



# Teaching Academy

Consortium of West Region CVM

# Making the Teaching Academy Matter

## **2013 SUMMER CONFERENCE**

This conference is made possible by the collaboration of the five West Region Colleges of Veterinary Medicine; Colorado State University, Oregon State University, University of California - Davis, Washington State University, and Western University of Health Sciences. The Teaching Academy of the Consortium of the West Region Colleges of Veterinary Medicine is proud to acknowledge its corporate sponsor, Zoetis.

# MAKING THE TEACHING ACADEMY MATTER

Welcome,

On behalf of the Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine, our 5 sponsoring deans, and our corporate partner Zoetis, we are proud to present the 2013 summer conference “**Making the Teaching Academy Matter.**” This interactive two-day conference is designed to bring together the people who are the “movers and shakers” in teaching and learning in our colleges, and to promote collaboration between schools.

Our larger goal is to “Make Teaching Matter” and to make teaching a viable and valued career track. Our deans have asked us to work together to solve shared problems and help bring about change – notably by giving faculty and college leaders the skills, tools, and measures that will be needed to challenge existing paradigms.

The program has 4 primary pieces:

1. **Faculty development** – This year we are featuring a 2 part workshop led by two internationally known medical educators. Drs. O’Sullivan and Uijtdehaage will help us learn about educational research and how to move our teaching and educational leadership to publication.
2. **Networking** – Several activities have been designed to help build cross-campus collaborations between individual faculty members. We hope this kind of collaboration will be an important outcome of the Academy, and so ask that any collaborative enterprises that result be documented and reported.
3. **Scholarship** – The biannual meeting will provide a formal venue whereby Fellows can present their work/ideas to peers outside their own institution.
4. **Project Development** - A critical goal of the conference is to form one or two working groups whose work will represent the next big projects of the Regional Teaching Academy. The group’s projects will represent regional collaboration to leverage real change in each of our 5 colleges.

Welcome to Corvallis! Please come with positive energy and an open mind. Together, we can make a difference.

*“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.”* --Mark Twain

## STEERING COMMITTEE MEMBERS

### Chair:

Steve Hines, WSU

### Chair Elect:

Peggy Schmidt – WU

### Treasurer:

Dean Henrickson – CSU

### Executive Coordinator:

Rachel Halsey – WSU

Terri Clark – OSU

Jan Ilkiw – UCD

Leslie Sprunger - WSU

Regina Schoenfeld – CSU

John Tegzes – WU

Sue Tornquist – OSU

Johanna (Joie) Watson – UCD

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# SCHEDULE OF EVENTS



Wednesday, July 24<sup>th</sup>

**6:00 pm**                    **School Spirit Wine Tasting and Social**  
Wear your school spirit for an evening of fun and a taste of Oregon wines.

**Vue**  
517 SW 2<sup>nd</sup> St  
Corvallis, OR

Thursday, July 25<sup>th</sup>

<b>7:30 am</b>	Breakfast	Magruder (M) Lobby
<b>8:00 am</b>	Welcome	M 102
<b>8:30 am</b>	Icebreaker: Breaking Down Barriers*	Outside – Front Magruder
<b>9:30 am</b>	<i>Break</i>	M Lobby
<b>10:00 am</b>	<b><i>Educational Research Workshop Series</i></b> Transforming your teaching into educational scholarship	M 298
<b>12:00 pm</b>	Lunch Sponsored by Elsevier	Outside - North Magruder
<b>1:00 pm</b>	Scholarship Presentations	M 102
<b>2:00 pm</b>	Idea Exchange	M 102
<b>3:00 pm</b>	<i>Break</i>	M Lobby
<b>3:30 pm</b>	Working Session: Making the Teaching Academy Matter – Part 1	M 298
<b>5:00 pm</b>	Microbrew Tasting Social <i>Featuring local breweries: 2 Towns Ciderhouse &amp; Block 15</i>	Outside - North Magruder
<b>6:00 pm</b>	BBQ Dinner	

