



Centre for Health Sciences Education Conference



20th July 2021



University of
BRISTOL

Faculty of Health Sciences

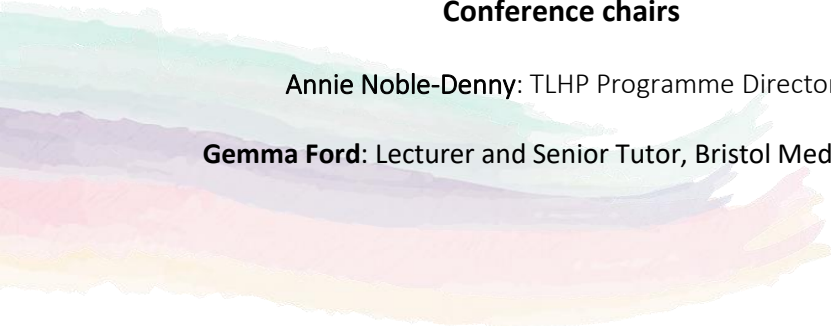


Welcome to the Centre for Health Sciences Education Conference 2021

Conference chairs

Annie Noble-Denny: TLHP Programme Director

Gemma Ford: Lecturer and Senior Tutor, Bristol Medical School



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Keynote

ABSTRACT

Surgery is a craft specialty: 'doing' in response to what is seen, felt and anticipated. The potent odours, the graphic, powerful images of flesh and viscera, combine to elicit strong sensations and responses in the here-and-now or 'thisness' (haecceities) of practice. These experiences, which emanate from the emotional dimension of learning and practice, trigger a world of affects and senses that can disturb or rupture (Badiou 2005) familiar or established ways of seeing, thinking, understanding and acting. As such, these affective responses which are frequently non-visible and intangible, constitute how an event of practice initially comes to matter or become meaningful to the surgeon, potentially disclosing new or modified capacities to see, think, understand and act—effecting ontological and epistemological growth. This introductory chapter explores the 'speechlessness of experience'—an immediate affective response to a learning encounter, which is pre-cognitive and non-rational, exceeding conventional notions of thinking and thought, particularly in medical education and profession learning. This phenomenon is critically examined through the philosophical writings of Alfred North Whitehead, Gilles Deleuze, Gilbert Simondon and Brian Massumi. The critical discussions of this chapter are also relevant for healthcare professionals, medical educators, practitioners and researchers interested in its main exploration: the affective conditions that emerge from disturbances in practice and their power to shape, construct and transform how professionals understand their practice and function within it.

Biography

Arunthathi (Arundi) Mahendran is a senior lecturer and consultant transplant surgeon at Queen Mary University/Barts and the London School of Medicine and Dentistry. She graduated from University College London and completed her surgical training at the Royal Free hospital in London before undertaking a specialist surgical fellowship at Columbia university, New York in kidney, liver, pancreas and small bowel transplantation. On returning to the UK, her first consultant appointment was at the University Hospitals of Leicester, NHS Trust.

She has a strong interest in education and research and has combined this with her clinical activities. Her research interest lies in the philosophy of practices of thinking, knowing and doing across medical and clinical education. Arunthathi has a Masters degree in Surgical Education from Imperial College London and a PhD in education from Goldsmiths' College, University of London. Her thesis explored the affective complexities of learning and practice in clinical

environments. In 2018 Arunthathi was the winner of the (BERA) British Educational Research Association Doctoral Thesis Award. She is the author of, 'Moments of Rupture: the importance of affect in medical education and surgical training', published by Routledge in July 2019. In addition, her qualifications and experience also include a Clinical Ethics fellowship from the University of Chicago.

Arunthathi enjoys a varied career as a clinical academic and is presently the programme director for the MSc in Physician Associate Studies at Queen Mary University/Barts and the London School of Medicine and Dentistry. She is an accomplished musician with her own band and a committed dancer. She lives in the Eastend of London with her husband and two young boys.

Burden of Proof – Teaching Scientific Reasoning in a Mock Court Room

Dr Scott Paterson - Centre for Applied Anatomy

Contact: scott.paterson@bristol.ac.uk

Abstract:

An evidence-based practice and ability to scientifically or clinically reason are common aims across the professional and modular programmes offered in the Faculty of Health Sciences. These skills are central to clinical and scientific practice. At the Centre for Applied Anatomy, scientific reasoning and evidence interpretation are taught to final year students on the Research Concepts (BSc Applied Anatomy) and Methods of Communication and Translation (iBSc Functional and Clinical Anatomy) units. One of these sessions is 'Burden of Proof' which frames medical/biological data use and misuse in a legal context. This roleplay and discussion-based session examines real cases of medicolegal testimony and invites the students to critique and query evidence for its validity and vote on a defendant's guilt. This session will offer participants an insight into the session by experiencing a case and participating in a discussion of the evidence validity, before a wider discussion on the teaching and learning of evidence interpretation and scientific reasoning.

Biography:

Dr Scott Paterson is a lecturer in the Centre for Applied Anatomy. He gained his BSc (Hons) and MSc (Research) in Forensic Anthropology and Human Identification at the University of Dundee and completed his PhD in cartilage

biology at the University of Edinburgh. At the University of Bristol, he is an anatomist involved directly in the teaching and pastoral support of students across the medical and veterinary science professional programmes. Additionally, he is a co-programme director of the intercalated BSc in Functional and Clinical Anatomy and contributor to the BSc in Applied Anatomy, providing service units to the Faculties of Health and Life Science. He is unit organiser for Visualising Anatomy through Imaging. His research interests are varied, including medical and anatomical education, cartilage biology, forensic anthropology, and the anatomy of sex and gender.



TEL-ing Tales: Flipping, Pivoting, Zooming

Jane Williams, Director of Technology Enhanced Learning, FHS

Mike Cameron, Digital Education Consultant

Abstract:

The Faculty of Health Sciences' response to moving teaching online has been extraordinary with numerous examples of innovation, creativity, problem solving and ensuring our students have had the best experience we can give them in these unprecedented times. Whilst we are all looking forward to a time where we can resume face to face teaching, we have along the way identified elements of online learning/digital education provision that we would like to keep and develop further and some teachers are setting up fully online programmes. For other elements of our teaching, we know that the 'online' version is a means to an end for 'emergency teaching'. At the conference, the TEL team will be launching a new web-based resource with a focus on 'Tel-ing' our stories from the last 18 months. Already these stories and narratives are building up an evidence base of the role of the 'digital', and how and in what contexts and with what kinds of students whether they be PG, UG, distance, isolating, studying in the workplace, etc., it may make a difference. Other areas of the resource are designing digital education including self-study material, information on and examples of use of digital tools, top-tips distilled from practitioners, a community building area, events and how to request further support. This session will introduce the concept of our site as a Dim Sum trolley or Smorgasbord where you can create you own plate of goodies and keep coming back for more or maybe try something new, except there will be no bill.

We will be demonstrating the resource and giving you an opportunity to explore and provide feedback.



