



UCD School of Veterinary Medicine



CEMS Tutor-Student Conversational Framework

Tutor Guide

Introduction

This resource aims to support your conversations with students, either in groups or one-to-one, and to promote students' own self-regulated learning on CEMS. To support a consistent approach to student-tutor dialogues for CEMS this Conversational Framework was developed. It is underpinned by a self-regulated learning theoretical lens (Figure 1), adapted from White, Gruppen and Fantone, 2014. The Conversational Framework models the *Medical Student Mentoring Guide* developed by Prunuske and Chadwell, 2014. Past and present C/EMS module coordinators and administrators were interviewed to capture their perspectives in supporting students. In addition, best practice from the medical educational literature was reviewed.

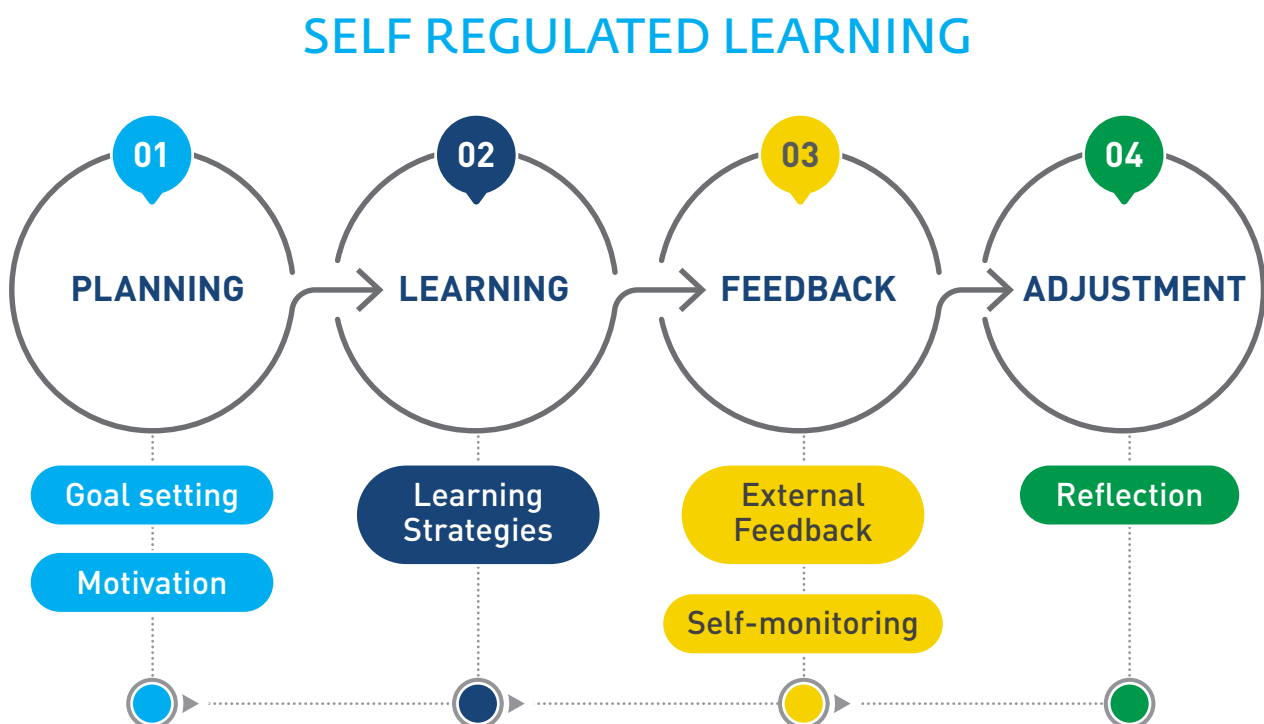


Figure 1: Domains of Self-regulated Learning, adapted from White, Gruppen and Fantone (2014).

The Conversational Framework provides possible discussion prompts for meetings with students who are at different stages of their CEMS journey, thereby supporting a continuous dialogue about their learning. For example, students starting off should focus on their overall CEMS goals, motivations and how to plan CEMS placements effectively. Your conversations with students may be more structured at this stage. As students progress, conversations will likely become reflective and more focused on their learning experiences acquired on CEMS.

The framework is not meant to be prescriptive or exhaustive and not all prompts will be applicable to all conversations with students (Prunuske and Chadwell, 2014). Therefore, a holistic approach is necessary to support your students, for example drawing upon your own learning experiences as a CEMS student or CEMS provider.

CEMS Tutor-Student Conversational Framework

	YEAR 1	YEAR 2 & 3
STARTING THE CONVERSATION		
Welcome	<ul style="list-style-type: none">• Welcome students,• Outline the aim of the meeting,• Emphasise tutor role and availability,• Set the ground rules,• Explain confidentiality boundaries.	
Student concerns, timely issues	<ul style="list-style-type: none">• Address any pressing student concerns.	

	YEAR 1	YEAR 2 & 3
CEMS PLANNING		
Goal Setting	<ul style="list-style-type: none"> • Discuss what milestones would be good to attain by the end of year 1. • Discuss setting realistic goals for year 1 and each subsequent year. • Discuss CEMS planning mind-map. Are there any potential areas / placements that require advanced booking? • Consider how to set appropriate learning objectives for placements, aligned to stage of study and MVB Programme Outcomes / Day 1 Competencies, OSCE and DOPS (see appendices). • Discuss concerns about booking placements immediately and comparing one's own CEMS journey to others. • Self-efficacy - supporting students to believe they can accomplish their goals and implement their action plans. 	<ul style="list-style-type: none"> • Discuss what milestones would be good to attain by the end of year 2. • Consider how to set appropriate learning objectives for placements, aligned to stage of study and MVB Programme Outcomes / Day 1 Competencies, OSCE and DOPS (see appendices). • Self-efficacy - supporting students to believe they can accomplish their goals and implement their action plans.
Planning	<ul style="list-style-type: none"> • Discuss how students can find placements. • Explore options, what do students find useful? Peer student networks and other organisations, etc. 	<ul style="list-style-type: none"> • Review number of weeks completed and planned placements for year 2 to date. • Consider if any adjustments are required for year 2 to ensure total weeks are attained.
Motivation	<ul style="list-style-type: none"> • Consider individual student motivations for CEMS and interests. 	<ul style="list-style-type: none"> • Consider unique CEMS opportunities and how optional weeks will be fulfilled?
Career planning	<ul style="list-style-type: none"> • Consider alternative clinical experiences / pathways. • Consider why a broad experience of veterinary life is advantageous. • Discuss changing career plans on an ongoing basis from one year to another. 	

	YEAR 1	YEAR 2 & 3
DURING PLACEMENTS / LEARNING PHASE		
Professionalism	<ul style="list-style-type: none"> • Explore topics covered in the EMS Driver's licence such as: arriving on time, appropriate dress for clinical activities, responsible social media use, health and safety, communication in advance with workplaces to understand expectations, notebook ready, working in conjunction with placement staff. • Explore general preparation and considerations for various types of placements. 	<ul style="list-style-type: none"> • Dealing with difficult situations and interactions with others. • Dealing with uncertainty and seeing varying ways of doing things depending on the circumstances.
Learning Strategies on Placement	<p>Explore strategies to maximise learning on placement by discussing how students can effectively participate and interact with the clinical team through good communication and productive professional engagement.</p> <p>Learning to interact and interacting to learn theory (King et al., 2019)</p> <ul style="list-style-type: none"> • Functioning in the workplace - Discuss types of interactions that will allow students to embed themselves in the day-to-day operations of the clinical team. • E.g. assisting in the workplace, developing trust with co-workers. • Impression management - Discuss types of interactions that can help students to develop a good impression. • E.g. Arriving on time, dressing appropriately, offering to help, providing adequate notice if unable to attend, clarifying role expectations, building good rapport with others on the team. <p>Learning in the moment - Discuss types of interactions students may have with the clinical team to help their learning (clinical knowledge of specific clinical skills) while carrying out their duties.</p> <ul style="list-style-type: none"> • E.g. Finding appropriate times to ask questions, how to phrase questions so they can enhance their performance of a specific task, fear of being perceived negatively (i.e. embarrassment, not having sufficient knowledge, needing more processing time). <p>Explore strategies for how a student can make time to discuss three learning objectives with their CEMS supervisor at the start of placement.</p>	