## Friday, July 26<sup>h</sup>

<b>7:30 am</b>	Breakfast	M Lobby
<b>8:30 am</b>	The Teaching Academy Movement Presentation	M 102
<b>9:30 am</b>	<i>Break</i>	M Lobby
<b>10:00 am</b>	<b><i>Educational Research Workshop Series</i></b> Conceptual frameworks and their use in your scholarly work as a teacher, curriculum developer, assessor, mentor, and leader.	M 298
<b>12:00 pm</b>	Business Lunch	M 102
<b>1:00 pm</b>	Working Session: Making the Teaching Academy Matter – Part 2	M 298
<b>2:30 pm</b>	<i>Break</i>	M Lobby
<b>3:00 pm</b>	Scholarship Presentations	M 102
<b>4:00 pm</b>	Idea Exchange	M 102
<b>5:00 pm</b>	Closing Business Meeting and Committee/Project Assignments	M 102

*\*Icebreaker details on page 11.*

# CONFERENCE DETAILS



## Educational Research Workshop Series:



[Dr. Patricia O'Sullivan, EdD](#) is Director of Research and Development in Medical Education and Professor in the Office of Medical Education at the University of California, San Francisco



[Dr. Sebastian Uijtdehaage, PhD](#) is Professor of Medicine and Director of Research in the Center for Educational Research and Development at the David Geffen School of Medicine, UCLA.

### WORKSHOP 1: "TRANSFORMING YOUR TEACHING INTO EDUCATIONAL SCHOLARSHIP"

**Background:** Educators typically engage in at least one of the following activities: curriculum development, teaching, learner assessment, mentoring, and educational administration. Each of these activities provides opportunities for scholarship if sufficiently documented. This workshop will prepare participants to plan how to document quantity and quality of educational scholarship and, thus, to promote the academic recognition for their teaching activities.

**Methods:** In this hands-on workshop we will describe how each educator activity can be documented in a scholarly way. We will discuss publication outlets and formats for basic scientist and clinical faculty. With examples at hand, participants will apply these principles to their own teaching and create a realistic action plan for educational scholarship.

#### **Learning objectives:**

- Define and recognize opportunities for educational scholarship
- Identify an appropriate outlet for publication or presentation
- Identify how to use the scholarship resources in your own institution

### WORKSHOP 2: "CONCEPTUAL FRAMEWORKS AND THEIR USE IN YOUR SCHOLARLY WORK AS A TEACHER, CURRICULUM DEVELOPER, ASSESSOR, MENTOR, AND LEADER"

**Background:** A conceptual framework provides an organized perspective, model or theory for educational research or curriculum development. While educators implicitly use conceptual frameworks, many do not fully benefit from their explicit application in educational scholarship. Conceptual frameworks provide structure and insight into study design and methods, and guide thinking about the study results.

**Methods:** We will start with a short presentation that will define conceptual frameworks and show how examples of frameworks have been applied in educational scholarship. Then, in small groups, participants will apply assigned conceptual frameworks to specific educational problems using a worksheet. This will be followed by a focused question and answer period. We will provide and review an annotated conceptual framework handout including tips on how to find a framework, and wise and unwise use of conceptual frameworks.

### Learning objectives

- Define conceptual frameworks and their need in educational research
- Determine the consequences of different conceptual frameworks in the design and outcomes of a study
- Describe conceptual frameworks used in education
- Apply a conceptual framework to educational scholarship

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## Scholarship Sessions: Thursday and Friday:

These two sessions will feature formal presentations of scholarly research in veterinary education. The presentations will model both completed and current projects, demonstrating how empirical research techniques can be employed to develop a body of literature in veterinary medical education.

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## Idea Exchanges: Thursday and Friday:

A series of short, informal presentations intended to maximize exchange of information about new developments, teaching experiments, and/or areas of interest for further exploration at the Consortium institutions.



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## Making the Teaching Academy Matter: Parts 1 and 2:

Two sequenced working sessions will be held to identify 1 or 2 PROJECTS that will represent the primary initiatives of the regional Teaching Academy in 2013-14. Our goal is to leave Corvallis with 1-2 working groups, group leadership, and appropriate mandates in place.



**Session 1 – Thursday:** The first session will use a **Displayed Thinking format**. Displayed Thinking is a facilitator led, modified brain-storming strategy that is intended to cooperatively generate ideas, visually organize these ideas into common themes, and by consensus identify the ideas that have the greatest power.

## Session 2 – Friday: Choosing a project – in a Team-Based Learning environment

In Session 2 we will begin with the 3-5 ideas generated in the Displayed Thinking session and, working in teams, we will emerge with one or two key projects for the coming year. This session will be run using a Team-Based Learning (TBL) approach to demonstrate a teaching method while working on our objectives. Prior to arriving in Corvallis it will be helpful, but not essential, that you familiarize yourself with Team-Based Learning. This session will demonstrate the transparent formation of teams, the readiness assurance process, the principles of team work support, and the importance of the 4 S's, significant problem, same problem, specific choice, and simultaneous reporting, in the design of application exercises.

### References:

- Team Based Learning Collaborative website - [www.teambasedlearning.org](http://www.teambasedlearning.org)
- Team-Based Learning for Health Professions Education, Eds. Larry K. Michaelsen , Dean X. Parmelee , Kathryn K. McMahon, Ruth E. Levine (2007) Sterling, VA: Stylus Publishing

## The Teaching Academy Movement: The WSU CVM Experience

A brief overview of the Teaching Academy movement in human medical education will be presented – followed by a discussion led by members of WSU CVM's Teaching Academy, which is just 3 years old. The discussion will focus on the perceived personal and professional benefits of a local teaching and learning community (*"what's in it for me?"*) and how the local academy has begun to bring about change.



### The Teaching Academy Movement - References:

1. The academy movement: a structural approach to reinvigorating the educational mission. Irby DM, Cooke M, Lowenstein D, & Richards B. *Academy Medicine*, 2004 Aug; 79 (8): 729-36.
2. The emergence of academies of educational excellence: a survey of U.S. medical schools. Dewey CM, Friedland JA, Richards BF, Lamki N, & Kirkland RT, *Academy Medicine*, 2005 April; 80 (4):358-65.
3. The Academy at Harvard Medical School: nurturing teaching and stimulating innovation. Thibault GE, Neill JM & Lowenstein DH. *Academy Medicine*, 2003 July; 78(7):673-81.
4. Washington State University CVM Teaching Academy Website: [www.vetmed.wsu.edu/TeachingAcademy/index.aspx](http://www.vetmed.wsu.edu/TeachingAcademy/index.aspx)

## SCHOLARSHIP SESSION:



### SUBMITTED ABSTRACTS:

Presenter	Institution	Title
Craig Ruaux	Oregon State University	Communication Self-Efficacy and Burnout Stress in Preclinical DVM Students
Phil Mixter	Washington State University	Active Learning Interventions in Microbiology Student Outcomes
Joe Bertone	Western University of Health Sciences	The Dunning-Kruger effect: alive and well in a problem based curriculum
Julie Cary	Washington State University	In support of future faculty: a house officer training program in professional life skills
Ohad Levi	Western University of Health Sciences	Ability of Veterinary Medicine Students to Perform Laparoscopic Ovariectomy on Live Dogs
Gary Haldorson	Washington State University	Towards Making Exams a Learning Experience: The Collaborative 3 Step Exam
Paul Gordon-Ross	Western University of Health Sciences	Client Perception of Veterinary Student Involvement in Patient Diagnosis and Treatment
Russ Tucker	Washington State University	Peer Teaching Evaluation: Best Practices for WSU's Emerging Program
Suzie Kovacs	Western University of Health Sciences	Measuring Veterinary Student Empathy

*See page 14 for full abstracts of the Scholarship Presentations*

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## **COMMITTEE DETAILS:**



### **Steering Committee:**

The Steering Committee is the governing force that directs the detailed functions and affairs of the Teaching Academy. The duties of the steering committee are to oversee the activities of the academy; serve as Academy Liaisons for their respective colleges; determine priorities; approve budgets and identify resources; establish benchmarks and metrics to determine success; and promote the teaching mission of the Academy.

The Steering Committee consists of two representatives from each of the Consortium member colleges. Initial members of the Steering Committee were appointed by their respective Deans with one serving a two-year term and one serving a three-year term. Thereafter, members will be elected in alternate years by a majority vote of the membership from the respective college and shall serve a two-year term.

### **Membership Committee:**

The Membership Committee is responsible for evaluating applications for membership and making recommendations to the academy for appropriate action. This committee will review and update the application process and the membership roster annually. The committee will be chaired by a member of the Academy Steering Committee. Membership will consist of two members from each consortium institution, nominated and elected by the membership from that institution.

### **Biannual Meeting Planning Committee:**

The Biannual Meeting Planning Committee is responsible for planning a biannual meeting of the academy. The location of the meeting will rotate among the five institutions.

### **Working Group – Project Based:**

Time has been set aside during the conference for two sessions focused “Making the Teaching Academy Matter”. The purpose of these sessions is to elicit participants’ ideas about major initiatives for the Regional Teaching Academy and form one or two working groups to carry out these projects.

The expectations for the working groups are to make significant progress in the coming year on the chosen TA projects. The group(s) will meet regularly by electronic means and receive travel support to meet face-to-face at least once, possibly in conjunction with a Steering Committee meeting. The group(s) will also have administrative assistance to help them stay on track and reach their end goal.

# CONFERENCE ICEBREAKER



In an effort to help us get to know each other more quickly, we have planned a fun, fast-paced “ice breaker” to get us all talking. This will happen on Thursday morning at 8:30 am. In an effort to alleviate some of the anxiety sometimes associated with such exercises, we have provided the questions we will be asking you to discuss during this point in the agenda. The icebreaker is meant to be an entertaining and enjoyable way to become acquainted, so please approach your responses in that way!

## Questions:

1. Introduce yourself and share one unusual thing about yourself that will help us remember you.
2. Describe your favorite meal.
3. What’s your favorite personal hygiene product and why?
4. What is the most embarrassing thing that’s happened to you as a teacher?
5. What’s your favorite thing to do with time off?
6. Tell us about your very first pet.
7. What one student that you’ve taught stands out in your mind? Why?
8. If you could share one piece of wisdom with your students, what would it be?

# PRE-CONFERENCE ASSIGNMENT



## Making the Teaching Academy Matter:

**Background:** In October, 2011, the deans of the veterinary colleges at Colorado State University, Oregon State University, University of California - Davis, Washington State University, and Western University of Health Sciences came together to discuss ways in which their colleges might effectively collaborate to address important issues faced by the profession and each school. The meeting was funded and facilitated by Pfizer Animal Health (now Zoetis) as part of the company's Commitment to Veterinarians™ platform. The result was formation of the Consortium of West Region Colleges of Veterinary Medicine. Recognizing that improving educational practices was a primary shared concern, the deans and their representatives chose establishment and support of a regional teaching academy as the first initiative of the new consortium.

**Teaching Academy Mission:** In order to meet the needs of society and the profession, members of the consortium will collaborate to develop, implement, critically evaluate, and disseminate the best practices in veterinary medical education and to establish “medical/biomedical educator” as a valued career track.

**First TA Project:** The first project of the Academy was to organize a regional workshop whereby Fellows might meet to start a “community of practice.” Through this community we hope to build cross-institutional collaborations, disseminate evidence-based best practices, encourage scholarship in teaching, and begin to develop the next generation of veterinary medical and biomedical educators. The plan is to make the meeting a biannual function; therefore we will reconvene the Academy in two years on another member campus.

**What's Next?** The deans expect the Academy to “make a difference”. We will need to do exactly that in order to justify our existence and their continued financial support. We need to emerge from Corvallis with 1 or 2 defined projects that before we close the conference are assigned to 1 or 2 working sub-groups. These projects will represent the Academy's primary initiatives for 2013-2014, and our largest budget allocation. The working groups will be supported - with travel funds to meet, part time administrative support, etc. If we decide to initiate more than one group, their work may be complementary or more or less unrelated. There is no expectation that every Fellow will be part of a working group, but we should identify the project(s) by consensus - with buy-in from the membership.

**Your Pre-conference Assignment:** You should arrive in Corvallis with a short list of 3-5 Teaching Academy project ideas for 2013-14. Write them down on an index card and be prepared to discuss them. We strongly encourage the Fellows to meet locally before the conference to share their ideas. In Corvallis, your ideas will provide the starting point for our first “*Making the Teaching Academy Matter*” session in the afternoon of Day 1. There you'll be divided into small groups of 5-6. Each group will be expected to distill its individual ideas to a single group list. We will use a

Displayed Thinking strategy to share these ideas with the Academy as a whole, and begin an ongoing conversation and poll that will extend through the evening social event and into the following day. The top 3-5 ideas will ultimately provide the basis for our “*Making the Teaching Academy Matter*” Session II, which is where we will choose 1 or 2 projects and begin to assign working groups. See the back side of this document for some criteria to consider as you draft your project ideas.

