Staying in touch

Abbeydale Vet Nurse Training brings VCA stream to BVNA Congress 2024

Abbeydale Vet Nurse Training is excited to announce its participation in the British Veterinary Nursing Association (BVNA) Congress 2024. As part of this prestigious event, Abbeydale is delivering a dedicated Veterinary Care Assistant (VCA) stream to enhance the learning experience for these valued members of the veterinary team and those who want to find out more about the role.

The role of a Veterinary Care Assistant (VCA) is crucial to the smooth functioning of a veterinary practice. Through the series we want to look at the role and how it can enhance a team

We are hoping to both inspire and educate the whole team during this stream and we will also be available to help answer any questions or if you just want to say hello.

Abbeydale runs the Level 2 Diploma in Veterinary Nurse Assistant course for both Small Animal and Equine.
Visit our website or call us for more details.

CONGRESS 2024
BVNA British Veterinary Nursing Association
Fri 11 - Sun 13 October
Telford International Centre
www.bvna.org.uk/congress

COALPORT 1

VETERINARY CARE ASSISTANTS
Sponsored by Abbeydale Vetlink

08:45-09:45
The role of the VCA within the veterinary team

EXHIBITION OPENS
10:15-11:15
Why is knowledge of A & P important when monitoring the patient

11:45-12:45
First aid for the VCA

13:45-14:45
Principles of medical care of the patient

15:15-16:15
Assisting with GA monitoring and recovery

Resilience: The Model of Pushing Through

In the previous editions, we have introduced resilience in veterinary nurse education.

Edition 10 of the Staying in Touch Newsletter introduced resilience and the requirements for all members of the nursing team to develop resilience to ensure prosperity, health, and longevity in the profession. In edition 11 a brief overview of models and the 5 pillars of resilience were introduced. In this edition, we are going to introduce the Model of Pushing Through.

The Model of Pushing Through was created in 2015 by Reyes et al. (2015) for use in the human nursing profession following detailed reflection and analysis into the understanding and personification of resilience. The study was undertaken because the authors were aware that stress has a significant impact and effect on the health and wellbeing of students, whilst affecting academic progress and performance. Pushing through is:

> *"competing demands of the nursing program and their extracurricular activities/demands, e.g. family, leisure, self-care, social pressures, student problems, risk factors (health and disease)"*
> *(Reyes et al, 2015)*

Veterinary nurse educators with an awareness that resilience can be developed are vital to achieving positive learning outcomes. Reyes et al. (2015) believe that resilience development should be integrated into the nursing education curriculum and should be viewed as a preventative strategy that potentially inhibits the debilitating effects of chronic stress. It is suggested that resilience links to and is related to learners' academic success and self-esteem. However, there is an overall lack of description of resilience and how resilience is understood in many professions.

The model of pushing through has 3 phases:

Phase 1 – Stepping into	Phase 2 – Staying the course	Phase 3 - Acknowledging
• Seeking clarity • Anchoring	• Broadening perspectives • Prioritising • Collaborating • Releasing	• Acknowledging • Recognising • Contributing • Re-immersing

Phase 1 – 'stepping into' is a new or different experience that requires the learner to develop a new set of skills, way of thinking and acting to cope successfully. Unfamiliarity of a situation or activity can cause anxiety for some people. It is in this phase that the learner seeks clarity and starts to develop 'anchoring' by obtaining information to assist them in completing the task. Anchoring is holding to certain beliefs and values to cope with encountering adversity e.g. positive self-talk. It is during this phase that certain responses are adapted to be able to progress to phase 2.

Phase 2 – is when the learner develops an awareness that sustained and continued actions are required to achieve the desired or set goal. This phase is when strategies are implemented to withstand setbacks and challenges.

Phase 3 – is an awareness of one's self-transformation because of experiencing adversity. The learner becomes accustomed to recognising (identifying, reflecting, evaluating); contributing (sharing their transformation with others); re-immersing (being prepared and ready to step into new challenges and a willing to engage rather than avoid pushing through new or different challenges in life.

All 3 phases are interconnected. They are not linear, but a dynamic and iterative process (doing something time and time again).

In Phase 2 the learner may disengage/de-focus/disconnect which is often a transient period. Often adverse situations that cause or prevent them from seeking help and connecting with others, such as unhealthy recreational activities, high workload etc will affect and impact progression at this phase. The learner may immobilise due to reactions such as exhaustion e.g. continued adversities, they may find themselves feeling stuck and losing their sense of optimism.

Is mindset something that is acquired once we have developed a robust skillset?
This may bear some truth, but a skill set can only be obtained when there is desire and motivation, enthusiasm, engagement, collaboration communication and mutual respect for others.
Eventually, the learner becomes accustomed to recognising (identifying, reflecting, evaluating); contributing (sharing the student's transformation with others); re-immersing (being prepared & ready to step) into new challenges and a willing to engage rather than avoid pushing through new or tackling new and different challenges in life.

