

Veterinary Practice Training Newsletter

# TP Times



June 2024

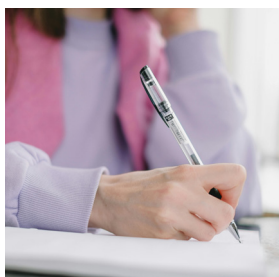
**Spotlight on...**  
The College of Animal  
Welfare's County  
Durham centre

**Just For Fun...**

Test your knowledge and  
enter our prize competition  
to win a place on a one day  
virtual congress!



Maximising Employee  
Performance



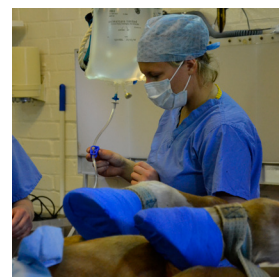
Referencing Tips for  
the Level 3 VN Diploma



Reflective Journal –  
Nursing in Costa Rica



Reception Skills in  
Veterinary Practice



Equine Veterinary  
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# Welcome to the June issue...

Thank you for all the great feedback we have received so far since the relaunch of TP Times earlier in the year.

Congratulations to Angeline Theo who correctly solved the anagram in the last issue to give the answer of Pneumothorax, winning a bandaging bundle kindly donated by Millpledge Veterinary. Don't forget to enter this issue's competition on page 22 to be in with a chance of winning a place on one of The College of Animal Welfare's one day congresses.

We have a number of articles this issue which we hope you find interesting – veterinary reception skills, preventing dry eye in a hospitalised patient, equine veterinary nursing and a more general article on how to maximise employee performance; one for anyone who leads or manages a team to read!

As always, if there are articles or any other items that you wish to see, please let us know ([tptimes@caw.ac.uk](mailto:tptimes@caw.ac.uk)) as we really want this publication to be full of information that is useful to you, whatever your role in the practice team.

Alison German RVN  
Editor, TP Times

## Leadership and Management Webinars at CAW

The College of Animal Welfare is running a series of leadership and management webinars throughout 2024/5 designed to help those working in veterinary practice to build their confidence in leading and managing teams.

Each session exploring a different facet of workplace leadership, from effective communication, mastering meetings and problem solving, to conflict management and navigating change, these webinars delve into critical skills for effective leadership.

- 06/06/24 – Empowering Growth: Coaching, mentoring and staff development
- 18/06/24 – Harmonising the Workplace: Mastering conflict and managing stress
- 25/07/24 – Navigating Change: Strategies for effective change management
- 08/08/24 – Project Management
- 22/08/24 – Leading with Efficiency and Effectiveness: Navigating team dynamics
- 26/09/24 – Operational Excellence: Management and objective setting
- 24/10/24 – Impactful Briefings and Presentations
- 13/11/24 – Self-Growth in a Professional World: A webinar on personal development
- 11/12/24 – Understanding and Managing Finances
- 15/01/25 – Mastering Meetings: Effective meeting management
- 12/02/25 – Decoding Problems: Effective techniques for problem solving

Each webinar will run from 9:30am to 12:30pm for just £20+VAT per session. [Find out more and book a place online here.](#)

## CAW Launches FREE Veterinary Nursing OSCEs in Virtual Reality!

The College of Animal Welfare (CAW) is excited to announce that all CAW veterinary nursing students have now been granted a free licence to download its new virtual reality (VR) software onto a VR headset to help with their OSCE preparation. This initiative is part of its ongoing commitment to provide innovative and forward-thinking ways to support students in their learning.



The new technology has been trialled at the College by selected groups of students over the past year and is now being rolled out to all diploma and undergraduate students.

Final year BSc Veterinary Nursing student, Heather Bruce, is one of the students who has experienced the software, *“The VR headsets have been a great addition to my revision for my final year exams. They have allowed me to practise OSCE tasks at any time from the*

*comfort of my own home. The headsets are simple and easy to use, giving me confidence that I am still able to revise my practical skills, even if I am not in practice.”*

A team of developers have meticulously designed the software to simulate various OSCE scenarios covering both small animal and equine tasks used in OSCE examinations. This provides students with an opportunity to practise and hone their clinical skills in a risk-free, immersive environment. The software not only teaches students the steps required to successfully pass each task, it also provides students with the ability to undertake mock tests and see how they perform, highlighting to them any steps they may have missed, to help with future learning.

Whilst it is not a mandatory part of the course, the licence will allow CAW students to access it free of charge for the duration of their programme should they have a VR headset and wish to utilise it.

Leslie Heaton-Smith, Vice-Principal Corporate Services at The College of Animal Welfare commented, *“For someone like me who does not game, the whole VR experience is an absolutely incredible experience!”* He added that *“Interest has been high in licensing the system especially from overseas academic institutions and we have already started selling licenses.”*

The College is proud to be leading the way in integrating virtual reality into veterinary nurse education and is looking forward to seeing the outcomes for its students of this exciting advancement.



## LOOKING TO ADVERTISE IN TP TIMES?

We have a limited number of advertising opportunities with competitive rates.

Please email Alison German on [tptimes@caw.ac.uk](mailto:tptimes@caw.ac.uk) for a media pack.

## 2024 RCVS Council and VN Council election results

Congratulations to the veterinary surgeons and veterinary nurses who have been elected to the Royal College of Veterinary Surgeons (RCVS) Council and the RCVS Veterinary Nurses Council following the 2024 RCVS elections.

The three candidates elected for four-year terms to the RCVS Council were Dr Zara Kennedy MRCVS, Dr Sinead Bennett MRCVS and Professor David Barrett FRCVS.

The two candidates elected for three-year terms to the RCVS Veterinary Nurses Council are Kirsty Young RVN and Susan Howarth RVN.

Their terms will start at this year's RCVS Annual General Meeting on Friday 5 July 2024.

## RCVS Publishes New Guidance on the Compulsory Microchipping of Cats

Following the introduction of legislation in England, the RCVS Standards Committee has taken the decision to publish new guidance on the compulsory microchipping of cats.

From 10 June 2024 keepers of cats older than 20 weeks in England will have to ensure that their cat is microchipped. Guidance has also been added around scanning for a microchip where a healthy cat is presented for euthanasia and there are no other welfare concerns.

The [supporting guidance](#) can be found in chapter 29 'small animal microchips' and chapter 8 'euthanasia of animals' of the Code of Professional Conduct.

## BVNA Announces Candidates for its 2024 Council Election

The British Veterinary Nursing Association (BVNA) have announced the seven candidates who have been nominated by members to stand for election, onto the three Full (RVN) seats available. Voting will open to BVNA members on Monday 3rd June 2024, closing at midday on Friday 28th June 2024.

The 2024 candidates are:

- Simone Bennett RVN
- Jessica Bold RVN
- Chloé Carpenter RVN
- Hamish Morrin RVN
- Amber Smith RVN
- Helen Stewart RVN
- Leanne Walsh RVN

More information about each candidate including their profile and manifesto can be found on the BVNA website.

The results of the election will be announced during July, with successful candidates ratified at the BVNA AGM at BVNA Congress, on Sunday 13th October 2024.

BVNA President Lyndsay Hughes commented: *"I am delighted that seven RVNs have been put forwards to stand for our Council elections this year. I would like to thank all candidates for having the courage and dedication to our profession in order to do so. It is an exciting time to be part of BVNA Council, and the successful candidates who join us will be part of our work to shape the future of the veterinary nursing profession."*

*Our members have the power to be a part of this, by voting for the individuals that they feel will best represent our profession on BVNA Council for the next three years. Please take the time to read all candidates' manifestos, and vote when polling opens on 3rd June."*

## The College of Animal Welfare Celebrates matrix Re-accreditation!

The College of Animal Welfare (CAW) are thrilled to announce that they successfully achieved matrix re-accreditation following a comprehensive assessment carried out between the 15-18 April 2024. This achievement underscores a commitment to delivering exceptional information, advice and guidance (IAG) to students, employers and those looking to study with them.

The matrix Standard is a prestigious benchmark for organisations to assess and measure their IAG services. Achieving this re-accreditation is a testament to the high standards the College strive to uphold; ensuring that its services are accessible, effectively managed, and of the highest quality.

During the assessment, the assessor noted that staff at the College are well qualified for their roles and that they are passionate about supporting students in a manner that is tailored to their individual needs. The commitment to providing high quality and effective student focussed IAG was demonstrated by the senior leadership team and down through the organisation.

College Principal, Barbara Cooper, commented *"I am thrilled to celebrate our matrix accreditation. The report highlighted several key aspects of our approach: our dedication to recognising and addressing the diverse needs of our students, our clear communication of IAG to stakeholders, and the ongoing support provided throughout our students' educational journey. Furthermore, our students themselves have praised our comprehensive approach to welfare, safeguarding, and career-focused IAG. This recognition marks our commitment to, not only meet, but exceed the expectations of our college community."*

As the College celebrates this achievement, they look to the future by building on the strengths identified and considering the development suggestions. They would like to thank all staff, students, employers and partners for their hard work and commitment, and contribution during the assessment.



## Start Training as a Veterinary Nurse At Any Time!

Did you know, if you are already working in an Royal College of Veterinary Surgeons (RCVS) approved training practice and meet the academic entry requirements, you can now enrol with The College of Animal Welfare and start the Level 3 Diploma in Veterinary Nursing (Companion Animal) at any time at most of the CAW centres?

Once enrolled with the RCVS and VetSkill, you can start pre course activities and logging your practice hours before your classroom (virtual or in centre) lessons begin.

Pre course activities include course induction, preparing for study, Nursing Progress Log (NPL) guidance, health and safety, anatomy and physiology, and policies and responsibilities i.e. Code of Conduct, Fitness to Practise.

Find out more and apply for the [Level 3 Diploma in Veterinary Nursing](#).

## Spotlight on... County Durham!

In this issue of TP Times we take a look at another of The College of Animal Welfare's satellite centres; this time our County Durham centre.

Our County Durham centre opened in 2021 inside Wear Referrals, a multidisciplinary veterinary referral hospital in the North of England. The award-winning hospital boasts state-of-the-art facilities across multiple disciplines including four operating theatres, an intensive care unit (ICU), cardiology suite, imaging suite, MRI scanner, ultrasound, CT, endoscopy, fluoroscopy, arthroscopy, laparoscopy, thoracoscopy and hydrotherapy facilities.



The centre runs the companion animal VetSkill Level 3 Diploma in Veterinary Nursing and Veterinary Nursing (Level 3) Apprenticeship on a day release basis. Students can start in either January, April, July or October. Students will undertake virtual blended learning (weekly lessons via our online classroom and coming into centre for practical training days - approximately 10 throughout the programme).

[View The College of Animal Welfare Veterinary Nursing courses.](#)

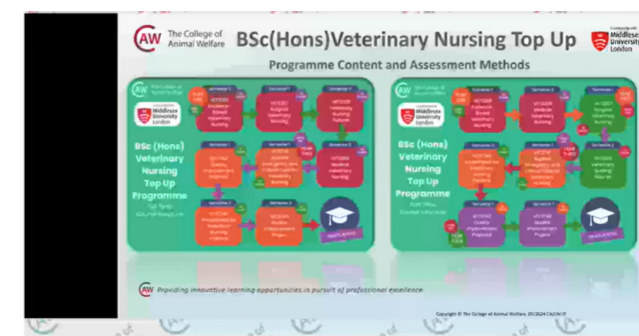
## Considering Topping-Up your Veterinary Nursing Diploma to a Degree and Missed our Open Evening?

The College of Animal Welfare's [BSc \(Hons\) Veterinary Nursing Top-Up degree programme](#), awarded by Middlesex University, is open for applications to start in September 2024 (subject to RCVS revalidation).

The programme is delivered via distance learning and can be studied on a full-time or part-time basis. You will undertake live online lessons in a virtual classroom and complete online learning activities. The good news for some is that there are no exams! Instead assessment is carried out by written coursework, case studies, presentations and reflective pieces.

Throughout the programme you'll develop skills in critical evaluation, academic writing and complex decision making. You will undertake the following modules: Evidence Based Veterinary Nursing, Surgical Veterinary Nursing, Medical Veterinary Nursing, Veterinary Nursing Futures, Anaesthesia for Veterinary Nursing Practice, Applied Emergency and Critical Care for Veterinary Nursing and a Quality Improvement Project.

On Wednesday 15 May we held a virtual open evening, if you are interested in the programme and were unable to attend, you can click on the video image to watch the recording - you can meet the programme tutors and some current students talking about how they balance work, life and study; truly inspiring!



Top Up Virtual Open Evening 15 05 24

CAW Video  
451 subscribers

Subscribe

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# Referencing Tips

## For the Level 3 Diploma in Veterinary Nursing Assignments

By Virginia Fletcher DipAVN (Medical) RVN  
Deputy Internal Moderator/Verifier, The College of Animal Welfare

*Referencing refers to the process of acknowledging the work of the different authors used when writing an assignment. It allows the reader to find the sources you have included so that they can verify the points in your discussion.*

The references used within your work demonstrate that your work comes from an evidence base. Using references correctly will help you to:

- Demonstrate your research and wider reading
- Provide an evidence base for your ideas
- Avoid plagiarism
- Potentially increase your marks

Harvard referencing is often the choice of style for many academic institutions. This style of referencing identifies the author, date of publication and source of the reference. Harvard referencing includes in-text citations and a corresponding reference list in alphabetical order.

### Choosing sources

You should always use academic sources for your assignments. These sources should be less than ten years old and ideally, peer reviewed. Journal articles found in *The Veterinary Nurse* or *The Veterinary Nursing journal* are a good place to start.

Avoid using unverified web pages, newspapers, pet magazines, television news channels and practice information. Your tutor may be able to suggest

some good sources.

### Common knowledge

Common knowledge refers to dates, events, information, and facts that would be expected to be known by someone studying a specific topic, or information that is known by the majority of people. Common knowledge does not need to be referenced. To decide if you might need to reference consider:

- What did I know about this before I started the course?
- Where did this information come from?

Examples of common knowledge include:

- England won the World Cup in 1966
- A Border Collie will herd.
- Cats chase mice.
- Rottweilers are black and tan.
- Penguins come from the Antarctic.

### Anecdotal evidence

Stories from practice can be interesting, especially when discussing potential ethical challenges and cases for assignments. However, it is important that you do not use these as reference sources as they cannot be verified. Experiences and opinions are important within academic writing as they help to demonstrate further knowledge and encourage you to reflect but be sure to back up your views

with appropriate academic sources. If you discuss a case from practice always include a patient identification number and avoid including any client details.

### Using citations within your work

There are many ways to include citations within your assignments. Citations should always include the following:

- Author(s) or editor(s) surname or family name
- Year of publication

In-text citations give brief details of the work you are referencing within your assignment. These citations should be linked to the full reference in the list at the end of the assignment.

If your citation is referring to a complete source, or refers to ideas from an entire source, then you would just use the author and date details.

For example:

The development of diabetic cataracts can result in a sudden loss of vision and be a cause of distress for all involved (Foote, 2022).

Or,

Foote (2022) states that the development of diabetic cataracts can result in a sudden loss of vision and be a cause of distress for all involved.

**Reference:** Foote, A. (2020). 'The role of veterinary nurses in canine cataracts', *The Veterinary Nurse*, 13 (4), pp. 155-200 Available at: <https://doi-org.ezproxy.caw.ac.uk:2443/10.12968/vetn.2022.13.4.168>

### Direct quotations

When using direct quotations, you need to include the page number. Direct quotations are discouraged as they do not allow you to demonstrate your own understanding and interpretation of the topic.

For example:

Defries (2020, p. 24) states that 'the term whistleblowing is used when an employee raises concerns over an act or acts of wrongdoing they believe to be going on in their workplace'.

### Paraphrasing

Paraphrasing means expressing someone else's work in your own words to demonstrate your own understanding or to provide clarity to the information provided. It is important that you include a citation and a reference. Take care to not change the original author's meaning.

Example: original text

Adder and stinging insects are more active in the warmer months, so bites and stings are a potential risk as people and pets spend more time outdoors in the warm weather (Bates, 2022).

Example: paraphrased text

In warmer weather, clients and their pets spend more time outside. This may result in an increase in cases of insect stings and bites from adders (Bates, 2022).

**Reference:** Bates, N. (2022) 'Summer poisoning hazards to pets', *The Veterinary Nurse*, 13 (5), p. 203 Available at: <https://doi-org.ezproxy.caw.ac.uk:2443/10.12968/vetn.2022.13.5.225>

Remember you may lose marks for lack of paraphrasing within your work.

### Final words

Be sure to follow the guidance provided by the academic institution regarding the referencing but Harvard referencing is good place to start.

Take care not to over reference; use the sources to support your views but you don't need to reference everything. Overuse of references will prevent you from including sufficient detail and use up your word count.