Morning Parallel Session 1

<https://bristol-ac-uk.zoom.us/j/92180841439?pwd=QW1zRllsSjlybDIKTldkZGp5b3NCQT09>

Meeting ID: 921 8084 1439
Passcode: 223130

ECG teaching using LEGO Serious Play

Daniel Wright - Weston Academy

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Additional presenters: Claire Rafferty, Charlotte Thompson

Abstract:

The use of simulation in medical education is both widely accepted and supported by evidence. We looked at using simulation in the form of LEGO to teach an important area of the curriculum – interpreting ECGs.

Interpretation of the ECG is a vital competency of any doctor, and an area where students often struggle to retain and apply information. By getting students to recreate the ECG using LEGO, we aimed to use the benefits of simulation to improve understanding and retainment of information.

Data was collected using pre and post session assessment questions and compared to a similar length ECG teaching session delivered in a more traditional style.

We are in the process of analysing our findings, however general feedback from students is very positive.

We have found this tool useful to explain complex ideas, and would like to show others how this multi-modal, student-centred teaching method can be easily applied in the classroom.

References:

1. McGaghie, W.C., Issenberg, S.B., Petrusa, E.R. and Scalese, R.J., 2010. A critical review of simulation-based medical education research: 2003–2009. *Medical education*, 44(1), pp.50-63.
2. Lever, N.A., Larsen, P.D., Dawes, M., Wong, A. and Harding, S.A., 2009. Are our medical graduates in New Zealand safe and accurate in ECG interpretation?. *The New Zealand Medical Journal (Online)*, 122(1292).

Biography:

Daniel Wright, Claire Rafferty and Charlotte Thompson are Clinical Teaching Fellows at Weston Academy



Pandemic pedagogy: student evaluations of blended learning in bioethics during the COVID-19 pandemic?

Jordan A. Parsons – Bristol Medical School

Contact - jordan.parsons@bristol.ac.uk

Abstract:

The impact of the COVID-19 pandemic has been felt in most areas of society, including higher education. To reduce the spread of the virus on campuses, universities largely moved teaching online. For the 2020/21 academic year – with more time to plan – various approaches to blended learning were introduced.

In this brief report, we present the results of a student evaluation conducted following the introduction of blended learning for an intercalated degree in bioethics at the University of Bristol. A survey was designed and administered to students to understand their views and experiences. The survey comprised two parts: a series of statements on a four-point Likert scale, followed by several free text questions. Respondents were asked about specific teaching elements of two introductory units (modules), what worked well or could be improved overall, and which elements (if any) they think should remain when pandemic restrictions are lifted.

Respondents felt positively about blended learning overall. Nonetheless, there was a clear distinction between the elements of units they felt should be

delivered in person and those that are suitable for online delivery. Online learning was preferred for more individual activities, with strong favouring of pre-recorded lectures. Elements of the units that required synchronous interaction with other students/staff, however, were considered better when delivered in person.

Many respondents highlighted elements of blended learning that they think should remain when no longer essential, which were largely in keeping with the distinction between independent and group tasks being online and in person, respectively.

References:

1. Braun V and Clarke V (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology* 3(2):77-101.
2. British Educational Research Association (2018) *Ethical Guidelines for Educational Research*, 4th edition. London: British Educational Research Association.
3. General Medical Council (2018 [updated 2020]) *Outcomes for Graduates*. London: General Medical Council.
4. Hodges C, Moore S, Lockee B, Trust T, and Bond A (2020) The Difference Between Emergency Remote Teaching and Online Learning. *EDUCAUSE Review*. Available at: <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning> [accessed 4 February 2021].
5. Houlden S and Veletsianos G (2020) Coronavirus pushes universities to switch to online classes – but are they ready? *The Conversation*. Available at: <https://theconversation.com/coronavirus-pushes-universities-to-switch-to-online-classes-but-are-they-ready-132728> [accessed 4 February 2021].

6. Institute of Medical Ethics (2019) Core Curriculum for Undergraduate Medical Ethics and Law. Available at: <https://ime.datawareonline.co.uk/Resource-Centre/Id/316> [accessed 4 February 2021].
7. Rapanta C, Botturi L, Goodyear P, Guàrdia L, and Koole M (2020) Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education* 2:923-945.
8. Sieber JE (2005) Misconceptions and Realities about Teaching Online. *Science and Engineering Ethics* 11:329-340.
9. Staton B and Jack A (2020) UK universities suspend face-to-face teaching. *The Financial Times*. Available at: www.ft.com/content/f325ed7e-6862-11ea-800d-da70cff6e4d3 [accessed 4 February 2021].
10. Trigwell K, Prosser M, and Waterhouse F (1999) Relations between teachers' approaches to teaching and students' approaches to learning. *Higher Education* 37:57-70.
11. Turner Y (2009) "Knowing Me, Knowing You," Is There Nothing We Can Do? Pedagogic Challenges in Using Group Work to Create an Intercultural Learning Space. *Journal of Studies in International Education* 13(2):240-255.
12. University of Bristol. Intercalated BSc in Bioethics. Available at: www.bristol.ac.uk/population-health-sciences/centres/ethics/courses-programmes/bsc.html [accessed 4 February 2021].

Biography:

Jordan A. Parsons is a PhD candidate at Bristol Medical School. His doctoral research concerns 'best interests' decisions in nephrology, with a focus on dialysis. Through an empirical bioethics project, Jordan is questioning if and when it is in the best interests of a patient with end-stage kidney disease who lacks decision-making capacity to forego dialysis in favour of conservative management.

Alongside his PhD, Jordan is currently engaged in a body of work exploring the (potential) role of telemedicine in the provision of early medical abortion. His book on this - 'Early Medical Abortion, Equality of Access, and the Telemedical Imperative' - will be published later this year with Oxford University Press (co-authored with Elizabeth Chloe Romanis of Durham University).

Jordan's other research interests lie in organ donation/transplantation ethics, HIV prevention, genetic privacy, prisoner health, telemedicine, and bioethics education.

Reflection in practice: the role of affect

Sheena Warman - Bristol Veterinary School

Contact: sheena.warman@bristol.ac.uk

Abstract:

How does affect influence why, how and with whom we choose to reflect on our experiences in the clinical workplace? Are we more likely to engage in a reflective conversation if we anticipate a positive emotional response? How do background feelings such as tiredness influence our reflection? What is the impact of workplace “mood” on our individual reflective activity?

This session will draw on research data to encourage participants to consider these questions. The wider study explored recent veterinary graduates’ experiences of reflective activity during their first years in practice; the concept of “lived experience” was used to specifically explore the role of affect (feelings, emotions and mood). Data comprised semi-structured interviews with 15 recent graduates from one veterinary school. Thematic analysis was used to explore the influence of three aspects of affect on reflective activity: affective valence (whether a chosen action is anticipated to result in positive or negative feelings), tacit aspects (such as tiredness), and perceptions of workplace mood. Through interactively sharing the study’s findings, this session will encourage participants to consider the ways in which affect might influence their own reflective activity, as well as that of healthcare students and colleagues. Acknowledging and understanding aspects of affect in the clinical workplace has the potential to improve support for our students and colleagues.