	YEAR 1	YEAR 2 & 3
Learning Strategies on Placement	<p>Discuss how learning objectives may change depending on the needs of the clinical placement, patient care and the clinical task at hand.</p> <p>Identify unique learning opportunities that are available in a variety of CEMS placements that may not be one-to-one tuition,</p> <ul style="list-style-type: none">• E.g. communicating with clients, teamwork, how a practice is run, pricing, clinical skills, physical examination, treatment planning, first opinion options, equipment availability and how to use it, types of medications in stock (names and why they are used) etc. <p>Discuss the value of maintaining a diary/log book of duties and clinically relevant activities undertaken.</p> <p>Consider how students can manage feedback including constructive criticism.</p>	
Contact information in times of crisis	<ul style="list-style-type: none">• Do students know where to go for support, who to contact?	
AFTER PLACEMENTS / FEEDBACK & REFLECTION		
Reflection	<ul style="list-style-type: none">• Review the student(s) learning experiences on placement. Summarise important experiences. Reflect on all experiences, both good and possibly bad experiences, and consider what learning can be taken from all aspects of the experience.• Prompt students to consider how their experiences link with theory learnt through taught UCD modules. Did they make new connections, or have a “light-bulb moment?” i.e. they now have a new way of understanding a concept as a result of an experience.• Discuss what learning strategies were positive / negative?• Consider how students can respond to setbacks.• Debriefing critical incidents. ‘Standing back’ to critically analyse the experience from multiple perspectives.• Consider how to respond to criticism.	
Academic / Personal Balance	<ul style="list-style-type: none">• Discuss managing time and academic demands. What strategies can be adopted to maintain balance?• Consider wellness and self-care UCD support options.	

Table 1: UCD CEMS Tutor-Student Conversational Framework, adapted from Prunuske and Chadwell (2014).

PROMPTS*



Student Issues & Concerns

- Do you have any specific concerns you would like to address today?



Goal Setting

- Discuss your CEMS mind-map.
- What aspects of veterinary are you most interested in?
- What is the goal? What do you hope to gain by developing this area?
- Which Day 1 Competencies / MVB Programme Outcomes do you think you need to develop further to achieve your ambitions?



Planning

- What opportunities are open to you now for planning / booking placements?
- What would be useful milestones to set this year to ensure you are on track to meet your CEMS goals and requirements?
- Considering final year demands and NAVLE study times, have you enough CEMS planned in advance of final year?
- Specifically, what are you going to do to achieve your CEMS goals this year?
- What would be a realistic time-scale to implement these goals?
- Have you checked your CEMS record in MyPlacement in SiSWeb? Is your record up to date and accurate? If not, contact the CEMS administrator. Ensure all your MyProgress forms have been completed and correctly submitted.
- If you are having difficulty finding CEMS placements, adopt a positive mindset. What can you do to solve this problem? What possible options are open to you?

* Cottrell (2021), Prunuske and Chadwell (2014), Dochy et al. (2022)



Motivation

- Consider your learning journey on the programme to date, what are your own strengths?
- I think there are many demands on your time right now, assessment deadlines, study plans etc., is this true for you? You are not alone, try not to put things off, what can you do to make space and time in your schedule to plan for CEMS? Can you block 1hr in our diary to research placements and send emails this week for example?
- For some students, the decisions they make on CEMS will allow them to develop a profile that will help them in career aspirations. What type of placements would help you to achieve your own career goals?
- Aspire - ultimately you are in control of your CEMS journey, use your time wisely. What are your ambitions and aspirations post-graduation?



