

## partners in veterinary education

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## Partner Practitioner in Residence Program

*pictured: Drs Mark and Stephi Allison*

Congratulations to Dr Mark Allison from Balgownie Veterinary Hospital who will be the first Cenvet Companion Animal Practitioner in Residence. Mark was very enthusiastic about participating in this program and contributing to the education of future veterinarians.

*'I enjoy teaching and passing on my experience to the students – it's a real buzz. There is also the opportunity to improve my clinical skills after a number of years in practice.'*

Mark will spend 12 weeks at the University Veterinary Centre Sydney assisting in rotations with our student interns through medicine, surgery and anaesthesia. In addition to clinical work, Mark will also participate in a series of tutorials on clinical education developed by Professor Grahame Feletti, the Faculty's educational consultant.

*'It is great to be able to give something back to the profession by preparing graduates for the common things they will see in practice.'*

The Cenvet Companion Animal Partner Practitioner in Residence Program was officially launched at the Partners in Veterinary Education Conference in July this year. The Faculty received 5 excellent applications and candidates were interviewed in September by representatives from the Faculty and the Australian Small Animal Veterinary Association (ASAVA).

The program has been made possible by the generous support of principal sponsor Cenvet and supporting sponsors the Veterinary Science Foundation and the ASAVA.

## Student Perspective



Amy Simon

My final year of veterinary science has certainly been an interesting one! Although I am somewhat relieved that it is coming

to an end, I am very glad that I had the opportunity to develop my skills, knowledge and confidence before graduating.

My first three months were spent in the university clinic at Camperdown. Quite often during this time I felt incompetent, like I had learnt nothing during the first four years of my degree. I was glad that I had the rest of the year ahead of me to improve, and would not feel this way starting my first job.

I took the opportunity to do a little travelling during the year, heading to Broken Hill for my DPI placement and to Dubai for an equine elective. Now and then I wish that I had travelled more.

There were times when I found it difficult living out of a suitcase and having to start at a new practice again and again. So I was glad that I had based most of my rotations around Newcastle to be near friends and not too far from family. Right now I can't wait to graduate, find a job and settle in the one place.

I have really enjoyed this year, it has been hard work but I am grateful that I had the opportunity to improve my knowledge and develop my skills before the full responsibility of being a vet is given to me. I was lucky to be placed in a number of clinics where the staff were supportive and keen to share their knowledge. I now feel quite confident in my abilities. Although there is still a lot that I don't know I feel that I have developed the investigative and research skills to become a competent vet.

## Provet Partners in Veterinary Education Conference

The third annual Provet PVE Conference organised by Associate Professor Robert Ratcliffe and co-sponsored by Pfizer was considered by all involved to be the best so far. Feedback was formally collected from attendees for the first time and was very positive (a full report is available on the website). The key presenter in the clinical sessions was Professor Graeme Allan and in the educational workshops was Adjunct Professor Grahame Feletti. Presentations by other members of the Faculty including Vanessa Barrs, Geraldine Hunt and Tony Mogg were also greatly appreciated.

This Conference is a vital component of the new year 5 program as it represents an opportunity for the Faculty to give something back to our partners as well as gain insights on how the program is progressing and ideas for further improvement.

Over 100 people attended this year's conference with 88 attendees representing 66 extramural placements and stakeholders; 58% small animal practice, 24% rural mixed practice, 8% rural public practice, 4% association, 3% wildlife, 2% equine and 1% industry. A variety of regions in NSW and other states were also represented with 41% of attendees from metropolitan practices and 11% from south coast Illawarra region. Of those accepting invitations 65% attended the JD Stewart address and dinner Friday night.

*\* Congratulations on a well organised, interesting & challenging conference even for RPP orientated individual.*

*\* Thank you it was much appreciated.*

*\* Overall Comments: All the best with this great programme I wish it was part of my education.*

*\* Overall Conference: Excellent!*

# 2005



Conference organisers: Associate Professor Bob Ratcliffe (bottom left) and Dr John Baguley with Conference sponsors: Dr Garth McGilvray (bottom right) and Mr Tim White for Provet (back right), Mr Ian Fontaine for Pfizer



# Intern Feedback Summary

Feedback from 2005 clearly reveals that our extramural partners are providing an exceptional learning and teaching environment for our interns in a variety of potential career settings. Feedback for individual placements is automatically summarised each quarter (or every 3 interns) and available on the Partners in Veterinary Education website under the menu item on the left side of the screen *Placement Feedback*.

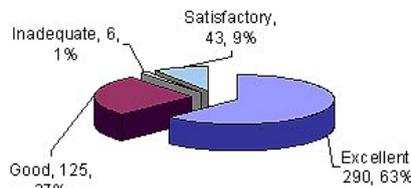
## Achievement of learning outcomes

For each rotation, interns are required to define up to four learning outcomes. Approximately 98% of feedback report forms revealed that intern defined learning outcomes had been achieved during the rotation. The stand out performers were equine, wildlife and industry and research type placements in which almost all interns achieved all their defined learning outcomes.

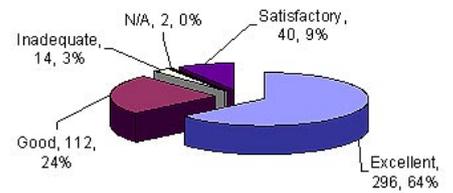
## Learning opportunities during rotations

Interns are required to rate the learning opportunities provided by the placement as excellent, good, satisfactory or inadequate. They also use the feedback form to provide an overall recommendation to other interns using these ratings.

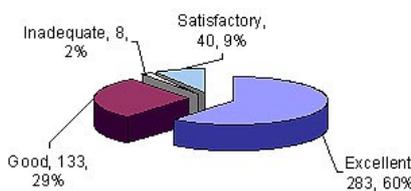
Extramural Staff Evaluation 2005  
Ability to teach, mentor or coach



Extramural Staff Evaluation 2005  
Treated interns as junior colleagues



Extramural Staff Evaluation 2005  
Ability to motivate and inspire confidence



Overall Recommendation to Other Interns  
2005 Placements



Practice Type	Rating	Learning Opportunities					
		Discuss cases	Examine animals	Practical experience	Interact with clients	Discuss practice management	Effective supervision
Small animal practice	Excellent	63%	69%	59%	46%	36%	46%
	Good	26%	27%	26%	27%	33%	40%
	Satisfactory	8%	3%	13%	24%	25%	12%
	Inadequate	3%	1%	2%	3%	6%	2%
Rural public practice	Excellent	59%	25%	27%	27%	44%	54%
	Good	22%	35%	34%	30%	26%	25%
	Satisfactory	15%	26%	24%	26%	17%	18%
	Inadequate	4%	14%	15%	17%	13%	3%
Rural mixed practice	Excellent	73%	76%	71%	60%	43%	58%
	Good	20%	19%	20%	26%	37%	29%
	Satisfactory	7%	5%	7%	12%	16%	10%
	Inadequate			2%	2%	4%	3%
Wildlife	Excellent	56%	43%	44%	29%	39%	53%
	Good	35%	39%	24%	24%	22%	29%
	Satisfactory	9%	18%	29%	35%	33%	12%
	Inadequate			3%	12%	6%	6%
Equine	Excellent	69%	56%	57%	41%	37%	46%
	Good	24%	29%	18%	36%	29%	38%
	Satisfactory	7%	13%	18%	14%	23%	16%
	Inadequate		2%	7%	9%	11%	

### Open comments

- The practice was very supportive, and keen to help me learn. I got a lot of opportunity to do surgery, and the vets were very happy to discuss cases, and explain treatments.
- I had a fantastic time at this Clinic. The staff are great, very welcoming. The large animal calls were really interesting, and I learnt a lot about cattle medicine.
- Staff very approachable, keen to allow students hands-on experience whenever appropriate.
- Once again attitude is key. The more interest you show the more you can do and the vets were always willing to discuss cases and any conditions with me.
- I really loved this placement. It made me realise the variety of careers that are available to a veterinary science graduate.
- I recommend this placement to any one who is willing to be enthusiastic, and enjoy not only the practice but the beautiful surroundings and wonderful community.

# New Supervisor Report Form for 2006

The Supervisor Report Form for 2006 has been changed based upon feedback from both intramural and extramural supervisors.

- \* *Creating a greater spread of grades*
- \* *Decreasing repetition in some areas and more clearly defining others*
- \* *Creating a clearer basis for standards*
- \* *Facilitating clear advice or recommendations for interns requiring remediation*
- \* *Enabling consistent assessments across the variety of clinical and non-clinical placements*

This new form has more strongly aligned the criteria for assessment with the broader new graduate attributes as defined by the university.

## Changes to grades

Grades indicate the level of progress by the intern towards achieving graduate attributes as represented by criteria within the form by graduation:

<i>Unsatisfactory</i>	Insufficient progress towards meeting the descriptors within this criterion by graduation with a definite requirement for remediation in a number of areas
<i>Marginal</i>	Requires some remediation to adequately progress towards meeting the descriptors within this criterion by graduation
<i>Satisfactory</i>	Generally meeting the expected level of progress for achieving this criterion by graduation
<i>Proficient</i>	Generally meeting and occasionally exceeding expectations for achieving this criterion by graduation
<i>Outstanding</i>	Consistently exceeding expectations for achieving this criterion by graduation

## Changes to criteria

The focus in revision of marking criteria was to consider the clinical process of collecting information, interpreting this information, formulating a likely diagnosis and implementing a plan. To facilitate this process, veterinarians require additional attributes in communication, technical skills, professionalism and compassion. There is also of course the underlying knowledge in pre-clinical and clinical areas required to enable this process to be completed.

These stages were then used to create broader criteria so that there would be equal relevance to typical veterinary tasks performed by graduates in non-clinical areas. Key terms were developed to enable supervisors to easily identify the important elements of these criteria and the criteria standards were then described using these key terms.

- Understanding and application of knowledge
- Data collection
- Data interpretation and problem solving
- Decision making and planning
- Technical competency
- Oral and written communication
- Interpersonal communication
- Professionalism
- Humanistic values
- Overall evaluation

The new forms will be available on the Partners in Veterinary Education website from the end of November.

### Something to say?

We are interested in your feedback and contributions. Please contact John Baguley with your ideas or suggestions for future editions.  
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