References:

1. Warman S (2021) The individual in the system: the role of affect in recent veterinary graduates’ reflective activity. *Veterinary Record*, in press
2. Warman S (2020) Experience of recent graduates: reframing reflection as purposeful, social activity. *Veterinary Record* 186 (11) 347 (full article online) <http://dx.doi.org/10.1136/vr.105573>

Lead Presenter Biography:

Sheena qualified from Glasgow Veterinary School before spending four years in mixed practice. She undertook specialist clinical training at Bristol Vet School and, after a short spell in private referral practice, returned to Bristol as a clinical

teacher. Sheena is currently Faculty Education Director and Deputy Head of Bristol Veterinary School. The work drawn on in this session was undertaken as part of a Doctorate in Education.

Morning Parallel Session 2

<https://bristol-ac-uk.zoom.us/j/97110185729?pwd=QWlNRXZuSzVHc0l0cDZjYXo3dTMwUT09>

Meeting ID: 971 1018 5729

Passcode: 821939

Creating curriculum change at pace: Tips for taking a step back before we take the next step forward

Sarah Allsop - School of Anatomy

Contact - ansld@bristol.ac.uk

Second presenter - Michelle Spear

Abstract:

The COVID-19 pandemic has seen significant challenges for health sciences education with the urgent need for the conversion of a new learning environment with a blended teaching delivery. Across the university, thousands of hours of delivery have been converted to blended or digital provision. Although distance education is not new, with online and blended learning approaches to higher education delivery well documented and evidenced in the literature, the pace of creation this year by staff potentially without previous expertise in this mode of education has been exceptional. As the current academic year draws to a close, we are yet to see the resultant performance and feedback results from our students, but we do have a window of opportunity to

reflect as teachers on the transitions made. What have we learned as individuals? What were our biggest successes and what were the biggest challenges? By taking time to step back and review we engage ourselves in the scholarship that underpins our teaching delivery and can better understand the techniques and strategies that can support continued innovation into the future. Here we revisit the concept of building a community of inquiry (Garrison, 2007) and then share a visual tool to aid the review of content delivery adapted from Rapanta et al 2020 to support teachers as they begin to look forwards to ongoing revision of materials for 2021-22.

References:

1. Garrison, D.R. (2007). Online Community of Inquiry Review: Social, Cognitive, and Teaching Presence Issues.
2. Journal of Asynchronous Learning Networks, 11(1), 61-72. Retrieved May 27, 2021 from <https://www.learntechlib.org/p/104064/>.
3. Rapanta, C., Botturi, L., Goodyear, P. et al. Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity.
4. Postdigit Sci Educ 2, 923–945 (2020). <https://doi.org/10.1007/s42438-020-00155-y>

Biogrpahy:

Sarah Allsop is a medical academic, with 10 years' teaching and leadership experience in medical and anatomy education, and a background as an NHS doctor. Special interests in anatomy and medical education, curriculum review and students as peer educators.



The acute abdomen: the use of Mentimeter to support the development of students' decision-making skills

Jenny Mason - University of Bristol; School of Veterinary Science

Contact: jenny.mason@bristol.ac.uk

Clinical decision making can be a hard skill to learn and to teach. Experienced clinicians can collate multiple parameters and factors together with seemingly little difficulty. The aim of this session is to introduce participants to a novel approach to teaching essential clinical decision making skills, using Mentimeter.

Students were given a series of scenarios of equine colic (in which a decision must be made whether or not to refer for surgery). In a synchronous online sessions, students were encouraged to vote on the extent to which different features of the case would influence their decision to refer. The cohorts' answers were then presented immediately and compared with the results from experienced clinicians. The reasoning for each decision was then justified and students were able to directly compare their individual thoughts to those of experienced clinicians.

Whilst the scenarios were based on equine colic presentations, the teaching approach could be applied to any situation where a multitude of factors may impact upon decision making. Over the course of the session, students gained confidence in their decision-making ability, and their reasoning and decisions became more closely aligned with the results from experienced clinicians. Students reported that they found the experience very helpful in understanding and applying decision-making in this context.

In this session we will briefly review the background to this teaching, with some live interactive menti voting, to demonstrate the concept and consider its relevance to other clinical teaching contexts.

References:

1. Everitt, S. (2011) Clinical decision making in veterinary practice. PhD thesis, University of Nottingham.
2. McGregor, C.A, Paton, C., Thomson, C., Chandratilake, M., & Scott, H. (2012) Preparing medical students for clinical decision making: A pilot study exploring how students make decisions and the perceived impact of a clinical decision making teaching intervention, *Medical Teacher*, 34:7, e508-e517, DOI: 10.3109/0142159X.2012.670323
3. Tiffen, J., Corbridge, S.J., Slimmer, L. (2014) "Enhancing Clinical Decision Making: Development of a Contiguous Definition and Conceptual Framework" *Journal of Professional Nursing*, 30 (5) 399-405
4. Vinten, C. (2020) "Clinical reasoning in veterinary practice" *Veterinary evidence* 5 (2) : DOI: 10.18849/VE.V5I2.283

Biography:

I have been working at the University of Bristol for 17 years with 2 main job roles; an ever increasing role in teaching, administration and leadership and still a very active role as an equine clinician working from the Stables Equine Practice as an ambulatory vet. Despite being a holder of a computer literacy and information technology certificate (which ran for the first year alongside my A-levels showing my age) I am still trying to stay up to date with technology and thoroughly enjoyed the DEO courses which COVID precipitated and have actively tried to embrace this in my teaching. I am responsible for a year group, an academic unit and 2 final year rotations in the 5 year BVSc degree and am also actively engaged teaching our student  nurses and AGEP students.

Afternoon Parallel Session 1

<https://bristol-ac-uk.zoom.us/j/92180841439?pwd=QW1zRllsSjlybDIKTldkZGp5b3NCQT09>

Meeting ID: 921 8084 1439
Passcode: 223130

A new Faculty Peer Support Scheme: Should it continue? Will I benefit from participating?

Isabelle M Cunningham - Bristol Dental School

Contact: i.cunningham@bristol.ac.uk

Abstract:

Following my Pecha Kucha presentation at the March 2018 CHSE conference ('Revitalising Peer Review of Teaching'), and subsequent expressions of interest, a pilot 'Faculty of Health Sciences Peer Support Scheme' was launched at the beginning of 2018/19 academic year.

The aim of the pilot scheme was to establish a process whereby teaching staff from different Schools within the Faculty could collaborate, particularly for peer

review of their teaching. It was envisaged that the scheme would allow participants to share and develop teaching ideas, provide support for each other, support participant reflection, learning and development, and contribute to a Faculty community of practice 1, 2.

Following approval at Faculty and School level, all teaching staff within the Faculty were invited to participate via email. Twenty staff initially signed up, with interest from teachers from the Dental, Medical, TLHP and Vet Schools. Seven peer pairs and three trios were created by best matching the availability and interests of peers from the different Schools. A central Sharepoint site was set up for participants which included a number of relevant resources.

Post-pilot evaluation questionnaires were completed by nine teaching staff. The majority of staff used the scheme for reciprocal visits to their peer's School for observation of timetabled teaching sessions, including lectures, practical classes and clinical sessions. Despite the challenge of finding mutually convenient times to meet, almost all participants reported that they had benefited from and enjoyed participating in the scheme.

