



Presentation at BVA Congress

25-27 September 2008
London, UK

PLEASE NOTE:

While this presentation may be quoted from it cannot be reprinted in full without the permission of the author and the BVA

Veterinary Students & EMS University & Practice working together

Paul Mahoney MRCVS
Director, Clinical Extramural Studies
Royal Veterinary College



Veterinary Students & EMS

University & Practice working together

This presentation was developed in consultation with all of the UK Universities' EMS Directors at the recent RCVS EMS Directors meeting on Friday 19th September 2008



Introduction

- What is EMS?
- Veterinary Surgeon's Act – a reminder
- Aims of EMS
- Overview of a student's clinical years
- What happens in Academic Registry
- Before the arrival
- The arrival
- What to cover
- Role of the Practitioner
- Tactics for the quiet day
- Tactics for the busy day
- Feedback



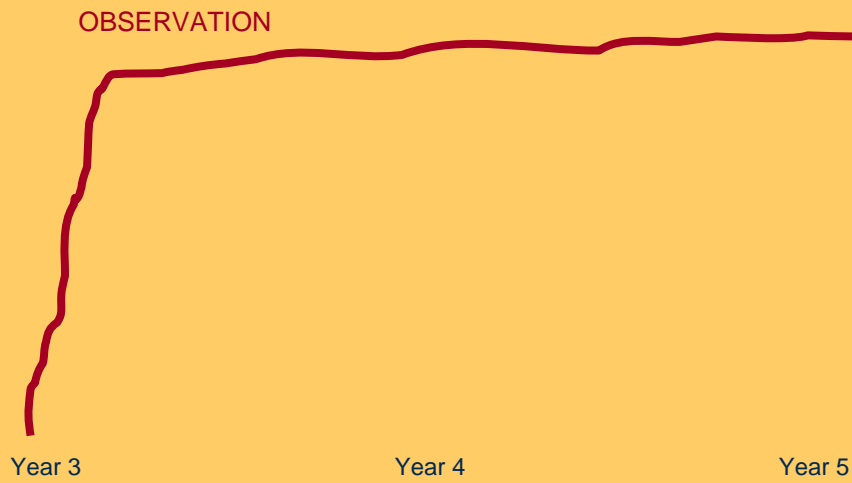
What is EMS – the student

- The time away from the University where students gain practical experience in as many aspects of veterinary work as possible
- Compliments and consolidates the university-based course work
- Occupies approximately 20% of the students final three clinical years
- Should be an enjoyable and exciting experience of the “real world”

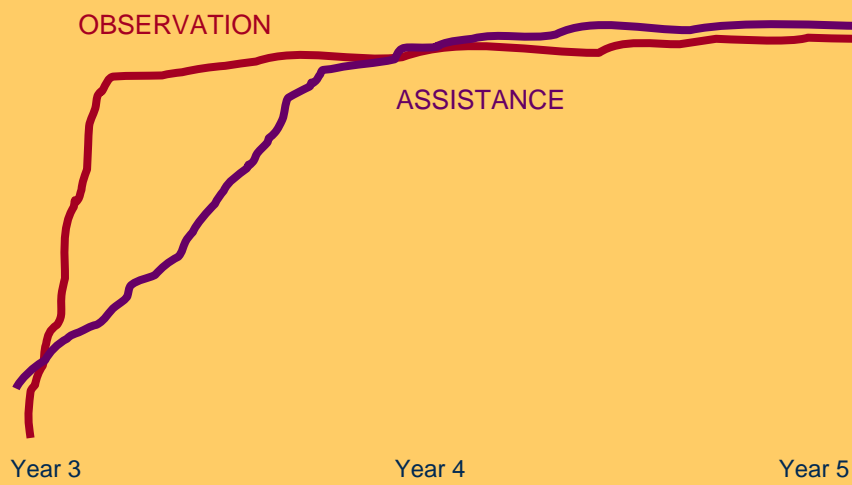
What is EMS – the practitioner

- An opportunity to “give something back” to the profession ~ allow the student a view of the real world
- Repays what was given to us when we were students ... there is much goodwill within our profession and long may it continue
- A valuable part of a student’s development towards graduation
- It can be a real pleasure to watch a student’s progress
- A wonderful way of interviewing for a future assistant