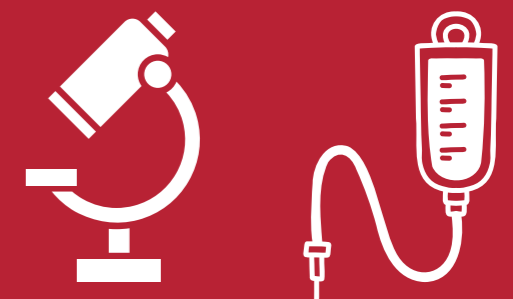
Looking for different sources for your assignments can be incredibly rewarding. It will help to expand your own knowledge and can influence nursing care.

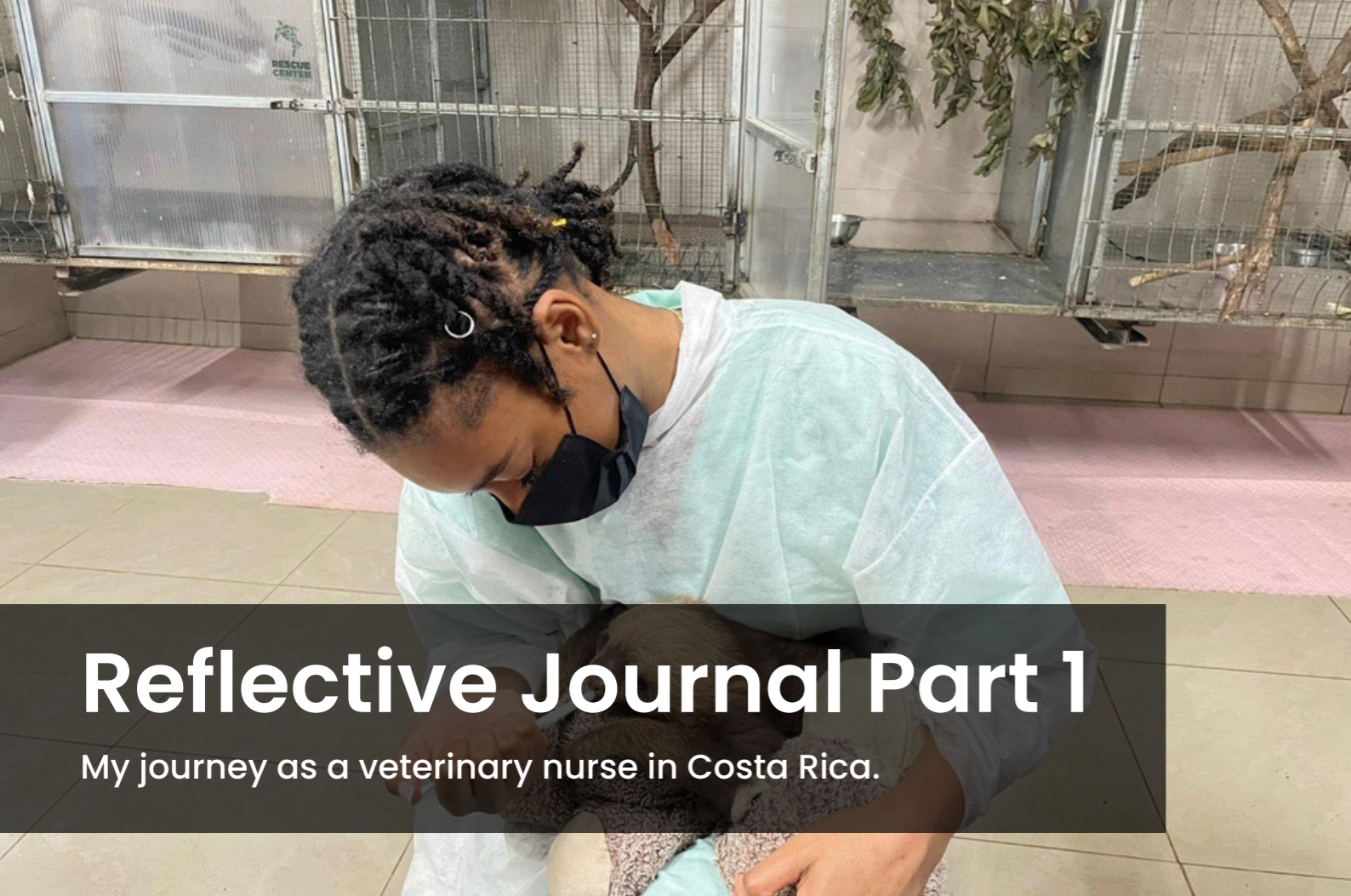
## Does your practice have equipment that is no longer needed?

The College of Animal Welfare would be very grateful of any donations to help with student training...

- Anaesthetic machines
- E/T tubes
- Anaesthetic circuits
- Out-of-date fluid bags
- Centrifuges
- Autoclaves (do not need to be working)
- Microscopes
- Drip pumps

If you have any equipment you think could help, please contact Frank Taylor ([ftaylor@caw.ac.uk](mailto:ftaylor@caw.ac.uk)) or Alison Simpson ([asimpson@caw.ac.uk](mailto:asimpson@caw.ac.uk)).





# Reflective Journal Part 1

My journey as a veterinary nurse in Costa Rica.

By Renae Crossgell  
Final Year Student, BSc (Hons) Veterinary Nursing Student at Middlesex University/The College of Animal Welfare

*Thank you to final year, BSc (Hons) Veterinary Nursing student, Renae Crossgell, for allowing us to share her reflective diary over the coming issues of TP Times. Renae chose International Veterinary Nursing as one of her elective modules, and was lucky enough to have been able to spend some time at a wildlife rescue centre in Costa Rica a few months ago. We hope you enjoy reading about Renae's adventures!...*

## Introduction

For the International Veterinary Nursing module, I chose to explore veterinary nursing in Costa Rica by undertaking a placement in a wildlife rescue centre hospital south of the country. I selected this location as I want to eventually pursue a career in zoo nursing and Costa Rica is home to about 6% of the world's biodiversity. I knew this meant that I could gain exposure to a variety of new species that I possibly wouldn't have the chance to work with in the UK.

In preparation for my future ambitions, I believe that it is important for me to gain both clinical experience with exotic species as well as an insight into the role that rescue centres play in conservation, to help me form my own opinions about the work that is done in these establishments.

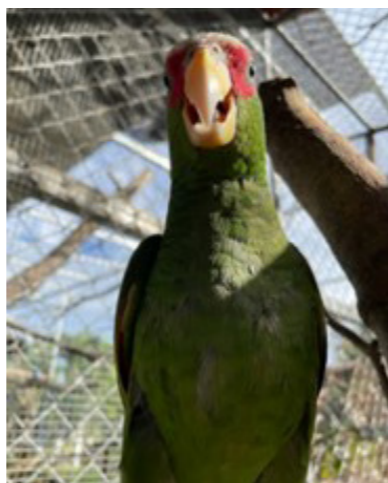
Throughout my placement I reflected on my experiences using the Gibbs Reflective Cycle

framework (Gibbs, 1998) to enhance my learning. These reflections were presented as a series of blog posts, as follows.

## 27/12/23 – Introductions and setting goals

As I walked through the gates of the Costa Rican rescue centre, I was immediately greeted with several hola's from the talkative amazonian parrots, accompanied by stares from scarlet macaws. The walk to the ranch felt nerve-wracking, I was being watched by an abundance of volunteers, curious to see a new face.

I was introduced to the vet team during a meeting, where it was mentioned that all members need to complete a week on the animal team before they start working in the hospitals. The head vet pulled me aside and requested my help in the baby hospital and with night shifts. She also explained that I would only get one free day a week, to which I agreed. I had



Happy Amazonian Parrot

provided the vet with a list of some of my skills, so she had an idea of my capabilities. Later in the day, I spent some time creating a list of things I wanted to achieve by the end of my placement.

Following the conversation, I was filled with excitement for the days to come. I was enthusiastic to take part in night shifts as this is an aspect of practice I had not yet been exposed to in the UK. I felt that sharing my skills list helped to set expectations and highlighted the unique role of a veterinary nurse, especially in a country where use of the term "veterinary technician" is common.

I also commended my preparedness in opting for a six week placement rather than the four stated in the marking criteria. I did this to ensure that I had enough time to obtain good clinical exposure, resulting in my plans not being affected by a compulsory week of non-clinical work.

Setting objectives for yourself is a key aspect of personal development (Gadd, 2012). It requires you to focus on a set of goals, working to achieve them in a set time frame, providing a criteria to refer to and reflect upon. For me this will be reassessed on my last day of placement.

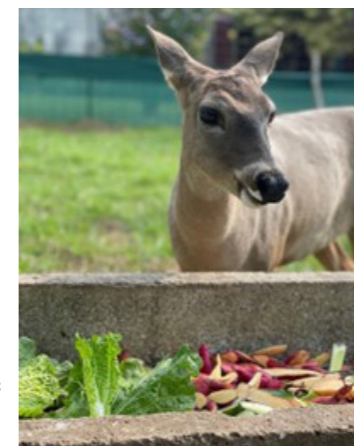
Looking back, I should've clarified the frequencies of the night shifts with the vet. Whilst offering to work unsociable work hours might've been an effective way to demonstrate my work ethic (Rayment-Dyble, 2019), I did not consider the eventual possibility of burnout.

## 28/12/23 – HAY! Let me tell you something... Utilising knowledge and embracing advocacy

Today I started my journey as a member of the animal team. My group was responsible for preparing and delivering food to wild pigs, deer, and rabbits.

As we entered the rabbit's enclosure, I quickly realised that there was no provision of hay for neither feeding nor bedding. I also noticed that the contents of their diet consisted of muesli, fruits and vegetables such as carrots and lettuce. Not only are these lacking nutrition and fibre, but they also promote selective feeding. I mentioned to the coordinator that this diet was not sufficient, and I was met with the response "But this is always what we feed them, I just follow the list".

Initially I was disappointed by her lack of concern for the matter, however I realised that majority of the coordinators are people with human management skills and not animal management skills. Based on this, it was understandable that she would not see the damage that was being caused by the diet or why it had to change. So instead of being annoyed



Deer Feeding

at the response, I took this opportunity to educate her.

Drawing from my veterinary knowledge of rabbits, I emphasised the importance of providing hay, a staple in the diet of many of the herbivores under our care. I also explained that overall diet also effects wider areas including dental health, gut motility, muscle strength and even behaviour (Bradbury, 2023). The coordinator was shocked by this information and by my depth knowledge on the subject.

This moment served as a reminder of the essential role of a veterinary nurse, even outside of direct medical care. It was about helping others to understand the needs of the animals to ensure they receive the best possible care from a husbandry standpoint.

I felt proud to have advocated for the less "interesting" species that often get overlooked amongst the exotic collection. Despite not yet being part of the vet team, I felt empowered by my ability to speak up and contribute to the well-being of the animals.

However, upon further reflection, I recognised areas where I could have taken more initiative. While I raised the issue of hay during the meeting, I could have been more proactive in ensuring it was consistently provided.

In conclusion, my first day on the animal team was a positive experience. It taught me the value of a veterinary nurse's involvement in advocacy and educating the public. I am inspired, knowing that even the smallest of my actions can make a real difference in animals' lives.

## 03/01/24 – Infection and pest control in a rural practice

As I started my shift, I was met with a floor swarming with ants. Although we are based in a hot climate where a few ants are inevitable, it seemed unacceptable for any hospital environment. I sprang into action and deep cleaned the hospital. The more I cleaned, more issues arose. I swept the ants out (discovering dead cockroaches along the way) and changed the dirty foot bath that was riddled with insect corpses. I was concerned as the species of ant in Costa Rica bite and could easily crawl into the babies' incubators.

Insufficient personal protective equipment (PPE) was also a problem. I was told gloves weren't necessary, despite the lack of hot water or antimicrobial soap. Given the risk of transmitting zoonotic diseases, particularly from sloths, I questioned this. The vet explained that due to cost constraints, gloves were avoided, and disposable face masks were reused, ultimately rendering them ineffective. To prioritise animal safety, I donated gloves and masks for general use of the team.

Upon reflection I believe that I did my part to improve biosecurity, but I still couldn't understand why the vet did not take it as seriously as I did. I analysed this further and came to realise that my

beliefs were likely affected by UK standardisation. Infection control is embedded in the role of a veterinary nurse and is one of our day one competencies. It was possibly unfair of me to hold a rescue with limited materials and provisions to that standard. With that being said, I do not believe it was wrong of me to try and improve the practice standards during my stay.

### 07/01/24- The owl and the monkey...

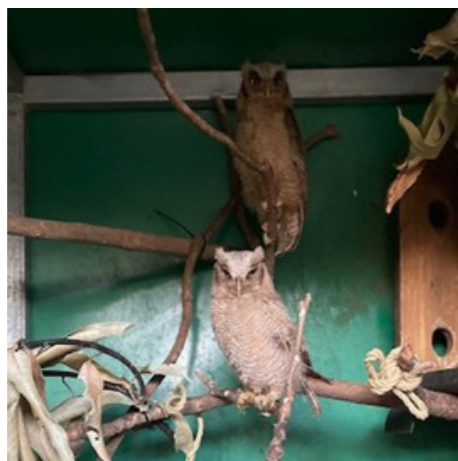
Today was the day the owl fledglings were being moved into their new, larger enclosure. The rescue hospital team did not believe they were able to fly, however when they opened the door one of them flew out onto the nearby spider monkey enclosure... The spider monkeys are known to be very strong and Bruce their ringleader aggressive.

Bruce had noticed the owl, climbed to the top, grabbed her by the wing and ripped her through the mesh wiring. Once the owl stopped vocalising, he lost interest and dropped her from a height. The owl luckily feigned its death. We tried to keep all three monkeys away from the owl by bashing the fencing and shouting at them to warn them off. This did not work too well as they just started banging back and becoming more reactive. I shouted for someone to run and grab some fruit that we could use to distract them. Unfortunately, none of us could go in with them being at the door as they are unpredictable. Once we had food, we lured them over to the other side of the enclosure giving one of the coordinators a chance to quickly run in and grab the owl. We then rushed the bird to the hospital and I assisted the vet in triaging the patient. Luckily, he was okay and only had a scratch from where he was pulled through. Additionally, during the day two sloths had also escaped their enclosures.

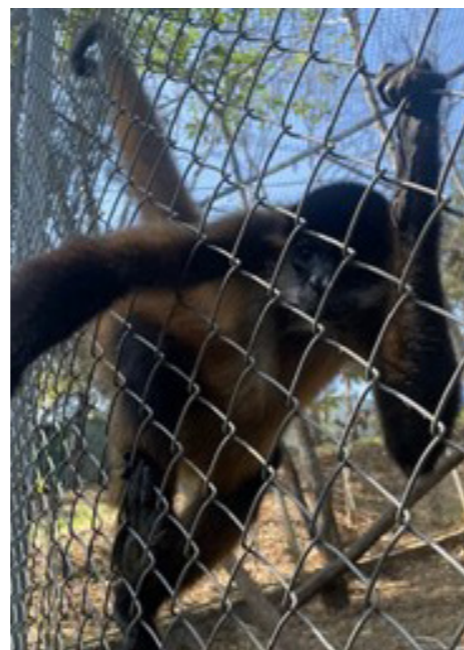
When the spider monkey grabbed the owl, I was truly terrified. My heart sunk as I feared he would rip her apart. I felt panicked by the situation and I believe that my colleagues felt the same way. Although I was relieved that she survived, I also had an underlying feeling that she would later die of shock from the chaos.

Looking back on the situation, I think we could've managed it differently. We were so concerned over the welfare of the owl, we failed to realise that by shouting and banging on the cage, we were distressing the monkeys. They have been through trauma too, so it was wrong of us to ignore their feelings in that moment. Distraction with food should have been our first response so they were none the wiser of the owl on the floor yet in our efforts to protect, we drew more attention to her.

In situations like this, reflective practice is essential. A 'significant event audit' would have been ideal. All team members involved should have discussed their thoughts and feelings on what occurred, why it occurred, what we learnt from the situation (Mosedale, 2018) and what actions can be taken in the future to lessen the likelihood of the circumstance being repeated. The sloth team also could've applied this with their sloth escapes.



Bruce the spider monkey (left)  
Owl chicks - Absolem and Tootsie (above)  
Tarzan the spider monkey showcasing their incredible reach distance (right)



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# ILM Qualifications

## Leadership & Management Coaching & Mentoring



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# CAW News

This section is specifically aimed at Training Practices/Clinical Supervisors and students who are associated with/study at The College of Animal Welfare (CAW). Whilst some of the information may be relevant to students training with other providers, you should always follow the guidance of your own provider as not all information is transferable.

## Have Your Say at the Student Cafe!

Have you got any feedback about your programme? Join us at one of our online student cafes and chat with Student Engagement Officer, Jess Parkes, who is here to listen to your thoughts, address your concerns and answer any questions. Whether it is about your course, our facilities, wellbeing or anything else, please pop along.

The next online cafe is Tuesday 4 June from 12:30-1:15pm. See the VLE calendar/events list for instructions on how to join

## 10% Discount at Just Chaps for CAW Students

We are delighted to announce an exclusive 10% discount on equestrian wear from Just Chaps, available to all The College of Animal Welfare students.

Just Chaps are a leading equestrian specialist in designing and manufacturing the widest range of top-quality half chaps, gaiters and waterproof trousers and full chaps, catering for every rider's needs and preferences. Their products are crafted by riders, for riders, ensuring optimal performance, comfort, and style.

### How to Get Your Discount?

Visit the home page of our Virtual Learning Environment (VLE) to find the discount code, then enter it at the checkout on the Just Chaps website to enjoy 10% off your purchase.

## \*New\* Companion Animal SQP Qualification Open for Applications

We're delighted to announce the launch of our new VetSkill VTEC Level 4 Award for Animal Medicines Advisors (SQP – Companion Animal).

This qualification is designed for those looking to gain the necessary qualification to be able to prescribe and supply veterinary medicine classes POM-VPS and/or NFA-VPS to companion animals. You may be working in veterinary practice, or in a Suitably Qualified Persons (SQP) retailer approved to retail and supply VPS medicines.

Completion of this qualification will allow you to join the VetSkill SQP register. What's more – online learning means you can start this programme at any time, and there is no college attendance required!

### What is an SQP and why should I gain SQP status?

An SQP is an animal medicine advisor who is qualified to prescribe and/or supply certain veterinary medicines under the Veterinary Medicines Regulations. Obtaining an SQP qualification could boost your credentials and career prospects in your current workplace, and help you to stand out when applying for jobs in the future.

### Learn SQP competencies and gain a broad understanding of animal health and disease

This qualification is intended to provide relevant SQP competencies and underpinning knowledge and understanding that will enable prescription of medicines that fall under the POM-VPS and NFA-VPS categories within the companion animal group. What's more – you will also develop a broad understanding of animal health and disease, and the skills to identify parasite infestations and select appropriate medicines to prescribe. You will cover:

- Legislation and Suitably Qualified Person (SQP) Status for the Supply of veterinary Medicines
- Companion Animal Health for the Suitably Qualified Persons (SQP)
- Prescribing and Supplying Veterinary Medicines for Companion Animals

[Find out more and apply here.](#)

## Student Discount on CAW Congresses!

Remember, if you are a student of The College of Animal Welfare you can book a place on one of our online congresses for just £49! Upcoming eligible events include:

- Behaviour Congress – 12 June 2024
- Wildlife and Exotics Congress – 16 October 2024
- Nutrition Congress – 5 December 2024

To book, get the discount code from your course page on the VLE and enter it at the checkout. [Book online here.](#)

## Navigating Social Media Responsibly in Today's Digital Age

In today's digital age, we acknowledge the growing concerns over the misuse of social media, especially for those following regulated programmes. We are committed to providing resources and support to ensure that our students navigate social media responsibly, upholding the integrity of their respective programmes.

- Always maintain a professional tone and demeanour in your social media posts. Avoid sharing personal or sensitive information that could reflect poorly on your professional reputation.
- Familiarise yourself with the code of conduct or ethics guidelines relevant to your profession. Ensure that your social media activity aligns with these standards.
- Review and adjust your privacy settings to control who can see your posts and other activity on social media platforms. Limiting access to your content can help protect your professional reputation.
- Consider maintaining separate personal and professional accounts on social media platforms. Use your professional account for professional networking and communication, while keeping personal matters private.
- Before sharing anything on social media, consider how it might be perceived by others, including colleagues, clients, and regulatory bodies. Avoid posting anything that could be construed as unprofessional or unethical.
- Be cautious when discussing topics related to your profession, particularly if they involve conflicts of interest or controversial issues. Refrain from engaging in heated debates or arguments that could reflect poorly on your professional judgment.
- Treat others with respect and professionalism in your interactions on social media. Avoid making derogatory or offensive comments, even in jest, as these can damage your professional reputation.
- Regularly monitor your online presence and search results to ensure that nothing potentially damaging or inappropriate appears. Take steps to address any issues promptly if they arise.
- If you're unsure about whether a particular post or activity on social media could raise concerns about your fitness to practise, seek guidance from a mentor, supervisor, or professional association.
- Stay informed about best practices for professional conduct on social media by participating in continuing education courses or workshops offered by your professional association.

As always, we encourage you to stay connected with us and share your updates and achievements. Your ongoing support and engagement are invaluable to our community. Wishing you continued success and fulfilment in all your endeavours.

## OSCE Entry Process for Non-Apprentices

VetSkill have advised training providers about a change in procedure for OSCE entry for non-apprentices.

Effective immediately, non-apprentices will be required to undergo summative sampling of their e-portfolio/NPL as required, to include addressing any actions, prior to OSCE entry. This will reduce delays in certification and allow learners to progress promptly following successful completion of the OSCEs.

We are required to contact VetSkill as non-apprentice learners complete their e-portfolio/NPL and their Quality Assurance Team will then arrange EQA sampling as required. The process for apprentices remains unchanged.

Please be aware, the Application for Entry to VetSkill Level 3 Diploma in Veterinary Nursing OSCE Form has been updated to reflect this change and candidates must declare their e-portfolio/NPL has been subject to EQA sampling as necessary and that all actions have been addressed.

## Are You Considering a Coaching and Mentoring Course but Want to Know More About It?

Our lecturer, Christine, caught up with two of our previous coaching and mentoring students recently to talk about their experience of coaching and mentoring in the workplace.

Click on the video link below to watch

CAW The College of Animal Welfare

## PODCAST: COACHING AND MENTORING IN THE WORKPLACE Christine Kirkby

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## Ask a question!

Do you have a question about your studies? Maybe you are unsure about what species of animal can be used in your assignment, or want to know if spelling and grammar will be considered when your work is being marked...

Whatever your question, please email it to us at [tptimes@caw.ac.uk](mailto:tptimes@caw.ac.uk) and we will get it answered for you!

# Preventing DRY EYE in Hospitalised Patients

By Angela de-Zille RVN, Education Advisor and Co-ordinator, Millpledge Veterinary

The cornea is a transparent film that covers the surface of the eye. It's refractive surface aids the visual ability of the eye by allowing as much light in as possible, as well as providing a barrier, protecting the inner organ.

The cornea of dogs, cats and horses is rather larger than ours and as such will allow more light in, giving these species a much improved visual ability in comparison to ours, especially in low light conditions. Unfortunately, this will also mean that the cornea in these pets becomes more vulnerable to injury partly due to the anatomy and also due to the way that these animals interact with the environment. Running through the undergrowth, bushes, trees etc., will greatly increase the risk of trauma to the cornea.

It is very important to protect and maintain the health of the cornea as much as possible and this is normally provided automatically by the body; first by the eyelids which close instantly if the eye becomes under attack, and secondly by producing a tear film, which spreads across the eye every time the blinking occurs. This tear film not only provides the moisture, nutrients, and oxygen required to keep the cornea healthy, but it also traps irritants and foreign bodies, and thereby aids the cornea in protecting the eye as well.

There are so many situations where this tear film doesn't work as it should and either tear production is reduced or the tears produced are of insufficient quality to do their job correctly, leading to a **DRY EYE** situation forming.

This could be as a result of a trauma or surgery involving the eye or an underlying condition/illness affecting the eye. Pets that travel are at risk due to irritants in the environment or air conditioning in cars/planes, increasing evaporation of the tears formed. Some pets, especially brachycephalic breeds, or those with protruding eyes will be more at risk, as will older pets where tear production is decreased due to their advanced age.

But essentially dry eye can occur in any pet regardless of age or breed. Any dry eye situation needs to be addressed by treating the underlying cause, if applicable, and using an ocular lubricant to replace the tears that are not being produced correctly by the body. This will be implemented by the veterinary surgeon and continued by the owner at home.

In practice, there are two situations we need to take into account when we are nursing our patients, in order to prevent a dry eye situation from starting, and for these an ocular lubricant must be used.

The first situation is when our patients are

unconscious for any reason such as undergoing general anaesthesia/sedation or are comatose. Patients in these situations will lose the ability to close their eyes, so the eye is without their physical protection and any tears that are on the surface of the eye, will soon evaporate. Secondly, as the eye lids will not blink, tears will not be spread across the surface of the eye. It is therefore imperative that an ocular lubricant be used to replace these missing tears and prevent the eye from drying.

Quite often a gel/ointment may be used for this purpose, and this will work very well. However, I do question if this is the best way to deal with this as a gel/ointment will obscure the vision of the pet, which is why they are only ever used when the pet is asleep or unconscious. I do wonder that when our patients recover from their anaesthetic if some of the disorientation they experience is worsened because their vision is also impaired due to the ocular lubricant. Therefore, whilst a lubricant is definitely required, consider the use of drops for this purpose as well.

The second situation we need to be mindful of is any patient who is being treated for dehydration or potentially could become dehydrated with us, for example if the patient is anorexic or physically unable to eat. When a patient is dehydrated, one of the first things that happens to the body, is that saliva production and tear production is reduced, in order to conserve fluid. In more severe cases of dehydration, the fluid content in the eye is removed and utilised elsewhere, and this gives the eye it's sunken appearance, which then becomes a clinical symptom of dehydration.

In both the above situations, an ocular lubricant will need to be applied to the eye on a regular basis.

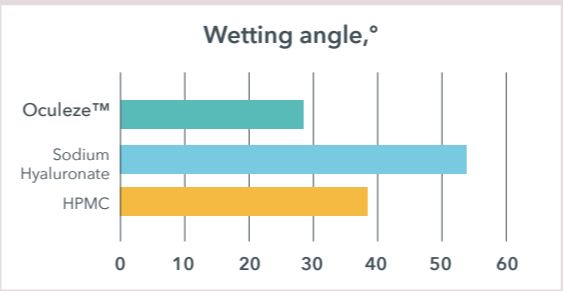
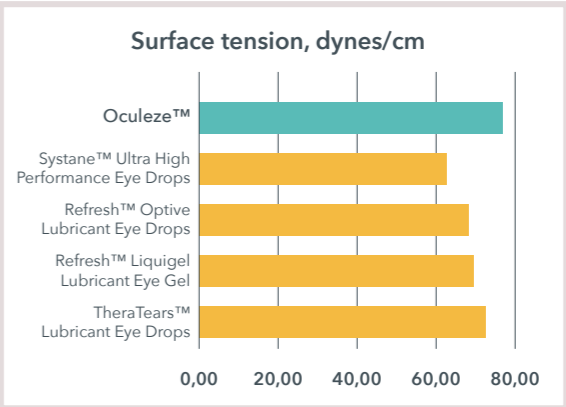
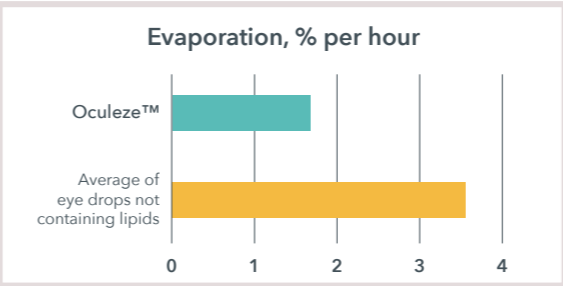
There are many different ocular lubricants on the market and the choice can be a little overwhelming. The one chosen will need to be readily available and appropriate to all situations in all species. When applied, the product will need to remain on the eye surface but without obscuring the vision, must not sting on application, and must provide suitable levels of hydration that are required, whilst at the same time providing comfort to the patient, soothing irritating eyes and supporting good eye health.

**Millpledge have launched their new Ocular lubricant, Oculeze™ which does all the above due to the natural ingredients (Glycerine, Aloe vera, Chamomile and propolis extract) but also due to the mechanical properties, to ensure that unlike other products on the market, Oculeze™ eye drops will cover the entire surface of the eye and remain in place for twice as long!**

Comfort is everything

# OCULEZE™ eye drops

Hydrates,  
lubricates and  
soothes irritated  
eyes



| Friction, F                                |       |
|--|-------|
| Average of eye drops not containing lipids | 0,558 |
| Oculeze™                                   | 0,454 |



Scan here for more information





# Unleashing Potential

A guide to maximising employee performance

By Melanie Young FCCA, PGCE MLoL, QTLS  
Vice Principal of Academic studies, The College of  
Animal Welfare

*In the dynamic landscape of modern workplaces, the success of any organisation hinges on the collective efforts of its workforce. While recruiting talented individuals is essential, truly unlocking their potential and getting the best out of employees requires deliberate strategies and a supportive environment. In this article, we delve into proven methods and practices that empower employers to cultivate high-performing teams and foster a culture of excellence.*

*Making the most of the resources at your disposal is key. This is particularly important when it comes to team members. Focussed and motivated employees can benefit both the individual and the organisation.*

## Understanding Employee Motivation

At the heart of maximising employee performance lies the understanding of what motivates individuals to succeed. While financial incentives are important, studies have shown that intrinsic motivators such as autonomy, mastery, and purpose play a significant role in driving employee engagement and satisfaction.

1. **Autonomy:** Empower employees by granting them autonomy over their work. Provide clear goals and objectives, but allow flexibility in how tasks are accomplished. This fosters a sense of ownership and encourages creativity and innovation.

2. **Mastery:** Support employees in their quest for mastery by offering opportunities for learning and skill development. Invest in training programmes, workshops, and mentorship initiative.
3. **Purpose:** Connect employees to a larger purpose by helping them understand how their work contributes to the broader goals of the organisation and the impact it has on customers, society, and the environment.

## Establish Clear Expectations and Goals

Clarity is key when it comes to setting expectations and goals for employees. Ambiguity breeds confusion and can lead to disengagement and underperformance.

- Clearly define roles and responsibilities, outlining the scope of each employee's job.
- Set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals that align with the organisation's objectives.
- Regularly communicate expectations and provide feedback to ensure employees stay on track and understand how their contributions contribute to the bigger picture.

## Foster a Culture of Feedback and Recognition

Feedback is a powerful tool for driving employee growth and development. Constructive feedback helps individuals understand their strengths and areas for improvement, while recognition acknowledges their contributions and boosts

morale.

- Encourage open communication and regular feedback sessions between managers and employees.
- Provide specific, actionable feedback that focuses on behaviours and outcomes.
- Recognise and celebrate achievements, whether big or small, to reinforce positive behaviour and motivate employees to continue performing at their best.

## Support Work-Life Balance

In today's fast-paced work environment, achieving a healthy work-life balance is essential for employee wellbeing and productivity. Employers can promote work-life balance by:

- Offering flexible work arrangements that fit with the industry. These could be flexi-time, offering time off in lieu, overtime payments or compressed workweeks.
- Encouraging employees to take regular breaks to recharge and prevent burnout.
- Leading by example and promoting a culture that values work-life balance and respects employees' personal time.

## Invest in Employee Development

Continuous learning is a hallmark of high-performing organisations. Employers can invest in employee development by:

- Providing access to training that enhance skills and knowledge.
- Offering opportunities for career advancement and progression, including promotions and lateral moves.
- Supporting employees in pursuing further education or certifications that align with their career goals.

## Promote Collaboration and Teamwork

Effective teamwork is essential for achieving organisational goals and fostering innovation. Collaboration can be promoted by:

- Creating cross-functional teams that bring together diverse perspectives and expertise.
- Encouraging knowledge sharing and collaboration through team-building activities, brainstorming sessions, and collaborative projects.
- Recognising and rewarding teamwork and collaboration to reinforce expected behaviours and outcomes.

## Cultivate a Positive Work Environment

A positive work environment is conducive to employee engagement, satisfaction, and

performance.

- Foster a culture of trust, respect, and transparency where employees feel valued and appreciated.
- Create opportunities for social interaction and camaraderie through team outings, company events, and informal gatherings.
- Address issues such as workplace harassment or discrimination promptly and ensure a safe and inclusive workplace for all employees.

## Top Tips to ensure your team operates at maximum efficiency

- Ensure you have a strong knowledge of the individual abilities of each of your team members. This will allow you to match the tasks to the employee and additionally identify where training is needed.
- Assess development areas for each individual. Setting a formal training plan will give everyone a focus and enhance individual skills sets to benefit the team as a whole.
- Create a collaborative environment. Bring together individual into smaller groups allowing them to work together which different colleagues.
- Regularly rotate work. This will ensure employees remain challenged and engaged. This is particularly important if work is repetitive in nature.
- Be aware of transferrable skills your team has. Can they take on alternative roles or help in other departments? This can be particularly helpful at busy times or when absences occur.
- Review individual workloads. Make sure you spread the work among the team. It is tempting to do everything yourself but a more even allocation of work will ensure the organisation is not reliant on a small number of individuals.

## Conclusion

Maximising employee performance requires a multifaceted approach. By implementing these strategies, employers can unlock the full potential of their workforce, driving productivity, innovation, and success for the organisation as a whole.