Pushing through suggests resilience is a process, however, it is not linear, and it is not an unhindered process. Those defocusing, disconnecting and immobilising, not necessarily a lack of resilience but part of their resilience experience will continue in the cycle of phase 2. Resilience is a complex phenomenon.
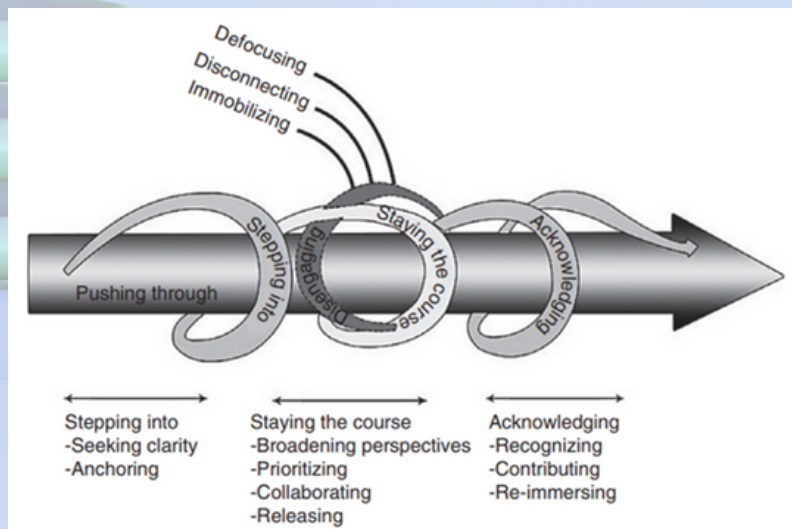
For the educators/tutors at Abbeydale, this theory provides a strength-based perspective to support learners. Otherwise, any learning support or intervention may be limited to problem-based or deficit-focused strategies applied haphazardly. We believe that this model is useful to clinical supervisors/coaches when mentoring learners in the workplace.

Reference:
Reyes A.T., Andrusyszyn M.A., Iwasiw C., Forchuk C. & Babenko-Mould Y. (2015) Nursing students' understanding and enactment of resilience: a grounded theory study. Journal of Advanced Nursing. 71(11), pp 2622–2633

Next newsletter: Barriers to implementation of 'pushing through'; the impact of resilience of learning outcomes.

GEMMA BROWN ASPIRATION MEMORIAL AWARD

Last year, we lost Gemma Brown, a student from Abbeydale. In her memory, we have introduced the Gemma Brown Aspiration Memorial Award. This award aims to acknowledge the significance of overcoming challenges, both academically and personally, to reach one's goals. It is an internal award assessed by Kirsty & Sam every August. Additionally, a 'roll of honour' will be displayed at Abbeydale, and each student will be presented with a small keepsake.

IMPORTANT DATES

Autumn term starts 2nd September

7th October- application deadline for Jan-25 DipVN cohort

8th-11th October- written exam week

28th October- guided study week

9th/10th November OSCEs @ Abbeydale

Abbeydale
VET NURSE TRAINING

Momentwm Consulting

OUR AWESOME SPEAKER

RUTH WOOTTON
MOMENTWM CONSULTING

DATES FOR 2024

Tuesday 17th September 6-8 pm, in-person event
Wednesday 13th November 6-8 pm, online

2024
CLINICAL COACH STANDARDISATION EVENTS

Topic 's include

Coaching students to be independent learners and Abbeydale updates

RESERVE YOUR SPOT TODAY BY VISITING OUR WEBSITE: VETNURSETRAINING.CO.UK.

Just two remaining events for 2024

What is academic integrity?

According to the founder of the International Center of Academic Integrity (ICAI), Don McCabe, academic integrity is described as the fundamental values of academic integrity as responsibility, trust, respect, fairness and courage (ICAI, 2014) and a persistent commitment to these values. It is reasonably easy to define academic integrity as not copying someone else's work (plagiarism), not engaging in artificial intelligence (AI) writing and not contract cheating. It is harder to define and apply it in working and actionable situations.

Academic integrity is a hot topic in education currently and it is likely to remain a prominent conversation for many years to come.

Education has seen a significant increase in the availability of online cheating services, and it has been reported that 20% of learners are engaging in online cheating, 11% admit to using file-sharing sites (uploading and selling assignments), and 8% of learners admit to cheating. This is an international and domestic problem with a surge in popularity and many online cheating platforms (Hackett and Overdevest, 2024). Engineering, nursing and IT industries are reported to have a higher incidence rate (Hackett and Overdevest, 2024).

What is of significant concern is a dramatic increase in the number of commercial cheating companies that have been significantly targeting learners at further education (FE) and higher education (HE) levels. Once the learner has engaged with one of these sites their IP address is shared unbeknown to them to others on the dark web. This has resulted in learners being blackmailed and threatened by the companies to inform the learners' college, university and/or employer of the academic indiscretion. There are recruiters actively trying to engage learner's social media sites such as Instagram and TikTok as well as algorithms that monitor and track your activities.

**Why do learners approach one of these sites?**

Most of the time students approach a site because they are feeling the pressure of deadlines. Also, students may approach a site like these because they are uncertain about how to structure an assignment and their writing and research skills. Not only do these sites offer assignment writing services, but they also are known to offer proofreading services.