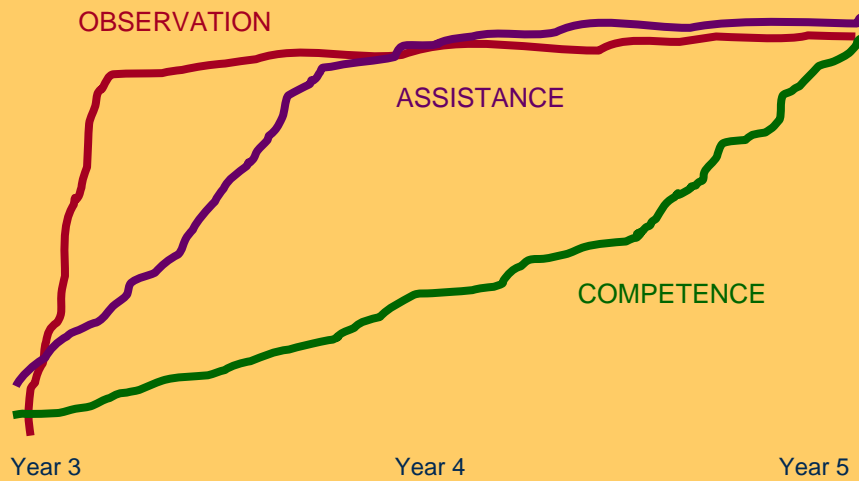
What is EMS ?



What is EMS ?



What is EMS ?



Veterinary Surgeon's Act

- What does the Veterinary Surgeons Act say about EMS?

Veterinary Surgeon's Act

- examine animals.



Veterinary Surgeon's Act

- carry out tests upon animals under the direction of a registered veterinary surgeon.



Veterinary Surgeon's Act

- administer treatment (other than by way of surgical operations) to animals under the supervision of a registered veterinary surgeon.



Veterinary Surgeon's Act

- perform surgical operations upon animals in accordance with the directions and under the direct and continuous personal supervision of a registered veterinary surgeon



Aims of EMS

- What are the aims of EMS?

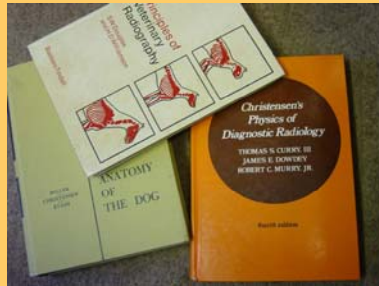
Aims of EMS

1. Undertake a broad range of EMS in a variety of veterinary placements



Aims of EMS

1. Undertake a broad range of EMS in a variety of veterinary placements
2. Link theory with practice



Aims of EMS

1. Undertake a broad range of EMS in a variety of veterinary placements
2. Link theory with practice
3. Strengthen the ability to identify & treat a range of diseases across all domestic species



Aims of EMS

1. Undertake a broad range of EMS in a variety of veterinary placements
2. Link theory with practice
3. Strengthen the ability to identify & treat a range of diseases across all domestic species
4. Develop interpersonal skills



Aims of EMS

1. Undertake a broad range of EMS in a variety of veterinary placements
2. Link theory with practice
3. Strengthen the ability to identify & treat a range of diseases across all domestic species
4. Develop interpersonal skills
5. Gain an appreciation of practice organisation & management

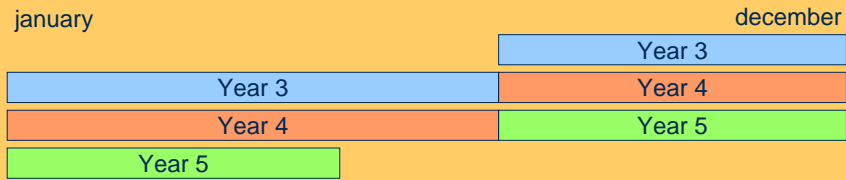
Aims of EMS

1. Undertake a broad range of EMS in a variety of veterinary placements
2. Link theory with practice
3. Strengthen the ability to identify & treat a range of diseases across all domestic species
4. Develop interpersonal skills
5. Gain an appreciation of practice organisation & management
6. Develop insights into important aspects of professional life

Aims of EMS

1. Undertake a broad range of EMS in a variety of veterinary placements
2. Link theory with practice
3. Strengthen the ability to identify & treat a range of diseases across all domestic species
4. Develop interpersonal skills
5. Gain an appreciation of practice organisation & management
6. Develop insights into important aspects of professional life
7. Gain an insight into career development and options after graduation

Overview of students clinical years

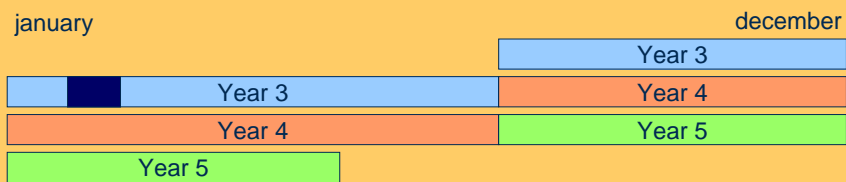


- Modules covered

EMS experience



Overview of students clinical years



- Modules covered

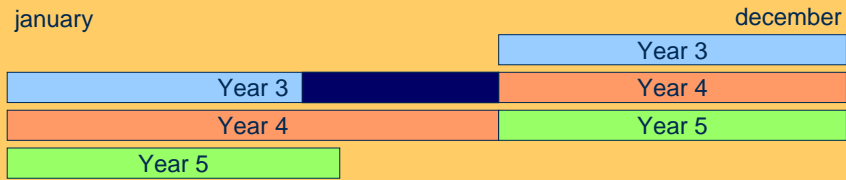
- Microbiology
- Parasitology
- Clinical principles
- Alimentary
- Cardiovascular

EMS experience

- Nil



Overview of students clinical years



- **Modules covered**

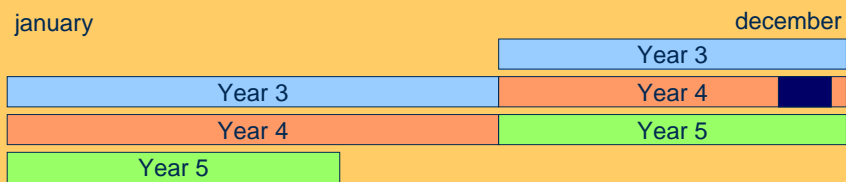
- Microbiology
- Parasitology
- Clinical principles
- Alimentary
- Cardiovascular
- Respiratory
- Locomotor
- Neuro, ocular

EMS experience

- <4 weeks SA
- <4 weeks farm
- <4 weeks equine



Overview of students clinical years



- **Modules covered**

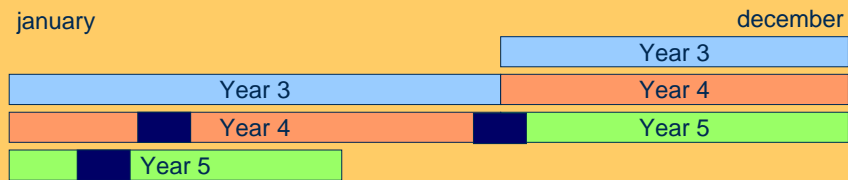
- Microbiology
- Parasitology
- Clinical principles
- Alimentary
- Cardiovascular
- Respiratory
- Locomotor
- Neuro, ocular
- Urogenital
- Skin, endocrine
- Lymph/haem

EMS experience

- <4 weeks SA
- <4 weeks farm
- <4 weeks equine



Overview of students clinical years



- Lecture course is complete
- Student on clinical rotations

EMS experience

- >4 weeks SA
- >4 weeks farm
- >4 weeks equine
- other



What happens in Academic Registry

- The university “hub” of EMS
 - Keeps track of the paper-electronic trail
 - Records all bookings
 - Sends out paperwork to practices
 - Receives all feedback from practices
 - Flags up any “problem” students
 - First point of call for EMS “emergencies”
 - A shoulder for the students to cry on
 - De-facto “auntie/uncle” to many



What happens in Academic Registry

- Clinical EMS explained to students on day 1 of 3rd year



What happens in Academic Registry

- Clinical EMS explained to students on day 1 of 3rd year
- Access to comprehensive guidelines
 - RCVS Day One Skills
 - Regulations
 - A student's professional responsibilities
 - Aims of Clinical EMS
 - How to organise an EMS programme
 - How to book a placement
 - The value of developing a relationship with a practice
 - The role of a practitioner in Clinical EMS
 - Insurance, Health & Safety



What happens in Academic Registry

Registry

Student

student finds a placement, often >12 months ahead

- Local practice to home
- Word of mouth
- RCVS "Find-a-Vet" on-line search engine