## Interested in developing your leadership skills further?

The College of Animal Welfare run a number of CPD courses and qualifications:

- ILM Leadership & Management qualifications
- ILM Coaching & Mentoring qualifications
- Level 3 & 5 Apprenticeships
- Webinars on key management topics

# Exploring Equine Veterinary Nurse Training

At The College of Animal Welfare

If you're looking to expand your equine nursing team, now could be the time to recruit a student veterinary nurse at your practice to study the Level 3 Diploma in Equine Veterinary Nursing at The College of Animal Welfare.

This two year programme involves a mixture of online lessons held in a virtual classroom, and in-centre practical skills training sessions, supported by additional online learning activities alongside employment in an equine veterinary practice.

Read on as we explore our equine veterinary nurse training in more detail...

## How does the programme work?

Student equine veterinary nurses who train with us undertake online lessons on a day release basis, in addition to attending one of our training centres for approximately 10 days throughout their programme for practical skills development sessions. Students spend the rest of their time gaining practical skills via employment in an equine or mixed (small animal and equine) veterinary practice. Practical skills development sessions take place at one of the following centres:

- The College of Animal Welfare Huntingdon, Cambridgeshire (CAW centre)
- Sussex Equine Hospital Horsham, West Sussex (CAW satellite centre)
- Pool House Equine Clinic Lichfield, Staffordshire (CAW satellite centre)

Students can undertake the course as a standalone qualification, or study as part of an apprenticeship if they live and work in England. Our hybrid approach to training combines the best of traditional and online learning methods, and offers many additional benefits including:

- **Promoting sustainability.** Students will only

need to attend a CAW training centre for approximately ten days throughout the programme for practical training sessions (and for exams if they choose to take these in-centre), reducing the carbon footprint of our training programmes.

- **Extensive support, advice and guidance from CAW.** Students have regular 1-2-1s with their tutor, and have 24/7 access to digital resources to support their mental and physical wellbeing. Employers will benefit from free clinical coach training and support from a dedicated IQA, as well as help in navigating the TP approval process where applicable.
- **Innovative learning and development materials.** All students will benefit from our innovative teaching methods and access to advanced virtual learning tools including our Virtual Learning Environment (VLE), virtual classrooms and virtual reality clinical skills environment.

All our teaching sessions are led by professional lecturers who have extensive experience in the industry and really understand the role of the veterinary nurse. The programme covers the skills and knowledge required to prepare students for the responsibilities that come with qualifying as an Equine Veterinary Nurse, including professional responsibilities, diagnostic principles, equine veterinary nursing care principles, supply of veterinary medicines, practical equine nursing skills, equine anaesthesia, theatre nursing skills, life stage and medical nursing care and surgical nursing.

## Why recruit an apprentice equine veterinary nurse?

Students can undertake the course as part of an apprenticeship if they live and work in England.

Equine veterinary nursing apprenticeships have been around for some time and there are more benefits to employers than ever before. Not only do they provide an opportunity for someone to gain a qualification, gather valuable experience working with horses and enter the veterinary industry, they can help veterinary employers to expand and grow their team in a cost effective and practical way. Delivered in the right way, they can create skilled, committed, and loyal equine veterinary nurses, who want to progress within your veterinary practice.

Veterinary nursing apprenticeships aren't just for school leavers; apprentices can be any age (as long as they are over 16 years of age). This means apprenticeships can attract diverse talent from all walks of life, whom you may otherwise miss out on. You might recruit someone fresh from school, or you could train someone who is switching careers later in life after deciding that veterinary nursing is what they really want to do. Alternatively, a veterinary nursing apprenticeship can also be undertaken by existing members of staff, for example veterinary care assistants, as a way to upskill or retrain.

Apprenticeships offer lots of financial benefits to employers

As the National Minimum Wage for Apprentices being just £6.10 per hour (as of April 2024), apprenticeships can be an affordable way to grow your practice. What's more, there are added

financial incentives for employers recruiting apprentices:

- **95% of apprenticeship training fees are covered by the government** for small employers with digital accounts.
- Take on a new apprentice aged 16-18 years of age and you will **receive a £1,000 incentive** towards their training fees (in two staged payments). What's more, if your business has less than 50 contracted employees, the course fees for those aged 16-18 will be fully funded!
- If you choose CAW as your training provider we can help you recruit free of charge. You can also advertise your vacancy on our [free jobs board](#).

## Want to find out more? Contact us

Our next intake for the Level 3 Diploma in Veterinary Nursing is September 2024 and applications are open now on our website. If you're interested in recruiting a student equine veterinary nurse and would like to discuss recruitment options further, please don't hesitate to reach out to a member of our Client Advisor Team. You can reach us by calling 01480 422060 or by requesting a call back, emailing [admin@caw.ac.uk](mailto:admin@caw.ac.uk) or starting a live chat on our website.

Enrolling now for  
**September 2024**

 The College of Animal Welfare

Grow a loyal, committed  
equine veterinary nurse in your practice

**Level 3 Apprenticeship in  
Equine Veterinary Nursing**



- ✓ 36 month programme, teaching the skills, knowledge and behaviours required of a successful Equine Veterinary Nurse
- ✓ Use the apprenticeship to recruit a new employee, or upskill an existing member of your team
- ✓ 95% of apprenticeship training fees are paid for by the government for small employers with digital accounts - they pay just £750

Free recruitment support where applicable

Request a call back for more details at: [www.caw.ac.uk/vn](http://www.caw.ac.uk/vn)

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19



# The Importance of Reception Skills in Veterinary Practice

By Amy Howland RVN C-SQP  
Distance Learning Tutor, The College of Animal Welfare

*The role of the Veterinary Receptionist is often overlooked, despite the vital impact it has on the relationship between the pet owner and the practice. When phoning or arriving at the practice, the first point of contact is most often the staff working on reception. As front of house staff, we should keep in mind the image that we are portraying to the clients in both appearance and manner. We should be aiming to convey professionalism, approachability, interest and care to ensure our clients want to continue trusting us with the care of their much-loved pets.*

## First Impressions

Answering the telephone is a huge part of a veterinary receptionist's role, and it's vital to keep in mind that this may be the client's first time contacting the practice to register their pet. The phone should be answered within three to four rings, using the practice's specified greeting. This usually includes a salutation, such as "good morning" or "hello," followed by the name of the practice and then "how can I help?". You may also wish to include your name so the client knows who they are talking to and to begin building rapport.

*"Good afternoon, Friendly Veterinary Practice, Jane speaking. How can I help?"*

When answering the phone, it's useful to have a pen and paper or message pad at hand so you can take down any messages or client requests accurately and efficiently. This ensures follow-up, building trust and reliability in the pet owner's opinion.

On arrival, speak clearly and confidently, avoiding slang, while creating a welcoming atmosphere with a warm smile and friendly eye contact. Maintain a professional appearance in line with the practice's dress code and wear your name badge.

Remembering a pet's name shows genuine interest and creates a personalised experience. You can achieve this even with new clients by having reviewed the appointments scheduled before the clinic starts and taking a mental note of the names and breeds of the patients you are expecting to arrive. If we place ourselves in the pet owners' shoes, on our first visit to a new vet, being greeted with "This must be Fluffy! We've been looking forward to meeting you" creates an immediate positive first impression. We can build on this by displaying a genuine interest in their concerns, noticing if the pet seems anxious, offering reassurance, and asking follow-up questions after their appointment.

## Tips for Dealing with Difficult Situations

Of course, the role can be especially challenging at times. Attending the practice can be highly emotive for clients, depending on the reason for their visit and their worries about their pet. It's important to stay calm and collected, even when dealing with

difficult situations or emotional clients. No matter how upset or demanding the client may become, try to maintain composure by staying calm and avoiding getting defensive. Demonstrating that you are actively listening to the client can begin the process of de-escalating, by allowing them to feel heard and their feelings acknowledged. Avoid interrupting the client and try to display empathy, using phrases such as "I understand you're feeling frustrated" or "I am sorry to hear you're upset."

Maintain an open body language and lower your voice to create a calming atmosphere. It's vital to recognise that your role is to clarify the issue and set realistic expectations about what you can and can't do. While you can work with the client to find a solution that meets their needs and complies with practice policy and procedure, there will be occasions where a more senior team member, such as the Head Receptionist or Practice Manager, needs to be involved.

Be clear about your capabilities and limitations, and obtain sufficient information to understand the root of the problem. Sometimes, a small gesture like offering a glass of water or a tissue can show you care and help diffuse tension. However, know your limits and don't hesitate to involve another staff member if the client becomes verbally abusive or threatening. Finally, maintain a clear record of the interaction, documenting the key points for future reference.

Remember, a difficult client might be having a stressful day or dealing with a sick pet. By staying calm, empathetic, and solution-oriented, you can often turn a negative situation into a positive one.

## VetSkill Level 2 Certificate for Veterinary Receptionists

Are you working as a veterinary receptionist and wanting to learn more, or gain a qualification to reflect your skills and knowledge? The College of Animal Welfare offers the VetSkill Level 2 Certificate for Veterinary Receptionists qualification on an online, distance learning basis with tutor support.

The course can be completed in 6-12 months and covers the key skills needed to provide effective customer service to veterinary clients. You will look at a variety of topics including communicating effectively with clients and colleagues, interpreting animal behaviour, maintaining a happy environment in the waiting room, and supporting clients through the loss of their pet.

You can also save money on the course fee by studying it alongside a level 2 customer service apprenticeship if you are eligible.

Find out more at [www.caw.ac.uk](http://www.caw.ac.uk).



 The College of Animal Welfare

# Level 2 Certificate for Veterinary Receptionists

Grow in your role and gain formal recognition of your skills and experience as a Veterinary Receptionist

- ✓ Online learning, 6-12 month programme
- ✓ Employment or voluntary placement required, on reception in a veterinary practice
- ✓ Monthly payment options and loan scheme available
- ✓ Covers the key skills needed to provide an effective front-of-house service to veterinary clients

Find out more and apply at: [www.caw.ac.uk/vetr](http://www.caw.ac.uk/vetr)

# Just for fun...

Answers to the fun questions can be found at the bottom of the page.

## Prize competition Win a place on a virtual congress at CAW!

To be in with a chance of winning this month's prize, a place on one of The College of Animal Welfare's one day virtual congresses, simply solve the anagram below to give the name of a type of drug and enter the answer on our [competition entry page](#), by Friday 5 July 2024.

### ASPIRED TENANTS

Entries will be drawn on Monday 8 July 2024. The winning entrant will be notified by email, good luck! Terms and conditions can be found on the [competition entry page](#).

## True or False?

- 1. A nephrectomy is the surgical removal of a kidney. True or false?
- 2. Medetomidine (Domitor) is an alpha 2 antagonist. True or false?
- 3. Renal refers to something in relation to, or in the region of, the liver. True or false?
- 4. The lacrimal gland is a gland that is situated near the eye that produces tears. True or false?
- 5. Hypertrophy is the enlargement of an organ or tissue. True or false?

Answers  
What am I? 1. Incisor, 2. Ear canal, 3. Cornea, 4. Pyometra, 5. Nictitating membrane, 6. Myxomatosis, 7. Hygroma  
True or false, 1. True, 2. False (it's an alpha 2 agonist), 3. False (the kidney), 4. True, 5. True.

## What am I?

- 1. I am a front tooth designed to grasp or cut food.
- 2. I am the tube that connects the external ear with the eardrum.
- 3. I am the transparent outer part of the eye that covers the iris and pupil and admits light into the eyeball.
- 4. I am a medical condition characterised by the accumulation of a large amount of pus in the uterus.
- 5. I am a thin membrane in many animals that can extend across the eye to protect it (also called the third eyelid).
- 6. I am a severe viral disease in rabbits, characterised by the formation of myxoma, or soft, gelatinous tumours, and subsequent swelling around the head, face, and genitals.
- 7. I am a cyst or sac filled with fluid.

## Mnemonic of the month

Count The Long Sweeping Curves



Cervical  
Thoracic  
Lumbar  
Sacral  
Coccygeal

Do you struggle to remember the order of the vertebrae? This catchy mnemonic can help!



**→CLICK HERE TO BOOK**

## NEW FOR 2024! Leadership and Management Webinars

- ✓ 3 hour morning sessions
- ✓ £20+VAT per webinar
- ✓ CPD Certificate
- ✓ Boost your confidence in a number of management challenges
- ✓ Get the best out of your team



**Effective Communication and Feedback: Enhancing workplace interactions**  
Tues 21 May 2024, 9:30am-12:30pm



**Empowering Growth: Coaching, mentoring and staff development**  
Thurs 6 June 2024, 9:30am-12:30pm



**Harmonising the Workplace: Mastering conflict and managing stress**  
Tues 18 June 2024, 9:30am-12:30pm



**Navigating Change: Strategies for effective change management**  
Thurs 25 July 2024, 9:30am-12:30pm



**Project Management and Business Improvement Techniques**  
Thurs 8 August 2024, 9:30am-12:30pm



**Leading with Efficiency and Effectiveness: Navigating team dynamics**  
Thurs 22 August 2024, 9:30am-12:30pm



**Operational Excellence: Management and objective setting**  
Thurs 26 September 2024, 9:30am-12:30pm



**Impactful Briefings and Presentations**  
Thurs 24 October 2024, 9:30am-12:30pm



**Self-Growth in a Professional World: A webinar on personal development**  
Weds 13 November 2024, 9:30am-12:30pm



**Understanding and Managing Finances**  
Weds 11 December 2024, 9:30am-12:30pm



**Mastering Meetings: Effective meeting management**  
Weds 15 January 2025, 9:30am-12:30pm



**Decoding Problems: Effective techniques for problem solving**  
Weds 12 February 2025, 9:30am-12:30pm

# CPD & Events

## Save the Date!

Student Veterinary Nursing Congress is back...

Thursday 23 January 2025 – watch this space!

## 12 June

### Behaviour Congress

A one day virtual event aimed at those working in veterinary practice looking to develop their knowledge of animal behaviour.

- The Emotional Experience: Changing perspectives on behaviour
- What has happened to all the Pandemic Puppies?
- Rabbits
- Cat Friendly Nurse Clinics
- An overview of the Dog Friendly Clinic Scheme

[BOOK A PLACE ONLINE](#)

## 3 July

### Clinical Coach Congress

A one day virtual congress dedicated to supporting clinical coaches and those involved in veterinary nurse training. It is recognised by the Royal College of Veterinary Surgeons (RCVS) as clinical coach standardisation, meaning it is, not only, the ideal opportunity to learn from fellow clinical coaches and expert industry speakers, but it will also provide up to 7 hours of CPD.

- OSCEs – what goes wrong?
- Practical support for Clinical Coaches and your students
- Helping Neurodiverse Students
- Tools for Empathic Communication
- Compassion Fatigue

[BOOK A PLACE ONLINE](#)

## 12 September

### Advanced VN Congress

A one day virtual congress that explores advanced professional practice, focusing on advanced veterinary nursing skills and knowledge.

- PADS – What is knees and teeth syndrome?
- Advanced anaesthesia for the orthopaedic brachycephalic patient
- Feeding the inappetent patient
- Cats and cardiology
- Blood gas boot camp

[BOOK A PLACE ONLINE](#)

## 16 October

### Wildlife & Exotics Congress

A one day virtual event that explores the care of wildlife and exotic species in veterinary practice. If you are looking to develop your knowledge in this area, or are passionate the care of these animals and want to immerse yourself in talks to inspire you, this congress is for you.

- Avian Anaesthesia – Keeping it safe
- An introduction to monitoring anaesthesia in small furries
- Hibernation: Let's dispel myths and legends to face it safely
- Nursing Care for Hedgehogs
- What's Up Doc? – Top Tips for Rabbit Patients

[BOOK A PLACE ONLINE](#)

## 6 November

### VCA Congress

This one day virtual event is focused on those working in the veterinary care field – exploring all aspects of the roles; from the many different responsibilities, to the challenges that are faced on a daily basis.

- From A to Zzzz: Considerations For Pre-Anaesthetised Patients
- Dog Friendly Clinic scheme – how Veterinary Care Assistants can make a positive difference to the emotional wellbeing of canine

- patients within their care
- Taming the Tigers
- Dental Procedures and Client Education – the full potential of the VCA role
- The VCA Role in Hydrotherapy & Rehabilitation

[BOOK A PLACE ONLINE](#)

## 5 December

### Nutrition Congress

A one day virtual event that focuses on animal nutrition, taking a close look at different diets, strategies and nutritional requirements. This congress offers 7 hours of CPD and aims to increase your knowledge and confidence in a variety of nutritional topics.

- Serving Up Solutions: Nutritional Considerations for Diabetic Patients
- Nutritional Considerations for Wildlife Patients
- Nutrition and the Microbiome: how is it relevant to my patient?
- The bugs are coming! Are insect-based pet foods the future?
- Feline Obesity: The problem with fat cats

[BOOK A PLACE ONLINE](#)

## CAW alumni discount!

Have you studied with The College of Animal Welfare (CAW) before? If so, did you know you may be entitled to the CAW Alumni rate, meaning you **can attend any of the CAW one day congresses for just £75+VAT!**

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