My presentation aims to:

- Review the benefits of PRT from the educational literature, particularly cross-faculty PRT.
- Describe the process for setting up a new cross-faculty Peer Support Scheme.
- Present the outcomes of the scheme's evaluation, particularly the reported benefits and challenges.
- Seek audience feedback as to whether and how the Scheme should be further developed.

References:

1. Cunningham IM, Johnson I, Lynch CD. Implementing peer review of teaching: a guide for dental educators.
British Dental Journal 2017; 222: 535-540.
2. Sullivan P B, Buckle A, Nicky G, Atkinson S H. Peer observation of teaching as a faculty development tool.
3. BMC Medical Education 2012. <http://www.biomedcentral.com/1472-6920/12/26> (accessed Nov 2019).

Biography:

Isabelle joined Bristol Dental School in 2016 and is a Senior Clinical Lecturer and Deputy School Education Director. In addition to her teaching commitments

within the department of restorative dentistry, she is heavily involved in developing the School's new dental curriculum (BDS 21) and is Programme Co-director for BDS 21 with Dr Andrea Waylen. She has set up an Educational Journal Club within the Dental School and is keen to actively support teaching staff with their educational development. Her particular interests include: teachers' educational beliefs and values, dental team working, the early student learner, teacher peer review of teaching, and curriculum development. She was awarded Senior Fellowship of the Higher Education Academy in 2018 and is currently undertaking a part-time Doctorate in Education at Bristol School of Education.



Draw-a-Clinician: A Useful Tool to Encourage Reflection on Implicit Bias

Sara Sulaiman - Lecturer of Anatomy, School of Anatomy

Contact: sara.sulaiman@bristol.ac.uk

Abstract:

There is compelling evidence in the literature that unconscious bias can have serious impact on healthcare delivery (Marcelin et al., 2019). Although mitigating unconscious bias and improving inclusivity is a long-term goal that requires a multidimensional approach, early intervention and training programmes which promote self-reflection have been suggested as effective encounter strategies (White et al., 2018).

As part of a teaching session exploring the topic of equality, diversity and inclusion delivered to Gateway to Medicine, Dentistry and Veterinary Science students, a drawing activity [adapted from Chambers (1983) Draw a Scientist Test] was introduced. This task required students to draw a Clinician (physician, dentist, or vet) doing work, give the represented clinician a name and describe how they are feeling. Students were given the opportunity to reflect on their visual representation during a group discussion session and then individually as part of their reflective journal.

Analysis of the images revealed some stereotypical indicators including a bias towards representing male, able and working indoors clinicians. Interestingly,

17% of the images showed a clinician from an ethnic minority group but none showed a visible disability, a clear age or signs of pregnancy.

Student feedback on the session was positive. When analysing students reflective journal, an increased self-awareness of potential unconscious biases was noted. Given the universality of bias, common social identity does not guarantee the absence of bias. Explicit training opportunities conducted in a safe environment can foster self-awareness and enhance students' professional identity formation.

References:

1. Chambers, D.W., 1983. Stereotypic images of the scientist: The draw-a-scientist test. *Science education*, 67(2), pp.255-265.
2. Marcelin, J.R., Siraj, D.S., Victor, R., Kotadia, S. and Maldonado, Y.A., 2019. The impact of unconscious bias in healthcare: how to recognize and mitigate it. *The Journal of infectious diseases*, 220(2), pp.S62-S73.
3. White, A.A., Logghe, H.J., Goodenough, D.A., Barnes, L.L., Hallward, A., Allen, I.M., Green, D.W., Krupat, E. and Llerena-Quinn, R., 2018. Self-awareness and cultural identity as an effort to reduce bias in medicine. *Journal of Racial and Ethnic Health Disparities*, 5(1), pp.34-49.



Afternoon Parallel Session 2

Join Zoom Meeting

[https://bristol-ac-](https://bristol-ac-uk.zoom.us/j/97110185729?pwd=QWlNRXZuSzVHc0l0cDZjYXo3dTMwUT09)

[uk.zoom.us/j/97110185729?pwd=QWlNRXZuSzVHc0l0cDZjYXo3dTMwUT09](https://bristol-ac-uk.zoom.us/j/97110185729?pwd=QWlNRXZuSzVHc0l0cDZjYXo3dTMwUT09)

Meeting ID: 971 1018 5729

Passcode: 821939

PEER ASSESSMENT – An example of an online clinical skills assignment

Gus van Riessen - Clinical Lecturer in Restorative Dentistry

Contact: a.w.vanriessen@bristol.ac.uk

Abstract:

As part of the Dentistry Curriculum Review BDS21 I am exploring the use of TEL in preparing students for the clinical skills lab sessions and make a link to treating patients on clinic afterwards. The Advanced Dental Techniques Module is currently taught in Term 2 of Year 4 and is a very intense Programme of 20 lectures and 40 sessions in the Clinical Skills Laboratory. At the end of the Course is a summative assessment, consisting of a practical skills test and SBA questions.

References:

Kinchin, IM et al. 2009. An introduction to concept mapping in dental education: the case of partial denture design. *European Journal of Dental Education*, Vol. 13, No. 1, p. 20 - 27.

Wolfe, KA & Uribe, SN. 2020. What We Wish We Would Have Known: Tips for Online Instructors, *College Teaching*, DOI: 10.1080/87567555.2020.1711701

Dragan, IF et al. 2018. Impact of scientific and technological advances. *Eur J Dent Educ.* 22(Suppl. 1), 17- 20.

Biography:

After Graduating in Groningen, The Netherlands, and fulfilling his National Service in the Dutch Army, Gus started work in General Dental Practice in East Sussex in 1990. He moved to Bristol in 2009, set up a new practice and was at the same time appointed part-time Lecturer at the Cardiff School of Dentistry. Since February 2018 a Clinical Teaching Fellow in Restorative Dentistry at the Bristol Dental School, his main areas of responsibility are the teaching of Advanced Dental Techniques in the Clinical Skills Laboratory in Year 4 and coordinating the treatment of patients by students on the Adult Dental Health clinic. His main teaching interests are around Case-Based Discussions, Peer Assessment and using technology to improve student understanding.



Posters

Poster 1 - Experiences building a bank of flipped classroom resources to improve student preparation for clinical skills practicals

Louisa Mitchard - Bristol Veterinary School

Other presenters: Alison Catterall, Sam Brown, Lucy Gray, Lucy Squire, Sarah O'Shaughnessy, Sarah Baillie

Contact: louisa.mitchard@bristol.ac.uk

Abstract:

The Clinical Skills Laboratory (CSL) team embarked on a project early in the pandemic to create a bank of flipped classroom resources as it was clear that running clinical skills practicals would present new challenges. The aim was to ensure students were better prepared so that the practical time could be optimised for learning.

The content of the flipped component focussed on underpinning knowledge and learning the steps (knowing how) to perform skills. The CSL team undertook training in the underpinning pedagogy and how to create content e.g. videos. A standardised template was adopted for every flipped classroom with four sections: Learning Objectives; Learning Activities (e.g. videos, diagrams, short voiceover PowerPoints, interactive images in Xerte); Quizzes (self-test MCQs with feedback); and Other Useful Resources. Short text explanations were included to introduce and explain all activities and link to the practical. Slots were allocated in the timetable for students to do the preparation and the expectations around engagement were explained.