Academic / Personal Balance

- Do you have support or are aware of supports available to you from UCD?



Professionalism

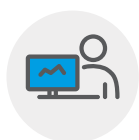
- How well have you engaged with your CEMS activities? (Attendance, preparedness etc.)
- Have you read the AVS CEMS students guide? What tips did you find useful in that resource?



Learning Strategies

- What has been working well for you on placement?
- Clinical practice relies on good communication and good interactions with co-workers. How did you find working in team environments or hierarchical environments? Were there times you were able to use good communication to increase your involvement in a situation or communicate your point? Were there times that you felt that communication played a part in you not doing well in a situation perhaps?

- Tell me more about a learning opportunity you had that supported your learning? Why do you think that opportunity came about?
- Were there any situations on placement where you found that something unexpected happened and you were able to be agile in that situation? Tell me about that experience and your interactions with the team.
- What learning issues have you encountered? How have you tried to address these issues? How successful was your approach?
- Who else needs to know about your CEMS plan / learning objectives, so they can support / encourage you, and to provide appropriate learning opportunities? How can you communicate this to your CEMS supervisor?



Reflection

- Have you checked your CEMS plans are on track? Have you reviewed your MyPlacements record on SiSWeb?
- Are your CEMS forms returned within 30 days? If not, what strategies have you used to ensure your placement provider returned the form on time?
- How have you evaluated your learning on CEMS?

Critical event / incident Reflection

This could be a positive or negative event. Consider confidentiality – 3rd party individuals are de-identified. *You may wish to refer certain situations directly to the CEMS Module Coordinator.* Cottrell (2021, p. 284) suggests the following template is helpful to discuss and reflect on critical events.

- **Context** – what was the background?
- **What happened?** – What occurred during the incident / event? Provide a brief summary.
- **Your role** – What did you do/say? What was the impact of this?
- **Immediate response** – How did you react at key moments during the incident? How did you interpret what was going on during it, and immediately afterwards?
- **Outcomes** – What were the outcomes or consequences of your actions (positive or not)?
- **Feelings** – How did you feel before, during and after?
- **Alternatives** – What alternative actions could you have taken?
- **Lessons** – What have you learnt from this incident / event that will be of use to you in future
- **Difference** – How might you prepare and / or act differently when dealing with a similar situation in future/? What difference do you think that would make?
- **Application** – How have I applied learning from this event (if at all)?



Career Planning

- What are your thoughts about your future career and what steps are you currently taking to explore opportunities in your areas of interest?
- Have you considered other alternative veterinary career paths?



Times of Crisis

See appendix A. It is important to know your own boundaries and expectations as a CEMS tutor. There are a range of support services in UCD available to students that tutors can refer to who are professional training to deal with certain situations. See appendix A of the CEMS tutor handbook.

- That must be really difficult for you. I am so sorry and I am very sympathetic to your situation. I'm not an expert in this area. However, there are supports available in the University that can help you. Have you considered speaking to...
- My heart goes out to you. Have you got support? Don't forget there are many supports available in the University that can help you.

When to refer

As a tutor, you are not expected to single-handedly deal with all of the issues that students may approach you about; you are there to be a point of contact to provide advice (if you feel confident doing so in the specific situation), or - more commonly to guide the student to where they can obtain any particular support that they may require.

When to refer to the CEMS Module Coordinator

Dr Catherine McAloon

- Concerns that a student will not meet their CEMS requirements
- General queries about the CEMS tutor initiative
- General clarification queries about the CEMS module
- Critical incidents students wish to discuss further - please note that any complaints against a placement host can only be dealt with by the module coordinator. If the student has had a negative experience that causes concern possibly for other students visiting that placement in the future, the student should be advised to follow up with the MC directly to discuss the issue further.

