



partners in veterinary education

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Visit to Canberra Partner Practices

Professor David Hodgson and I visited the University of Sydney's Partners in Veterinary Education in the Canberra region in February this year. Our visit was most rewarding and provided us with excellent feedback relating to our extramural studies program. All the practices made us feel welcome and provided useful advice. We greatly appreciate the time taken from their busy schedules to host us. Dr John Aspley-Davis, principal of Kippax Veterinary Hospital, enthusiastically facilitated the visit.

Many recent graduates from the University of Sydney are practicing in the Canberra region. At practices we visited we were greeted by Dr Leah Ryan and Dr Perin Vale both 2005 graduates and Dr Amy Aspley-Davis, a 2004 graduate. Leah, Perin and Amy were enjoying their new positions in Canberra. During our visit to Gungahlin Veterinary Hospital we also met one of our current final year interns.

John Aspley-Davis must take overall credit for the great success of the visit. John had our itinerary organised to the minute and he was the most knowledgeable host. Over 2 days, John organised visits to nine of Canberra's veterinary practices including Animal Emergency Centre, Hall Veterinary Surgery, Weston Creek Veterinary Hospital, All Creatures Veterinary Centre, Wanniasa Hills Veterinary Hospital, Inner South Veterinary Centre, Canberra Veterinary Hospital and of course Kippax Veterinary Hospital. Short stops were made at Goulburn Veterinary Clinic and Bungendore Veterinary Surgery on the outskirts of Canberra.

John Aspley-Davis has been a long term member of the local ASAVA branch, is a member of the Veterinary Surgeons Board of the ACT, and is actively involved in the AVBC.

2006 **PROVET** Partners in Veterinary Education Conference

Thursday 6 and Friday 7 July, Veterinary Science Conference Centre, University of Sydney

Faculty of Veterinary Science Showcase



Developmental Diseases Affecting Growing Horses PROFESSOR LEO JEFFCOTT

Snake Bite and Case Based Pathology Teaching

DR KATE BOSWARD

Clinical Pathology and the Diagnostic Process

PROFESSOR PAUL CANFIELD

A Feast for Sore Horse Eyes

PROFESSOR DAVID HODGSON

Ruminant Health and Production at the Veterinary Centre Camden

ASSOCIATE PROFESSOR JOHN HOUSE

Zebras Dressed up as Horses - Unusual Diagnostic Challenges

ASSOCIATE PROFESSOR GERALDINE HUNT

The Rise and Rise of Reptiles as Companion Animals - how can the Veterinary Profession Catch up?

DR GLENN SHEA

Cattle Diseases - are they Inherited?

DR IMKE TAMMEN

Keep the Farm Gate Open, but how?

ASSOCIATE PROFESSOR PETER WINDSOR

Educational sessions focus on learning styles and feature discussions with new graduates. This year we are introducing a *Practitioners Forum* on Friday afternoon, which will be followed by the conference dinner.

The **J D Stewart Address** will be on Thursday evening presented by **Dr Tracey Rogers from Taronga Zoo.**



Feedback 2005

Feedback from interns and supervisors for 2005 has again emphasised the value of the contribution educational partners make to preparing our interns for veterinary practice.

In

 Wednesday of the 4th rotation week rather than Friday to allow more time for travel and settling between rotations.

Intern Feedback

Feedback for 2005 regarding achievement of learning outcomes was very impressive with all interns achieving their defined learning outcomes in almost all rotations. Interns were asked to rate learning opportunities in a number of areas as excellent, good, satisfactory or inadequate see 'Table 1 Learning Experience Feedback'. There was also an opportunity to provide an overall recommendation to other interns using these same ratings see 'Figure 1 Overall recommendation to other interns'. Feedback for 2005 is again very impressive and similar to 2004

Placement	Rating	Learning Opportunities					
		Discuss Cases	Examine Animals	Practical Experience	Interact with Clients	Effective Supervision	Recommend to other students
Small Animal Practice (n=270)	Excellent	60%	67%	57%	46%	44%	59%
	Good	28%	28%	26%	28%	40%	30%
	Satisfactory	9%	11%	14%	23%	13%	10%
	Inadequate	3%	1%	3%	3%	3%	0%
Rural Public Practice (n=97)	Excellent	58%	24%	27%	25%	54%	42%
	Good	22%	33%	34%	29%	25%	29%
	Satisfactory	14%	25%	24%	24%	18%	20%
	Inadequate	4%	13%	14%	15%	3%	9%
Rural Mixed Practice (n=149)	Excellent	73%	76%	71%	60%	57%	71%
	Good	20%	19%	20%	26%	29%	21%
	Satisfactory	7%	5%	7%	12%	10%	7%
	Inadequate			2%	2%	3%	1%
Wildlife Centres (n=34)	Excellent	56%	41%	44%	15%	53%	56%
	Good	35%	38%	24%	12%	29%	38%
	Satisfactory	9%	18%	29%	18%	12%	3%
	Inadequate			3%	6%	6%	3%
Equine Centres (n=45)	Excellent	69%	56%	55%	40%	46%	60%
	Good	24%	29%	18%	36%	38%	36%
	Satisfactory	7%	13	18%	13%	16%	4%
	Inadequate		2%	7%	9%		

Table 1 Learning Experience Feedback

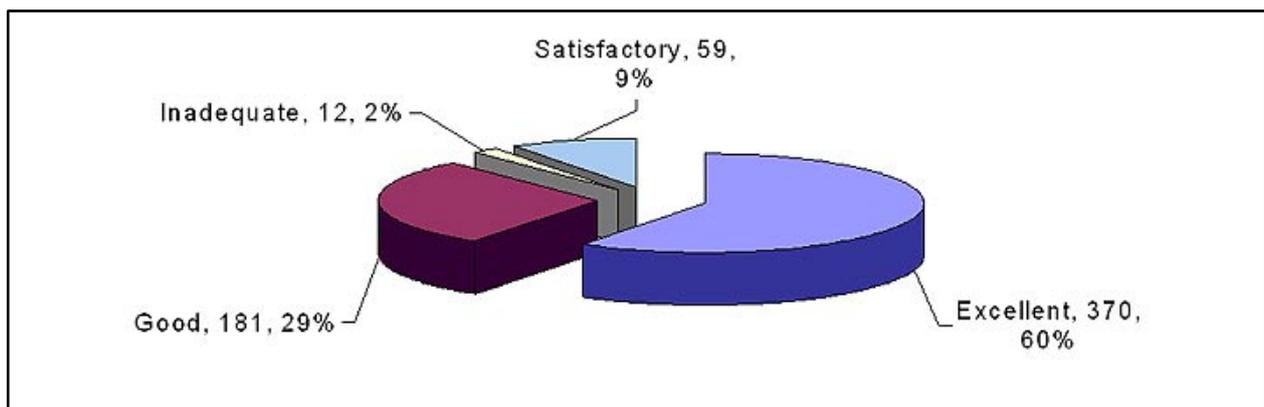


Figure 1 Overall recommendation to other interns

Supervisor Feedback

Based upon both intramural and extramural supervisor feedback, 55% of reports rated interns as outstanding or very proficient in 2005. These results are similar to 2004 and we saw the now familiar trend, as the year progressed, of some interns moving from marginal to solid standard or from solid standard to very proficient, indicating the effectiveness of this program see 'Figure 2 Overall Evaluation'.

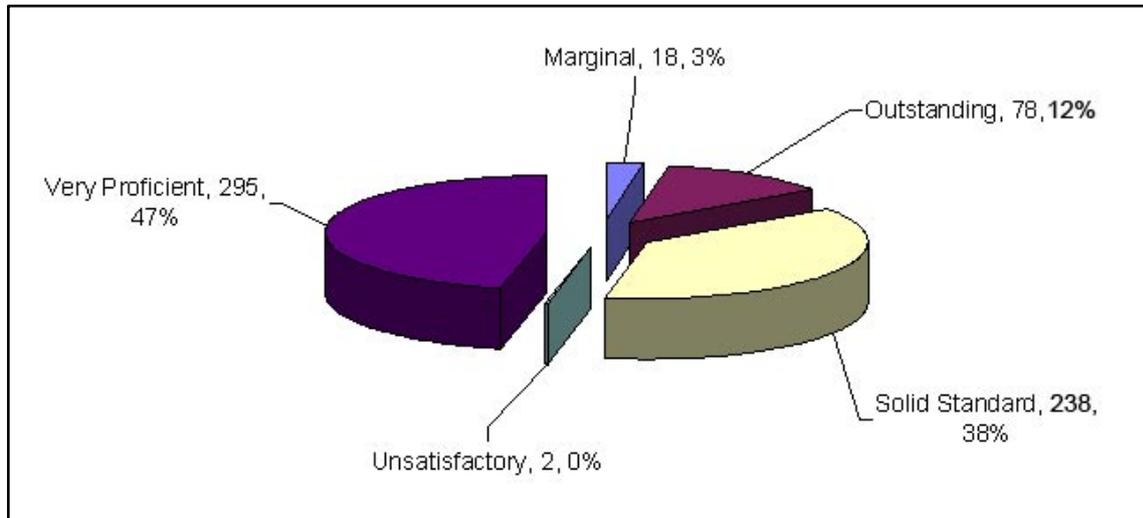


Figure 2 Overall Evaluation

The main areas for concern in 2005 included clinical problem solving (7 unsatisfactory reports), basic knowledge and understanding (5 unsatisfactory reports), professional attitude (5 unsatisfactory reports) and case reports and patient management plans (4 unsatisfactory reports). These however should be kept in perspective with over 1,200 reports being analysed see 'Table 2 Supervisor Report Form Summary'.

Criterion	Outstanding	Very proficient	Solid standard	Marginal	Unsatisfactory	Not observed
Basic knowledge and understanding	5% (67)	41% (501)	50% (615)	4% (44)	0% (5)	0% (4)
History taking and data gathering	5% (58)	34% (422)	47% (583)	2% (21)	0% (1)	12% (144)
Communication and observation skills	14% (169)	43% (528)	29% (359)	3% (33)	0% (2)	11% (135)
Procedural skills	7% (87)	39% (475)	51% (622)	2% (29)	0% (3)	1% (11)
Clinical problem solving and case assessment	7% (91)	38% (461)	46% (575)	4% (45)	1% (7)	4% (48)
Case reports and patient management plans	8% (93)	41% (485)	34% (418)	1% (18)	0% (4)	16% (197)
Professional attitudes and interest in learning	26% (322)	44% (539)	20% (243)	3% (31)	0% (5)	7% (85)
Reliability, work ethic and humanistic values	25% (311)	46% (553)	20% (248)	2% (27)	0% (2)	7% (86)
Overall evaluation	10% (124)	45% (541)	43% (525)	2% (30)	0% (3)	0% (3)

Table 2 Supervisors Report Form Summary

In response to both intramural and extramural supervisors and linked to changes to the Faculty's graduate attributes, the Supervisor Report Form was changed in 2006. The change was also designed to include the broader range of activities beyond clinical opportunities offered by a number of placements. Placements in earlier years now assess students in similar areas, to further assist the Faculty in preparing them for final year and the transition to veterinary practice.



Companion Animal Practitioner in Residence



Dr Mark Allison has just completed the first Cenvet Companion Animal Practitioner in Residence program at the University Veterinary Centre Sydney. The program which is also sponsored by the Australian Small Animal Veterinary Association and the Veterinary Science Foundation has been a great success achieving substantial outcomes for interns, our Clinic and Mark. Thank you Mark!

We will again be taking applications this year in August and the program for 2007 will be advertised in the coming months. Interviews are being planned for September this year. Mark will be at the Partners in Veterinary Education Conference on Thursday 6 and Friday 7 July. We will use Mark's experience to guide further development of the program.

Dr Mark Allison (pictured):

"Three months at the UVCS has been a truly invigorating 3 month experience. Each day was a mini post graduate course whilst rotating between medicine, surgery and anaesthetics. A sense of déjà vu existed as I met colleagues and clinicians from the class of 1980: Tony Moore (Chemotherapy), Brian Farrow (Neurology), Paul Canfield and Dot Lewis (Clinical Pathology) and Richard Malik (PGF). And was I really that young in my final year?

I gave presentations on topics such as client communication, job application skills, keeping the boss happy, marketing tips and emotional highs and lows. At other times, we followed and discussed both our own and other hospitalised cases. Having an interest in cardiology, we also looked at chest radiographs, ECG's and ultrasound images from past cases.

One on one role playing was not a popular exercise, and was modified to some extent by having group discussions. We covered topics such as first puppy/kitten consultations, giving advice on heartworm and flea control, approach to skin problems and discussion on common drugs used in practice.

Clinicians, visiting specialists, residents and interns gave regular tutorials, which were dutifully attended by students and I (hoping that no questions were fired my way).

I was made to feel very welcome and comfortable at the UVCS. The clinicians and staff were eager to answer queries I had regarding new treatments, diagnostic testing and surgical procedures.

I left the UVCS with a great sense of achievement in helping the student in their preparation for life in practice. A wonderful experience made possible by the staff at the UVCS, Cenvet, ASAVA, VSF, my wife Stephanie and our staff at Balgownie Veterinary Hospital."

Program Development

Feedback on previous pages shows that the program has been very successful. We are constantly looking for ways to improve the program for interns and our educational partners.

- Radiation monitoring – please watch out for intern radiation badges that arrive at your practice. As indicated in the last newsletter students now have Personal Monitoring Devices. These are changed each quarter and generally sent to the practice that is or will be hosting the intern.
- Students have asked for greater flexibility in the rotation schedules – for 2007 students entered preferences for a rotation shell which locked in intramural rotations. They were then able to choose when they were to undertake other units of study, as opposed to previous years when they were provided with a schedule. Placements are now also preference entered by quarter, maximising opportunities for all students to attend their preferred practices.
- Practitioners and interns suggested opportunities for shorter rotations - with just 2 compulsory elective rotations and 3 optional vacation periods; students now have more time to complete additional elective rotations. These rotations can be just 2 weeks long. There are no written assignments, just completion of a communication task and we still ask that supervisors complete the standard Supervisor Report Form.

Something to say? We are interested in your feedback and contributions.

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