A large bank of flipped classrooms has been developed and feedback from students and staff has been positive. The CSL team have a YouTube channel and a website where the flipped classrooms are available to others under a Creative Commons License and have delivered workshops for colleagues at the university and via an international clinical skills forum.

In conclusion, the flipped classroom approach has provided an excellent way to enhance student preparation for clinical skills practicals. Importantly, such resources will be invaluable long-term, not just for the pandemic.

Biography:

Louisa worked in first opinion small animal practice for several years after obtaining her veterinary nursing qualification. She joined Bristol University in 2004 and worked primarily in research. In 2018, she joined the Clinical Skills Lab (CSL) team as a teaching technician and is currently working as a specialist technician. She is involved in teaching practical animal handling and clinical skills to veterinary nursing and veterinary students, is responsible for setting up practical classes and examining Objective Structured Clinical Examinations (OSCEs). She has a particular interest in developing flipped classrooms to help students prepare for practical's.



Poster 2 - Evaluation of a 3D-Computer Model of the Equine Paranasal Sinuses as a Tool for Veterinary Anatomy Education

Abigail Canright - University of Bristol – graduate

Contact - a.canright@aol.com

Second presenter: Julie Dickson

Abstract:

A three-dimensional (3D) computer model representing equine paranasal sinus anatomy and sinonasal communication was created to evaluate learning gain of equine paranasal sinus anatomy. The study aimed to address confidence in knowledge acquisition and enjoyment of the teaching method. The model needed to be realistic, virtual, and accessible for participants on their own computers. The 3D virtual model was created with the use of a 3D modelling software. Computer-tomography images taken of two equine skulls were used as the basis of the model. Sinus structures were modelled into a bisected skull and uploaded to an online viewing platform to facilitate examination by participants. To evaluate the educational efficacy of the 3D model a total of 41 veterinary students, veterinary nursing students, and veterinarian professionals at the University of Bristol were surveyed via an online questionnaire before and after receiving either the 3D or a 2D teaching intervention. The before and after

survey also involved an MCQ assessment to assess the equine sinus anatomy knowledge of participants. Results of the Likert survey data suggest that the 3D-model is an effective educational tool that aids in confidence, enjoyment, and potential knowledge acquisition when learning equine paranasal sinus anatomy. Though it did not outperform traditional methods in terms of anatomy knowledge MCQ scores, the model is a valuable inclusion into the veterinary anatomy curriculum as participants reported on the model's ease when learning equine sinus anatomy.

Biography:

Abigail Canright is recent graduate of the MSc in Global Wildlife Health and Conservation course at Bristol Veterinary School.

Julie Dickson is a lecturer in veterinary Integrated Structure and Function at Bristol Veterinary School.



Poster 3 Teaching Ophthalmology: Past, present and future

Chanelle Smith - University of Bristol

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References:

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Biography:

A 4th-year medical student at the University of Bristol with a keen interest in Ophthalmology. Attended various international conferences to present posters with a strong desire to participate in further research projects. Having spent the summer in the eye clinic in Swindon, I was able to undertake a project to evaluate the utility and efficacy of a new camera based slit-lamp as a novel teaching tool and constructed my own teaching plan.



Poster 4 - Goodbye Surveys...Hello Digital Stories

Sara Sulaiman - Lecturer of Anatomy, School of Anatomy

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Abstract:

Digital storytelling is increasingly used in higher education as an educational and research tool. It includes developing a short video, of 2-5 minutes in length, illustrating a personal narrative supported by a mixture of text, audio recordings, images, music, and/or animations. This pilot study describes the potential use of digital-stories as a tool to capture students' experience and feedback.

Students in the Gateway to Medicine, Dentistry and Veterinary Science were invited to create a digital story reflecting on their journey into university and how they perceive they met the learning outcomes of the Personal and Professional Development unit.

Thirty students completed their digital stories in which they reflected on the first 19 weeks of being at university. Student stories included a reflection on a wide range of topics and contained summaries of their transition into university, important milestones, examples of how they met the learning outcomes and the impact the unit had on their journey. This task clearly demonstrated how students "received" and "experienced" the unit. It also showed the diversity of students needs and backgrounds. Although the activity was designed to encourage students to explore their creativity and practice reflection, students digital stories have proven to be useful source of data that can help in future unit development and better understanding of students needs.



Poster 5 - Does Quantity Matter? An Insight into Dental Students Self-Reported Level of Confidence in Restorative Crown and Bridge Procedures With Relation to Clinical Activity Numbers.

Dr Malaika Al-Koky - Dental Core Trainee

malkoky@hotmail.co.uk

Second presenter: Dr Alaa Daud

Abstract:

The COVID-19 pandemic has left students suffering from generalised anxiety surrounding contracting the virus from direct contact with patients. This strain to the undergraduate dental experience will no doubt reduce self-confidence if clinical exposure is reduced. Worldwide lockdowns have had a negative impact on patient flow. This has led to current undergraduates having less opportunity to work with actual patients and rely more on phantom head practice. The aim of this study was to gain an insight into students self-reported level of confidence in restorative crown and bridge procedures, understanding whether increased clinical activity increases their confidence.

Fourth year- and final-year students (n= 85) completed a questionnaire specific to self-reported confidence based upon level of supervision required in all stages of crown and bridge preparations, specifically anterior and posterior all-ceramic and porcelain fused to metal procedures. Student demographics were obtained. Clinical activity for each student from the student electronic portfolio system was also collected and analysed.

Final year students reported average confidence and expressed the need to practice more and be supervised for most stages of crown and bridge procedures even at point of graduation. In the case of fourth year dental students', the recent completion of a dental bridge competency assessment suggested the increased confidence. It was concluded that students should maximise patient contact wherever possible to increase clinical experience and ultimately self-confidence. This study has highlighted important areas that are valid and require consideration by dental institutions in the current times, especially when designing a curriculum student-centered.

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Biography:

Dr Malaika Al-Koky graduated in 2019 from University Bristol Dental School (BDS), having achieved two prizes one for her Restorative skills and the second for her professionalism. She undertook her Foundation training in Worcester. Currently, she is completing her split 6-month DCT1 post in Paediatrics, Restorative and Oral Surgery. Dr Al-Koky has also secured a DCT2 post at Bristol Dental School to undertake 6 months Oral Medicine and 6 months Maxillofacial surgery training, starting September 2021.

She has completed her MJDF part 1 and due to sit part 2 in October 2021 in aim to continuously improve her knowledge within dentistry. Dr Al-Koky is currently working on publications and has had several abstracts accepted for presentations, having recently won a prize at Welsh Hospitals and BSDHT. She has also always enjoyed teaching and currently heavily involved with students at St David's outreach on Sundays.

Being a Senior Clinical Lecturer in Restorative Dentistry at Bristol Dental School, Dr Alaa Daud embarked on researching different areas of teaching and learning including Technology Enhanced Learning (TEL), aiming at taking the dental training to a National/ International level. In 2012, she won the University "Rising Star Teaching Award": a prestigious award for members of staff who proved to excel in teaching. In 2016, she was nominated "Outstanding Teacher" by students and won the Faculty of Health Sciences "Best Poster Award" for her work on dental assessments. In 2020, Dr Daud was granted Fellowship of the Faculty of Dental Trainers of the Royal College of Surgeons of Edinburgh, UK. She has co-authored a Dental Restorative book and presented work at many national and International conferences. Her research interest lies in the areas of dental education, clinical dentistry, and biomaterial science.

Dr Aala is a dynamic and innovative clinical educator/ researcher thriving to take student experience and ultimately patient care to the next level, aiming to achieve world-class innovations in health sciences.



Poster 6 - Global Health Education in U.K. Medical Schools - Has Bristol got it right?

Flora Jobson – Final Year Medical Student Bristol

Felicity Greenfield – Fourth Year Medical Student Bristol

Introduction

Global Health Education in UK Medical Schools (GHEMS) is a student led-collaborative national study by Incision UK. GHEMS evaluated global health education within UK medical schools during the academic year 2018/19 in a multi-centre audit. All UK medical schools recognised by the GMC were eligible to participate - 28 did.

Methods

Global health education was compared to guidelines - derived from the GMC's (general medical council) recommendations published by the Global Health Learning Outcomes Working Group for compulsory teaching at all UK medical schools. Two authors from each university independently extracted their respective curriculums. If there were more than 5% differences between these then the school was excluded. The collaborators obtained timetables containing details of all medical teaching provided at undergraduate and/or graduate entry level at their medical school for the academic year 2018/2019. Each collaborator then independently coded whether the outcomes were achieved or not for all timetabled global health learning events

Results

Bristol achieved 5/5 Global themes and 16/17 sub-themes and 39/42 learning outcomes. Compared with 33/42 average across the 28 included medical schools. The three outcomes not met by Bristol were causes of pandemics, impact of international law of UK medical practice and taking a travel history.

Conclusion

Bristol scored highly for Global Health education amongst its peers. Going forward Bristol should share their Global Health teaching methods with fellow medical schools. The three unmet outcomes were feedback to the medical school and have since been addressed.



Poster 7 - Ask an Anatomist: Our experience of using Office365 forms as a channel for questions for medical students learning anatomy remotely

Sarah Allsop – School of Anatomy

Contact - ansld@bristol.ac.uk

Other presenters: Dan Baumgardt, Sara Sulaiman, India Crawford, Alex Sewell, Craig Johnson, Scott Paterson, Michelle Spear

Abstract:

Introduction: During COVID-19, medical anatomy has undergone significant change, with most delivery taking place asynchronously online. A challenge with this change has been a decrease in the time available for students to ask questions. We share our experience of using an Office365 form as a channel for students to ask questions during CBL anatomy teaching for year 1 and 2 of the MBChB programme in 2020-21.

Method: An Office365 form was set up with branching connections for the questions for year 1 and 2 groups. The form gave students the opportunity to give feedback and was open throughout teaching delivery. Student queries were reviewed by a member of the medical anatomy teaching team and either answered by email, or anonymised and answered in a round-up presentation at the end of each case cycle for the whole cohort.

Results: 92 questions were submitted through the form, two-thirds from year 1 students. Questions were received across all cases for both groups. There was a substantial drop in the number of questions after the first case. Themes included questions about challenging concepts, level of expected learning and where to find information. Feedback was positive about anatomy content and highlighted a desire for live anatomy sessions.

Conclusion: Our experience shows this is a successful method for collecting student questions and helps us to offer advice and support. Moving forward we want to investigate how to improve the uptake of the use of this form, so that more students benefit from having their questions answered.

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Biography:

Sarah Allsop is a medical academic, with 10 years' teaching and leadership experience in medical and anatomy education, and a background as an NHS doctor. Special interests in anatomy and medical education, curriculum review and students as peer educators.

Dan Baumgardt, Sara Sulaiman, India Crawford, Alex Sewell, Craig Johnson, Scott Paterson, Michelle Spear are all members of the Medical Anatomy Teaching Team.



Poster 8 - The Development and Evaluation of a Novel Technology Enhanced Learning Resource to Increase Dental Students' Confidence and Reduce Anxiety in an OSCE

Dr Alaa Daud - Senior Clinical Lecturer in Restorative Dentistry

alaa.daud01@gmail.com

Second presenter: Dr Farima Mehrabi

Abstract:

During the undergraduate curriculum, dental students are expected to undertake Objective Structured Clinical Examinations (OSCEs) to demonstrate

clinical competency. This exam has proven to cause heightened anxiety and reduces confidence. Many dental schools have embarked on modifying programs to accommodate for online distance learning and assessment, with the COVID-19 pandemic amplifying the need for this.

To prepare students for their first OCSE encounter and increase familiarization, we created a novel e-learning resource including videos vignettes. These videos mimicked exact practical stations with some drafted and acted to be 'ideal performance' and some as 'poor performance'. Being able to recognise any improvements that need to be made was tested in quiz questions following the videos.

A cross-sectional survey of all 135 dental undergraduates in Years 2 and 3 was later obtained using an anonymous questionnaire investigating student's anxiety and confidence levels (Y2 response rate: 89%, Y3 was 90%).

The study revealed that students derived real benefits from watching the OSCE preparation vignettes. Students reported, not only were the videos valuable, but also visual learning was a preferable educational method. Statistically, 4 out of 8 Chi squared tests revealed that confidence improved significantly, whilst anxiety levels decreased.

The introduction of multimedia with an interactive interface gave students a unique insight into an OSCE station condition. The vignettes were deemed a valuable revision aid, notifying them of the exam format and preparing them the correct way. Additionally, the vignettes have been instrumental in calibrating staff when used as part of OSCE examiner standardization.

References:

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Biography:

Dr Alaa Daud obtained her MSc in Prosthetic Dentistry from Bristol University in 2009. Being a Senior Clinical Lecturer in Restorative Dentistry, she embarked on researching different areas of teaching and learning including Technology Enhanced Learning (TEL), aiming at taking the dental training to a National/International level.

In 2012, she won the University “Rising Star Teaching Award”: a prestigious award for members of staff who proved to excel in teaching. In 2016, she was nominated “Outstanding Teacher” by students and won the Faculty of Health Sciences “Best Poster Award” for her work on dental assessments. In 2020, Dr Daud was granted Fellowship of the Faculty of Dental Trainers of the Royal College of Surgeons of Edinburgh, UK. She co-authored a Dental Restorative book and presented work at national and International conferences.

Dr Daud is a dynamic and innovative clinical educator/ researcher thriving to take student experience and ultimately patient care to the next level, aiming to achieve world-class innovations in health sciences.

Farima graduated from Kings College London in 2016 and has since carried out a number of both primary and secondary care positions across the south of England. Farima is currently a Restorative Clinical Lecturer at Bristol Dental school as well as working part time in private clinical practice. During the last 5 years she has achieved a PgCert in Medical and Dental Education, achieved fellow status with the higher education academy, is currently undertaking a masters in Restorative dentistry and has gained membership to the Royal College of Surgeons of Edinburgh.