There are also sites available such as Course Hero where learners can upload their assignments for others to view and see.

Key threats to academic integrity

Threats to academic integrity affect not only the individual learner they also affect the following stakeholders:

What can or should we do about academic integrity?

At Abbeydale we feel that academic integrity is essential, it also aligns with the core values of the RCVS Code of Professional Conduct. It must be a persistent set of upheld values and not just a definition.

(Hackett, 2024)
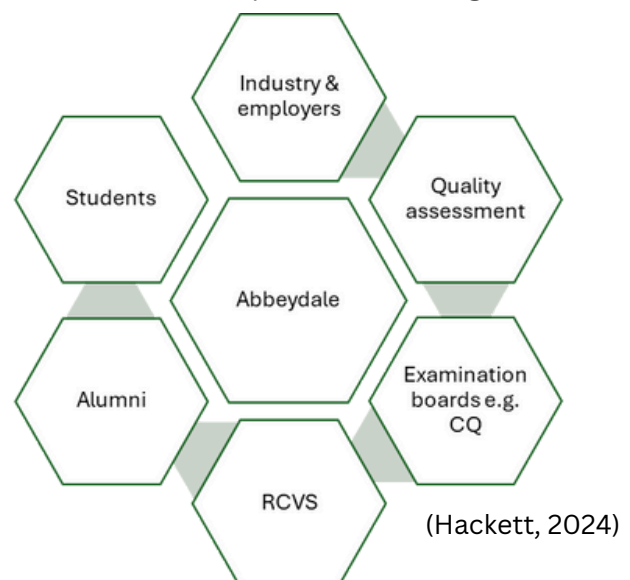
According to ICAI (2020), the key values of academic integrity can be achieved by all parties (learners and educators) in the following ways:

1. Honesty: by being truthful, giving credit to original authors, and providing facts
2. Trust: providing transparency, trusting others, giving credit to original authors
3. Fairness: consistently applying rules, engaging with others, and taking full responsibility for our actions
4. Respect: receive and act upon feedback, accept others' perspectives recognise the impacts of our actions and words on others
5. Responsibility: follow college/employer/institutional rules and conduct codes, engage in challenging conversations, and model good behaviour during studies
6. Courage: take a stand to address academic wrongdoing, be steadfast in defending integrity, and face the challenges posed for something you believe strongly in (ICAI, 2014)
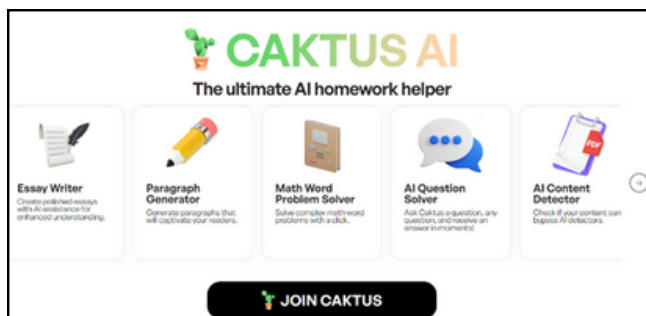
It is also essential to increase collaboration between all parties to ensure that academic cheating is openly discussed, and any research is shared. There are several sites of specific concern to educational establishments which are below:

·Caktus AI
·Plagiarism Free
·Assignment Help and Services
·Cec
·Elite Essays
·Issa Essay Writers
·Plagiarism Tree
·Ruth Writers
·Top Writers
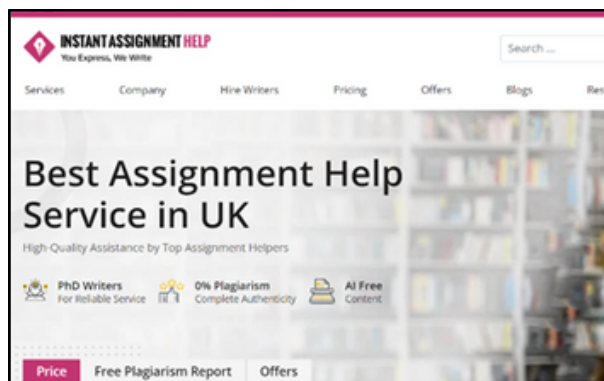
This list will always be changing and will become quite quickly outdated. It would be remiss to not acknowledge how useful AI sites can be to all, but we must also be aware of the challenges and real dangers of engagement and their use.

Because of these advancements in GenAI, we are likely to see some significant changes to all qualifications and methods of assessment in the next couple of years. If you have a learner who is struggling with reading, research, and writing, please get in touch with any tutor at Abbeydale and we will be happy to help you.

References
Hackett, S. and Overdevest, Y. (2024) Academic integrity: outcomes of the enqa working group. ENQA. Accessed 12th July, 2024. Available at: https://www.enqa.eu/wp-content/uploads/Academic-Integrity_Sue-Hackett-and-Yvonne-Overdevest.pdf
Fundamentals of academic integrity. (2014). International Centre for Academic Integrity. Available at: https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf