application: | Online Induction Video Education Resource (OLIVER) |
| Which key/themed areas did the project address? | Enhancing Student awareness and learning |
| Year of application and current date: | Year: 2010/2011 Date: 08/06/11 |
| Is this a final or interim report? | Interim |

Description of project (*please use as many pages/images as required*)

The Online Induction Video Educational Resource (OLIVER): preparing veterinary students for intra mural rotations using student produced online video resources. 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.

Main outcomes of the project (*please use as many pages/images as required*)

The bid document detailed that the project delivered a publicly accessible video resource of student authored learning materials to veterinary and veterinary nursing students. The website is progressing and is in development. Details below

January to February 2011: 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 with separate groups 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 the data was analysed. Outcomes of the focus group established what the videos would focus upon.

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

Clinical staff were required to be onboard with the project; therefore the principal investigator undertook a number of meetings with the managers of the hospitals to establish a relationship. Each of the hospital managers are now involved in the screening process.

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.

April 2011: Filming

This commenced in the third week of April and took two weeks to complete.

May-July 2011: Editing

Editing of the material is currently occurring followed by screening of the videos (Clinical service managers and clinicians) to ensure that the material complies with ethical and professional requirements.

August 2011

In addition, the project seeks to provide evidence of the usefulness of the resource to learners in terms of their perceptions of its value. Focus groups and a questionnaire will be undertaken with the 2011/12 cohort of veterinary students.

Conclusions of project to date (*successes, failures, 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.

Failures

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.

Workshops or presentations arising from the mini-project (*conferences, workshops, departmental*)

2nd Annual Veterinary Education Symposium: 13-14 July 2011. Workshop session for Enhancing Clinical Learning in the Workplace-OLIVER project will be mentioned.

Publications and presentations (*reports, papers, conference papers/proceedings, circulation lists, quantities published, audience*)

There have been no publications or presentations as of yet.

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

Through this project it is hoped that the OLIVER learning resource will be disseminated externally to the six other veterinary schools in the UK and be adaptable for use within their courses.

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, RCVS, etc, contacts made, networks established*)

The project will provide an inter-professional resource that will better prepare 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.

It will also provide 'proof of concept' to a wider audience; therefore, it is intended that it will impact other professions by providing other healthcare educators with evidence based templates for this student centred approach to preparing learners for the workplace.

[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 of the impact of the scheme overall.]