Show and Tell

Directly Observed Procedural Skill (DOPS) assessments for teaching of a clinical examination in cattle

Sarah Wood - Bristol Veterinary School

Contact - sarah.wood@bristol.ac.uk

Abstract:

Veterinary students at the University of Bristol learn to perform a clinical examination of cattle through practical classes in years 3 and 4, cases experienced during clinical rotations and extra-mural studies (EMS), with supporting resources such as an online video. Part of the assessment for final year students is a series of Directly Observed Procedural Skills (DOPS), these allow valid assessment of key practical skills, feasible in the clinical environment (Hurst and Prescott-Clements, 2018).

Focus groups were used to explore students' perceptions of DOPS for assessing their ability to perform a clinical examination of a cow and the impact on their learning of this key competency.

The results of thematic analysis identified three key areas: the students' experience of prior learning; their experiences of the DOPS assessment; and the perceived impact of the DOPS assessment on their learning. Overall, students perceived DOPS assessments to be beneficial to their learning of this skill.

Consideration of student perceptions may be useful in guiding those using these workplace-based assessments across the health sciences.

References:

1. HURST, Y. K. & PRESCOTT-CLEMENTS, L. 2018. Optimising workplace-based assessment. Clin Teach, 15, 7-12.

Biography:

In my role as Senior Lecturer I encompass my love of teaching and cows; I teach across the veterinary programmes at Bristol and work in the ambulatory farm

animal practice at Langford vets. I am particularly interested in the teaching and learning of practical clinical skills.

Promoting Evidence-Based Veterinary Medicine (EBVM) across Asia through the development and dissemination of online learning resources

Sarah Baillie – University of Bristol

Contact: Sarah.Baillie@bristol.ac.uk

Second presenter - Ellie Sellers

Abstract;

Background: EBVM allows clinicians to utilise best available evidence to inform their decision-making. In 2015, a project was undertaken by an international team to develop a training course ‘EBVM Learning’ which is available on RCVS Knowledge’s website. The course consists of modules describing the five stages of EBVM (5As: Ask, Acquire, Appraise, Apply & Assess) supported by case-studies and quizzes. In 2019, a study gathered stakeholder feedback that highlighted the usefulness of the course and informed updates to ensure its ongoing relevance. A further project (2020-21) has developed a slimline version specifically for busy practitioners; consultation with veterinarians and veterinary nurses has contributed to the design.

Promoting EBVM in Asia: Several initiatives have been undertaken in collaboration with colleagues in Bangladesh to increase awareness of EBVM in the region. These have included focus group discussions with practitioners, developing an EBVM course for Masters students and presentations at conferences. In addition, as part of a webinar organised by the Indonesia Veterinary Students Association, a series of case-based learning resources have been created. These use common clinical scenarios to provide experience of the 5As; each starts with a clinical question, followed by information on how to acquire the evidence and appraise its quality and relevance, and finally how to apply evidence-based changes in clinical practice and assess and monitor the subsequent impact.

Take home message: International collaboration has led to the development of relevant, freely accessible learning resources that are supporting the growing interest in EBVM across the globe.

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2. Promoting Evidence-based Veterinary Medicine through the online resource 'EBVM Learning': User feedback . Veterinary Evidence, 6(1). <https://doi.org/10.18849/ve.v6i1.392>

Biography:

Sarah Baillie is an Emeritus Professor of Veterinary Education and has worked with an international team to create a series of Evidence-based Veterinary Medicine (EBVM) learning resources. She has collaborated with colleagues in Asia on several educational research projects including to promote EBVM in the region.

Ellie Sellers is a Teaching Associate (Veterinary Clinical Demonstrator) at Bristol Veterinary School and has been involved in various EBVM projects including leading the recent update to the online resource 'EBVM Learning'.



Leapforward: improving feedback experiences in the workplace

Sheena Warman – Bristol Veterinary School

Contact: sheena.warman@bristol.ac.uk

Co-authors Sarah Kelly, Angela Hague, Andrew Blythe, Nigel Robb

Abstract:

Feedback is central to student learning. Feedback practices vary, and students and staff may have different understandings of the nature and purpose of feedback. The BILT-funded LeapForward study brought together academics from five different programmes to explore staff and student experiences of feedback during the transition to learning in a workplace setting. The study adopted an interdisciplinary approach to include healthcare programmes (dentistry, medicine and veterinary science) as well as Social Work and Theatre and Performance Studies. Discipline-specific focus groups were conducted with staff and students. Thematic analysis revealed that students and staff share an

understanding of the concepts of feedback, and recognised the importance of emotional and relational aspects of the process. Students and staff recognised the impact of time constraints on the feedback process, although this was particularly highlighted in the Health Sciences. Social Work and Theatre and Performance Studies students demonstrated a more nuanced understanding of the emotional and relational aspects of feedback and feedforward. These findings were used to develop a series of three workshops to support staff and student training in feedback. Additionally, a toolkit for staff was developed, collating a wide range of resources and approaches to feedback that can be drawn on by staff as they develop feedback strategies and practices in their own settings. The “Show and Tell” will introduce participants to the workshops and toolkits, illustrated with quotes from staff and students who participated in the project. The LeapForward workshops and toolkit can be accessed from the BILT resource archive <https://bilt.online/the-leapforward-project/>.

References:

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Biography:

Sheena Warman is a veterinary surgeon with a background in small animal medicine. She is currently Faculty Education Director and Deputy Head of School at Bristol Vet School. Sheena led the BILT-funded LeapForward team as part of the CHSE Assessment and Feedback group's drive to improve experiences with Feedback across the Faculty.



Build-o-colon and Build-o-mentum

Julie Dickson – University of Bristol

Additional presenters: Lindsey Gould, Abi Miles, and Francesca Booth

Abstract:

The ‘Build-o-mentum’ and ‘Build-o-colon’ low fidelity teaching models use modelling balloons to show the anatomical relationships of the equine ascending colon (Build-o-colon) and the ruminant stomach and greater omentum (Build-o-

mentum). The equine ascending colon and ruminant stomach with associated greater omentum are two areas of very clinically relevant anatomy, yet are challenging for students to learn and understand the complicated 3D nature of these structures in the live animal. This show and tell session discusses and demonstrates these two innovative teaching methods with the aim to hopefully recruit a medical professional to collaborate on this innovative research project to investigate the benefits of a 'Build-o- ...' human variety!

Biography:

Julie Dickson is a lecturer in veterinary Integrated Structure and Function at Bristol veterinary School.



Introduction of a comparative dissection course

Dr Craig Johnson - School of Anatomy, University of Bristol

Contact; craig.johnson@bristol.ac.uk

Additional presenters: Lucy Hyde, Tom Cornwall, Michelle Spear

Abstract:

The most effective way for anatomy to be taught continues to be a subject of debate in higher education institutes globally. At the School of Anatomy, we teach across three professional programmes, as well as our BSc and iBSc in Applied Anatomy and Functional and Clinical Anatomy courses, respectively. Across these programmes, a range of teaching styles are utilised, with both cadaveric dissection and specimen-based prosection teaching used.

This year, we adapted our Anatomy by Dissection unit to a comparative dissection theme. Classically, second year Applied Anatomy BSc students decided whether to pursue either human or veterinary dissection. However, as these students also study both human and veterinary anatomy in parallel sister units; a comparative dissection approach was considered to complement this content and their learning.

Weekly 3-hour dissections were scheduled. Human and canine cadavers were used in alternating weeks, with relevant large animal dissections introduced where appropriate. Feedback was generally positive, with students commenting

that appreciating comparative differences between the species aided recall, especially when supplemented with online lectures. However, some students were disappointed with the lack of choice.

Future iterations of the unit will aim to maintain the comparative element to the unit. Students on the Applied Anatomy BSc graduate as comparative anatomists, hence experience of comparative dissection is appropriate.

Biography:

Dr Craig Johnson is a lecturer of Anatomy at the School of Anatomy, UoB.



Collaborative, two-directional live streaming to deliver a hands-on dissection experience during COVID-19 lockdown

Dr Craig Johnson - School of Anatomy, University of Bristol

Contact: craig.johnson@bristol.ac.uk

Additional presenters: Tom Cornwall; Lucy Hyde; Maeve Ryan; Ed Zealley; Scott Paterson; Michelle Spear

Abstract:

Cadaveric dissection is a widely used tool in anatomy teaching, worldwide. The method has been shown to develop anatomical knowledge and practical dissection skill, as well as communication and team-working skills. At the School of Anatomy, two of our units depend on dissection as a teaching tool. However, social distancing guidelines brought about by the COVID-19 pandemic meant it was not possible for all students to be present around a cadaver.

We adapted with secure, two-way live streaming of our dissections, facilitated by ceiling mounted cameras. A reduced number of students entered the dissection room on a rota, engaging with the practical element of the course. Those not scheduled to attend in person attended via Zoom. The dissectors were expected to narrate and ensure visibility of the dissection, while posing questions to those at home. The home group provided feedback, generated discussion, and conducted research. During 'full' lockdown, essential staff streamed the scheduled dissections to the whole group.

Students appreciated being able to participate in practical teaching and understood the need for the changes. Most were satisfied with the capabilities

of the software, though some commented on the difficulties appreciating deeper or more complex structures on screen. Communication and team-working skills were maintained as essential learning points during the teaching.

It is anticipated in person practical sessions will resume in 2021-22, though investment in this technology enables us to rapidly pivot to a reduced in-person, or an entirely online delivery, where required.

Biography:

Dr Craig Johnson is a lecturer of Anatomy at the School of Anatomy, UoB.



Using students' feedback requests to create a written feedback dialogue and improve the helpfulness of feedback

Abigail Miles – University of Bristol

Contact: abi.miles@bristol.ac.uk

Additional presenters: Professor Sheena Warman and Ellie Sellers

Abstract:

It is well recognised that improving student satisfaction with feedback (as evidenced in the National Student Survey) can be challenging. In order to improve feedback, it is important to understand what students perceive as helpful feedback. Bloxham & Campbell (2010) proposed the use of an interactive cover sheet where students request feedback on written work to increase engagement and active participation. The same concept was applied to a BVSc1 summative written coursework assessment, where students were asked to identify '1-3 aspects on which they would particularly value feedback'. Examiners responded to these requests within their written feedback to the students. The perceived helpfulness of this feedback was then evaluated through a survey of students and staff.

Aim -

To introduce a more dialogic approach to written feedback and evaluate student and staff perception of the helpfulness of this feedback intervention.

Identified Outcomes -

100% of staff and 54.9% of student respondents agreed that the feedback requests were helpful. Thematic analysis performed on free text responses identified that helpful feedback was specific, addressed student requests and highlighted strengths and errors. Staff respondents felt their feedback was more specific and focused. Some challenges, such as students' abilities to write feedback requests, were identified, suggesting that further student training would be appropriate. Student feedback requests within coursework assessments are now being rolled out across the programme.

References:

1. Bloxham, S. and Campbell, L. (2010) 'Generating dialogue in assessment feedback: Exploring the use of interactive cover sheets'.
2. Assessment & Evaluation in Higher Education, 35(3), pp.291-300.

Biography:

Abi Miles is a Teaching Associate (Veterinary Clinical Demonstrator) at the University of Bristol, School of Veterinary Science. She graduated from the Royal Veterinary College in 2013 and worked in both mixed and equine practice before starting at Bristol Vet School in 2018. She achieved FHEA status in 2020 and is involved in education across the BVSc, AGEP and veterinary nursing programs.



‘Using Guidelines’: embedding the NICE Evidence Search Student Champion Scheme into the dental curriculum

Angela Hague - Bristol Dental School

Contact: a.hague@bristol.ac.uk

Abstract:

Bristol dental students take part in the NICE Evidence Search Student Champion Scheme, a national programme aiming to improve the routine use of evidence-based information by future health and social care staff. In previous years this has run as a “stand alone” activity. My aim was to embed this activity into the BDS21 dental curriculum vertical theme of Evidence Based Practice and to introduce students to the concept of using clinical guidelines.

‘Using Guidelines’ ran for the first time this year. It was introduced by a Blackboard course of short e-lectures, tasks and quizzes. Eight volunteer Student Champions attended a Zoom “train the trainers” workshop led by NICE staff providing training on using the Evidence Search web-portal and opportunities to practice teaching. The Student Champions then worked as pairs to disseminate their learning to small groups of peers online. Subsequently, teams of four students were tasked with using Evidence Search to identify clinical guidelines and use these to develop a patient information leaflet. The task therefore included consideration of health literacy as well as appreciation of evidence-based healthcare. Students presented their work in an online symposium where each member of the team presented one aspect of developing their leaflet. Finally, students were asked to peer assess and give feedback on a set of leaflets. Embedding low stakes assessment allowed students to demonstrate their learning about Evidence Based Practice and students commented that groupwork helped them make connections despite social isolation due to the Covid pandemic.

Biography:

Senior Lecturer in the Bristol Dental School and Lead for the Lifelong Learning and Wellbeing Theme, I am also responsible for the delivery of teaching within the theme of Evidence Based Practice.



Harnessing the power of co-production: Working in partnership with students to co-evaluate a new veterinary case-based learning curriculum

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Abstract:

The Accelerated Graduate Entry BVSc Programme (AGEP) is a new course at the Bristol Veterinary School which utilises case-based learning to meet many of its learning outcomes. A co-production approach was adopted for ongoing development of the programme, with students and staff working together as researchers in the evaluation process.

The research team designed and distributed surveys to the entire cohort at four time points and focus groups were undertaken following each survey. At the conclusion of this co-evaluation process, the research team took part in a focus group with an independent facilitator to discuss their experiences of working in partnership. In addition, the student researchers produced written reflections.

Data analysis is ongoing but early results indicate that both staff and students found many benefits in co-production. For students, these benefits include a feeling of being valued and listened to; the development of respectful relationships with staff; and new knowledge of research methods. For staff, developing good working relationships with students allowed a better understanding of, and respect for, the student voice. However, the process was not without challenges, chiefly, that students perceived disparities in their contributions to the project in comparison to staff.

Working with students as partners has many potential benefits though there are still challenges that must be overcome. It is hoped that the results of this project will lay the foundations for a culture of partnership within the programme.

Biography:

I joined Bristol Vet School as a Veterinary Clinical Demonstrator in 2018 after working for 7 years in small animal primary care practice. Alongside my role as a Clinical Demonstrator I have been involved in the development of case-based learning on a new Accelerated Graduate Entry Programme at the Vet School.