Practice

What happens in Academic Registry

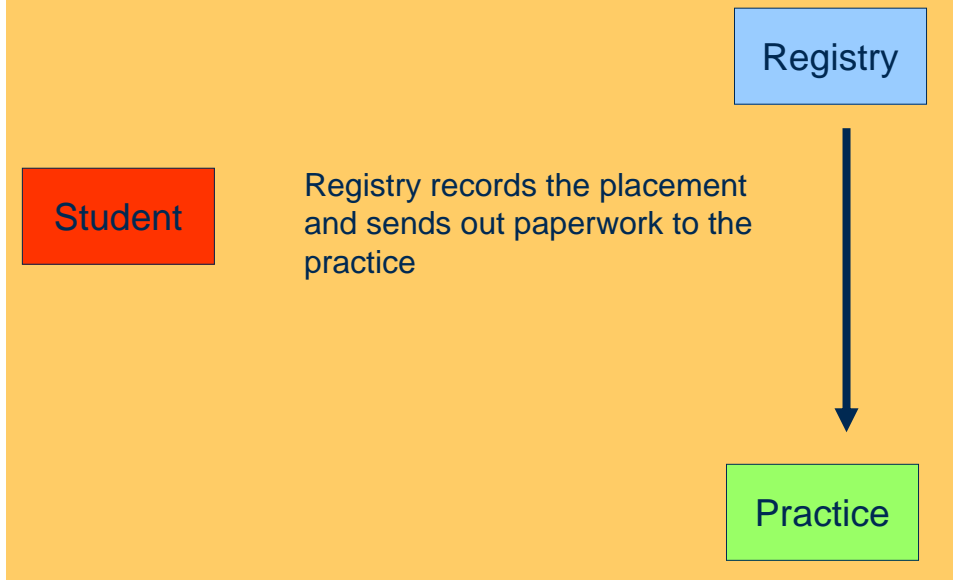
Registry

Student

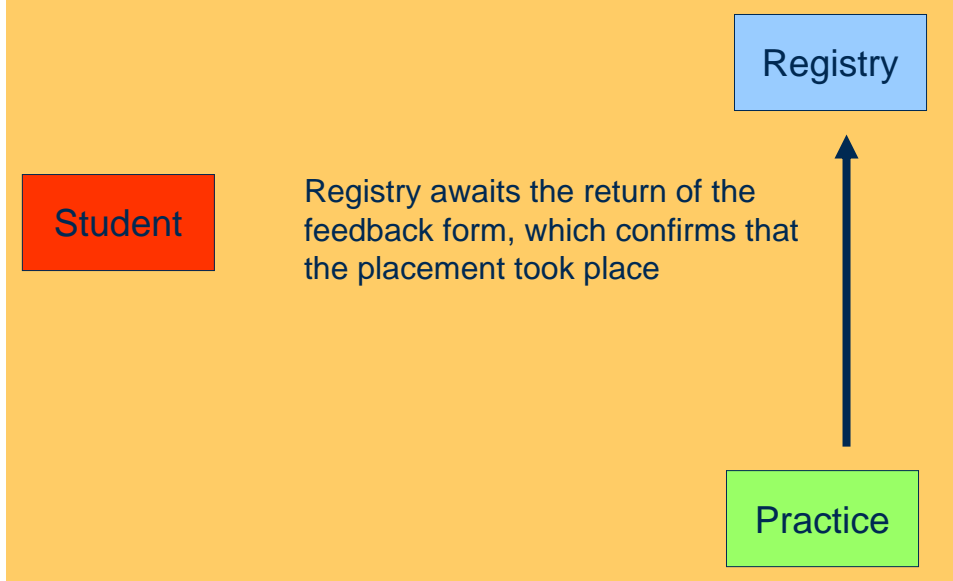
student notifies Registry usually > 6 weeks before the placement (sometimes somewhat less)

Practice

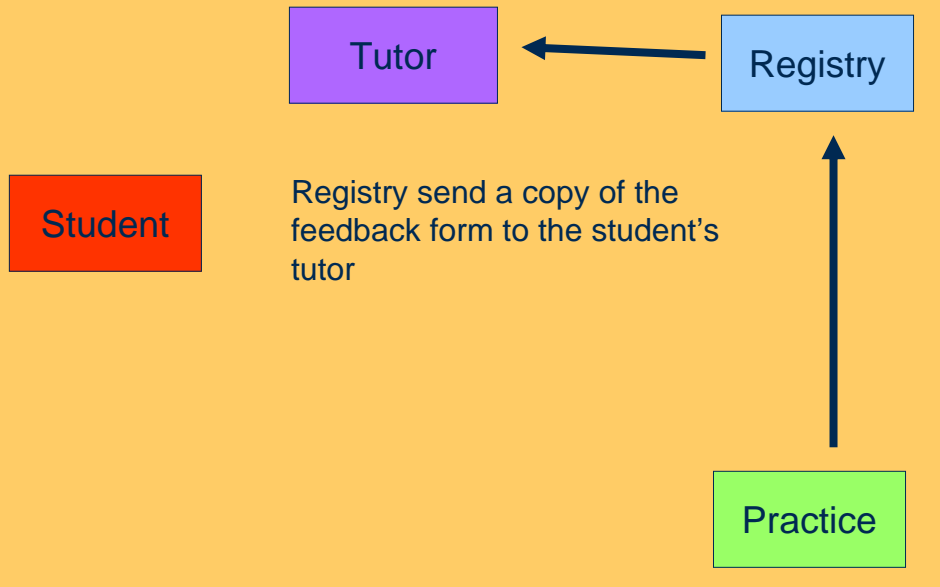
What happens in Academic Registry



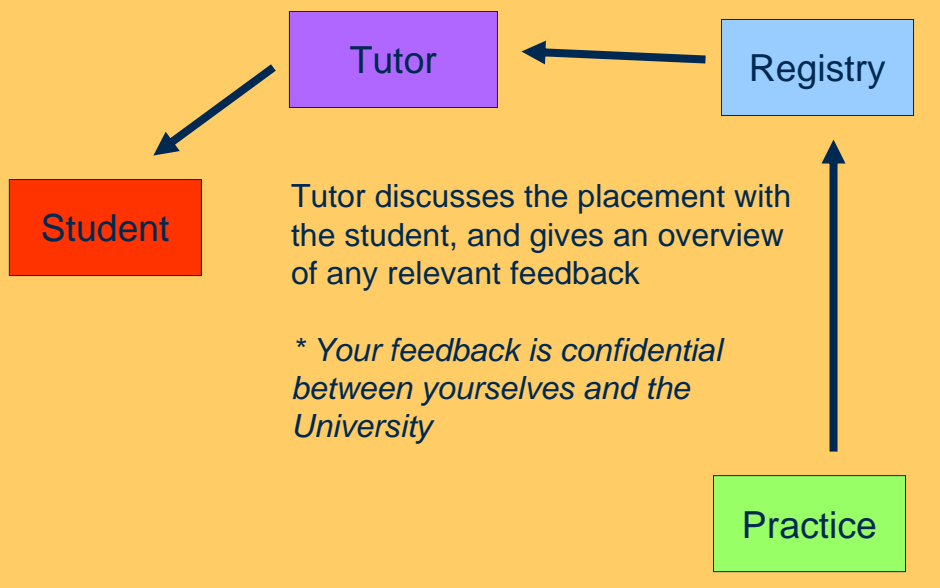
What happens in Academic Registry



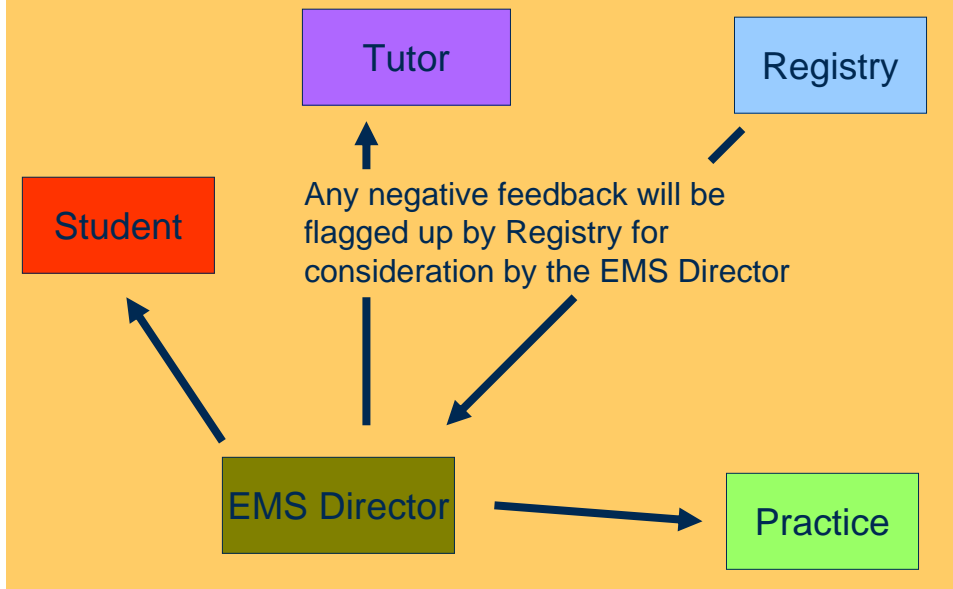
What happens in Academic Registry



What happens in Academic Registry



What happens in Academic Registry



Before the arrival

- Is one of your vets a designated EMS supervisor
 - not a recent MRCVS still enrolled in RCVS PDP

Before the arrival

- Is one of your vets a designated EMS supervisor?
 - not a recent MRCVS still enrolled in RCVS PDP
- You can make placement experience much easier for the student by being organised – a student “starter pack”

Before the arrival

- Is one of your vets a designated EMS supervisor?
 - not a recent MRCVS still enrolled in RCVS PDP
- You can make placement experience much easier for the student by being organised – a student “starter pack”
 - Can you offer any accommodation for the student?
 - Advice on local (cheap, comfortable) B&Bs?
 - Map & directions
 - Explain your normal working hours
 - Appropriate clothing
 - Should they bring their lunch each day? Is there a local sandwich shop?
 - List of staff members and position within the practice

The arrival

- The EMS supervisor should take time to sit down with the student to discuss what they expect from the student, what is appropriate behaviour with clients & staff, what the student can realistically expect to gain from the placement

The arrival

- The EMS supervisor should take time to sit down with the student to discuss what they expect from the student, what is appropriate behaviour with clients & staff, what the student can realistically expect to gain from the placement
 - at what stage is the student at in their veterinary degree?
 - beware the student who wants to run before they can walk

What to cover

- Probably best explained by the RCVS in their Guidelines for the Practitioner

What to cover

- Probably best explained by the RCVS in their Guidelines for the Practitioner
 - maintain and improve, where possible, the present knowledge and training level attained by students



What to cover

- Probably best explained by the RCVS in their Guidelines for the Practitioner
 - encourage students to become familiar with the use of simple instruments and with drug compounds, their trade names and applications



What to cover

- Probably best explained by the RCVS in their Guidelines for the Practitioner
 - provide experience under practice conditions of as wide a range of medical and surgical conditions as possible



What to cover

- Probably best explained by the RCVS in their Guidelines for the Practitioner
 - provide experience in handling routine consultations and procedures



What to cover

- Probably best explained by the RCVS in their Guidelines for the Practitioner
 - encourage students to relate to and communicate with clients where appropriate



What to cover

- Probably best explained by the RCVS in their Guidelines for the Practitioner
 - teach students more about the non-clinical aspects of practice:
 - interaction with clients, employers/employees and lay staff
 - care of practice property
 - the limitations that may be placed on clinical work in a commercial situation

What to cover

- Probably best explained by the RCVS in their Guidelines for the Practitioner
 - teach students the importance of the above in relation to professional behaviour and practice income by illustrating, for example:
 - how practice fees are calculated
 - how bad debts are dealt with
 - how practice is structured and financed

What to cover

- Probably best explained by the RCVS in their Guidelines for the Practitioner
 - ensure students see the Practice Health and Safety Policy and appreciate how it applies to individuals.



Tactics for the quiet day

- A student wanting to leave and find another placement mid-week because it is too quiet is not an option

Tactics for the quiet day

- A student wanting to leave and find another placement mid-week because it is too quiet is not an option
- An industrious student should be able to find something to do
 - With a copy of the BSAVA Formulary in hand, review the practice pharmacy
 - Spend time with a nurse reviewing surgical instruments, sterilisation procedures etc
 - Give them a project ... look up relevant papers helpful to a particular case ... students have on-line access to University library facilities
 - Practice their clinical examination skills by reevaluating the inpatients

Tactics for the busy day

- The potential problem is that the student is “lost” from the radar

Tactics for the busy day

- The potential problem is that the student is “lost” from the radar
- Do your best to keep the student up with the pace of the practice ... they can learn a lot by observing but they may lose out on gaining practical skills
- Students may not always appreciate that they slow things down
- 3rd years students can gain a lot in a busy centre by helping out with the inpatients
- Spending much of the day in the consult room opens them up to a world of experience, but can be very tiring for someone not used to it

Feedback

- A final note on feedback

Feedback

	Excellent	Good	Satisfact	< Satisfact	Poor
Attitude & enthusiasm		X			
Professional appearance			X		
Communication skills			X		
Animal handling skills	X				
Veterinary knowledge		X			
Problem solving abilities					X
Manual skills	X				
Contribution to clinical discussion				X	

Feedback

Comments:

Forthright feedback of a student's strengths and weaknesses is a very important part of a student's educational progress.

The students (and the Universities), need this input from practioners to keep them "on track" as they progress towards graduation

Students who struggle on EMS often struggle on other parts of their course far better to flag up a potential problem sooner rather than later so that the University support system can be better targeted towards a student's needs

Feedback

Comments:

An empty comments box doesn't help anyone

A Final Thought ... Student Comments

- the best thing about EMS is the friends and contacts made
- I definitely wouldn't change the amount of time we spent doing EMS, it is essential, if anything we should spend more time doing it.
- the exposure to the practical side and first opinion practice has been the most valuable aspect of EMS. And, it's also a great way to interview - the practice checks you out while you check out the practice
- I appreciated the fact that it was nice to see how different practices worked, that there isn't just one answer to a problem.
- I really enjoyed my EMS, and even got two job offers from the placements.