When to refer to the CEMS Administrator

Belinda Whitby

- Students having difficulties accessing or using MyPlacements or MyProgress
- Any query on their CEMS record (complete, incomplete)
- If a student has extenuating circumstances that must be applied for (sickness, rescheduling etc.)
- If they want to change anything about a placement e.g. date
- Placements in France that require internship agreements
- Hong Kong Jockey Club placements, 3rd year GE /4th year MVB students onwards only

- It is important to note that you are not responsible for signing off CEMS placement requests or supervisor placement feedback via UCD InfoHub and MyProgress. This task is undertaken by the CEMS module administrator.

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When to refer to the CEMS Tutor Administrator

Michelle Purcell

- If a student does not engage with the tutor scheme
- You require student feedback records from MyProgress or student placement records from MyPlacements
- Any queries related to the CEMS Tutor MyProgress form

When to refer to the School Student Adviser

Dr Niamh Nestor

Specifically, issues that come up regularly for discussion with the Student Adviser are:

- Stress and anxiety relating to study and exams
- Mental health difficulties and mental ill health
- Bereavement and loss
- Friendship/relationship concerns
- Accommodation concerns
- Financial concerns
- Loneliness and homesickness
- Issues on placement

- Leave of absence/thoughts of withdrawal
- Abuse, including physical, emotional, sexual; and domestic violence
- Disciplinary issues

Generally, it is up to the CEMS tutor when s/he would like to refer. If a student trusts you with an issue, then that is a positive sign. If you do not feel equipped to discuss their issue, it is absolutely ok to say that and to recommend they seek additional support.

Please see appendix A of the CEMS Tutor handbook for further details about support options.

NEED HELP WHILE ON PLACEMENT?

Here are some contacts that may help you:

UCD Veterinary Medicine programme Office:..... 01 716 6100 | vetprogrammes@ucd.ie

Pre-clinical EMS/Veterinary

Nursing placements:..... Contact your placement supervisor

**CEMS (not for pre-clinical EMS/
Veterinary Nursing placements):**..... ems@ucd.ie

Veterinary Student Adviser:..... 01 716 6085 / 087 109 5589

UCD Access and Lifelong Learning:..... 01 716 7123 | www.ucd.ie/all/

UCD Student Health and Counselling:..... 01 716 3133 | www.ucd.ie/stuhealth/

UCD Chaplaincy:..... www.ucd.ie/chaplaincy/

UCD Students' Union:..... www.ucdsu.ie/

Samaritans (24-hour helpline):..... 116 123

50808 - Text About It (24-hour text helpline):..... Text 50808 | <https://text50808.ie/>

**Pieta House (suicide and self-harm prevention;
24-hour helpline):**..... 1800 247 247

Dublin Rape Crisis Centre (24-hour helpline):..... 1800 778 888

LGBTQ+ Helpline:..... 1890 929 539

Niteline (listening service run by students):..... 1800 793 793 | <https://niteline.ie/>

Image 2: Card given to all students for support details they may require while on placements

References

1. Cottrell, S. (2021) *Skills for Success*, Personal Development and Employability. 4th edn. London: MacMillan Education.
2. Dochy, F., Gijbels, D., Segers, M. and Bossche Van Den, P. (eds.) (2022) *Theories of Workplace Learning in Changing Times*. 2nd edn. New York: Routledge.
3. King, E., Turpin, M., Green, W. and Schull, D. (2019) 'Learning to interact and interacting to learn: a substantive theory of clinical workplace learning for diverse cohorts'. *Advances in Health Sciences Education*. 24:691-706.
4. Prunuske, J. and Chadwell, M. (2014) 'Medical Student Mentoring Guide'. MedEdPortal The Journal of Teaching and Learning Resources. DOI:10.15766/mep_2374-8265.9861.
5. White, C B., Gruppen, L D., Fantone, J C. (2014) 'Self-regulated learning in medical education', in Swanwick, T. (ed.) *Understanding Medical Education Evidence, Theory and Practice*. 2nd edn. Wiley Blackwell, pp. 201-211.



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