

Using the AVS Pre-EMS Form to optimise the EMS experience of Veterinary Students

For Vets:

In 2018 The Association of Veterinary Students surveyed current veterinary students and recent graduates to gain a better understanding of their experiences on extra-mural studies (EMS) placements. **This full report is available on the AVS website** as of 16th November 2018, and feeds into a complimentary session discussing optimising EMS for practices and students at the 2018 London Vet Show. Digital copies of the resources are available at www.avsukireland.co.uk/resources

One of the main recurring themes was how variable EMS placements can be and how involved students could be in skills and discussions. We also surveyed students to discover what the key skills/ areas of knowledge they wanted to improve on their EMS placements were.

93.7% of students (and 84% of recent graduates) said an introductory chat to set some objectives for the placement would be beneficial. At AVS we have produced the attached form for students to complete to help stimulate such discussions and aid student reflection. It was designed with the idea in mind that this form would be put up in the staff room or next to the ops list so that engaging the EMS student becomes something the whole team can do with it clearly laying out areas the EMS student would like to work on in a place that all of the team will see, and hopefully consider, when preparing for procedures or consults.

The student is also encouraged to self-score their confidence at some key skills that the survey identified as areas EMS students wanted to improve upon, these could act as a focus for objective setting and the students are encouraged by us and their university to reflect on their knowledge/skill improvements at the end of the placement and re-score themselves.

We hope that these resources prove useful and help you structure EMS placements, optimising the experience for both your future EMS students and your practice team as well.

Three versions of this form exist for Large Animal, Small Animal and Equine placements, to support students in all areas of their core 'seeing practice' EMS.

Any comments on the form would always be welcomed via email to avspresident@gmail.com

CLINICAL EXTRA-MURAL STUDIES STUDENT INFO

Name:.....

Vet School:..... **Year:**.....

Aims for this Placement:

- 1.

- 2.

- 3.

- 4.

Some topics I have covered this year are:

- 1.
- 2.
- 3.

Potential Field(s) I want to work in:.....

Phone Number (for cases of interest OOH):.....

Finish Date: **Tea/Coffee:**.....

Self Assessment of Skills Pre-Placement (Yrs 3/4):

We encourage you to score your confidence in performing the below skills which were identified by veterinary students as key skills they wished to improve during their EMS placements. These scores should form a starting point for conversations with the practice & allow you to reflect and compare your confidence at the end of the placement

(1 = Not very confident at all/never performed, 5= Confident at performing competently/solo where appropriate)

Perform a full clinical examination (Bovine & Ovine)

1 2 3 4 5

Demonstrate an awareness of safety of self/others around livestock

1 2 3 4 5

Accurate body condition and mobility scoring of cattle

1 2 3 4 5

Administer Intramuscular and Subcutaneous injections

1 2 3 4 5

Preparation for sterile surgery (scrubbing in & open/closed gloving)

1 2 3 4 5

Perform a faecal egg count & interpret the results

1 2 3 4 5

Identify key anatomical landmarks on rectal examination

1 2 3 4 5

Apply a halter & safely restraint of livestock

1 2 3 4 5

Discuss the bovine oestrus cycle & common interventions

1 2 3 4 5

Self Assessment of Skills Pre-Placement (Yr):

A blank grid is provided for you to list and score any other skills you wish to focus on throughout this EMS placement. These scores should form a starting point for conversations with the practice & allow you to reflect and compare your confidence at the end of the placement

(1 = Not very confident at all/never performed, 5= Confident at performing competently/solo where appropriate)

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5