**Some parameters to consider:**

- Collaboration by the 5 member colleges should provide added value and/or leverage (i.e. the project is not something that could be as easily accomplished by one member alone).
- The project should have perceived importance and potential impact - relative to the mission of the Academy.
- The project is manageable in scope.
- There is a reasonable likelihood of success (a significant positive impact is not a longshot).
- There are opportunities for short-term success / positive outcomes.
- Outcomes can be documented and measured.
- The project and/or its outcome are sustainable.
- In the end, the project will help make teaching and the Teaching Academy matter.

**Some broad areas of interest that have been suggested previously:** (some are overlapping)

- Faculty development – dissemination of best practices
- Educational scholarship – including collaborative educational research
- Defining core competencies for teaching faculty
- Assessment of teaching - notably beyond student evaluations
- Mentoring – notably of junior faculty
- Changing rewards systems for teaching faculty, educational leaders, and innovators
- Recognition of teaching excellence (beyond student popularity)

Stephen Hines, Chair of the Teaching Academy Steering Committee (2013-14)

**Some resources:**

- Formation of the Consortium: PRESS RELEASE  
<https://online.zoetis.com/us/en/news/pages/fivecollegesofveterinarymedicineformregionalconsortium.aspx>
- Formation of the Teaching Academy: PRESS RELEASE  
<https://online.zoetis.com/US/EN/News/Pages/ConsortiumofWesternRegionalCollegeofVeterinaryMedicineNamesTeachingAcademySteeringCommittee.aspx>
- The Teaching Academy By-Laws:  
<http://www.teachingacademy.westregioncvm.org/Membership/BYLAWS%20Regional%20Teaching%20Academy.pdf>
- The Teaching Academy web site:  
<http://www.teachingacademy.westregioncvm.org/>

# SCHOLARSHIP ABSTRACTS



Joseph J. Bertone

Western University of Health Sciences  
Completed project

## *The Dunning-Kruger effect: alive and well in a problem based curriculum*

**INTRODUCTION:** Essential to effective life-long learning is accurate knowledge assessment. Competent individuals are often innately capable of accurate self-assessment, or under assess their capabilities while competence challenged individuals lack these skills. The Dunning-Kruger effect (DKE) is defined as the cognitive bias that occurs in individuals that suffer from an inability to assess their ability and preparation. This bias is attributed to a metacognitive inability of the unskilled to recognize their mistakes (i.e., self-assess). Unfortunately, self-directed (e.g., problem based learning) curricula and all self-regulated professions rely heavily on self-assessment. Yet published data illustrates that humans lack accurate self-assessment skills and that only modest improvements in these skills occurs with great effort.

**PURPOSE:** The purpose of this study was to identify the DKE in students in a purported Student-centered learning curriculum which theoretically relies heavily on self-assessment of acquired knowledge.

**MATERIALS AND METHODS:** One hundred and ninety-three students participated in a short answer format case based final examination for an equine focused third year course over a 2 year period. Students were asked to identify what grade they expected to achieve prior to and after having taken the final examination. The correct answer to completed material was presented and discussed at 16 points during the examination. Students heard the correct answers prior to providing their post-test grade expectation. The guesses were given numeric values of A, 3; B,2; C,1; U, 0. The final grades were correlated to class rank and grade point average. A student post-examination survey of 11 questions concerning format, fairness and relevancy of the examination, where 0 is unfavorable and 5 is favorable identified a mean score of 4.14 as graded by the students.

**RESULTS:** Of 193 students, 20 scored an A (90 to 100%), 61 a B (80to 90%), 69 a C (70 to 80%), and 43 a U (scores of less than 70). The A pre-test score, pretest disparity ('STD), post-test score, and post-test disparity ('STD), were 1.9, -1.1 (=0.38), 1.8, -1.2 (=0.6) respectively. There were no significant differences. A power test did not identify a limit. The B group were 2.13, 0.13 (= 0.46), 1.9, -.10 (= 0.43) respectively. The C group were 2.09, 1.09 (= 0.47), 1.71, 0.71 (= 0.62) respectively. The B, C, and U groups differed between the pre- and post-test disparity. A students downgraded their preparedness, but did not change their assessment after hearing the answers. B students were most accurate. C and U students assessed their preparedness above their actual test score and continued to be biased towards a higher grade even after learning the correct answers at 16 times during the examination. Student grade point average and class rank were correlated significantly to the student scores on this examination ( $r = 0.41$ ,  $p = 0.0001$ ). The hypothesis can be made that the DKE behavior is common across the curriculum.

**CONCLUSION:** Self-assessment characteristics in this group of students followed those projected by the DKE.

## Julie Cary

Washington State University  
In Progress

### ***In support of future faculty: a house officer training program in professional life skills***

Future challenges facing academic veterinary medicine will be addressed by the house officers of today. Their influence is also immediate. In many Colleges of Veterinary Medicine, residents and interns serve as one of the primary sources of education for our DVM students. Understanding the impact of both the formal and informal curriculum on our profession's development is key to enacting positive change for the future. To better equip our residents and interns with the skills, knowledge, and attributes necessary to take on these challenges effectively, we have embarked on a professional life skills training program intended to support house officer training, leveraging available multi-disciplinary evidence. Methods: Three years ago, we incorporated an experiential communication training program into the intern and resident orientation weeks. Subsequently, a small group of residents expressed interest in advancing their skills and knowledge in related areas. A pilot program was run for a semester and then expanded the following year to include more residents. The program thread has included a variety of topics and disciplines, from mentoring and teaching to organizational culture, relational coordination, and informal curriculum. The program is based on the concept of emergent design and addresses the current and future needs of our trainees as the primary focus. The goal is to have a balance of experiential training, reflective exercises, outcome-based projects (teaching portfolios, for example), and journal club type discussions. Results: Improving resident support and bolstering mentoring has improved the residents' perceptions of their training program. Subjectively it appears that helping the residents be better adjusted and appreciated has provided a better learning environment for students and interns as well as a positive work environment for faculty. Focus groups conducted with different house officer groups indicate an interest in continuing to develop this experience. As a result of this feedback and the positive impact we feel the program has had on our residents, we have expanded the formal training program. We are currently developing a more substantial professional development program for the interns as well as piloting a seminar series for our department that includes professional development efforts as well as morbidity and mortality-style rounds.

**Conclusion:** It is possible to intentionally influence the residency and internship training culture, and therefore the student experience. Using emergent design, we have created a program that is supporting house officers in their professional development in a positive way. We will offer our experience with examples of efforts made, both successful and not successful, as a way of beginning a conversation about how to support future faculty.

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## Paul Gordon-Ross

Western University of Health Sciences  
Completed project

### ***Client Perception of Veterinary Student Involvement in Patient Diagnosis and***

***Treatment***, Paul Gordon-Ross, DVM, MS; Suzie Kovacs, MSc; Martina Haupt, DVM; Joseph Bertone, DVM, DACVIM

Many Colleges and Schools of Veterinary Medicine have had to restructure the delivery of clinical education [7] to meet the mounting financial challenges. Some needs have been met through collaboration with private and institutional partners as seen at Western University of Health Sciences (approximately 600-700 active and inactive public, private, and institutional partners), Oregon State University (Oregon Humane Society) [6], University of Calgary (approximately 72 private and public practices, federal and provincial agencies, and other animal industry partners) [5] and others. This collaboration is likely to play a more significant role in future veterinary education in the United States as suggested in the 2006 Foresight Report [8]. With the likely increase in the outsourcing of clinical veterinary education, comes the need to determine the view of the public and the potential effects on veterinary care in clinical practice. In human medical education, it has been reported that student involvement in healthcare delivery has little to no influence on patient satisfaction [1-3]. Although this may provide insight about patients - perceptions, it provides little information about veterinary clients' perceptions of student involvement in their animal's medical care. Veterinary practice owners/managers have expressed concern about how their clients will perceive the involvement of students at their facility. At this time there is little to no research about client perception of student involvement in the examination, diagnosis, and treatment of their animal(s) in veterinary medicine. It is the investigators' hypothesis that clients perceive student involvement as having a positive impact on the overall healthcare provided to their animal(s). It is also hypothesized that clients perceive the facility as providing a higher level of care due to its association with an educational institution. This study, through the use of a survey, will assess both client and preceptor perceptions of veterinary student involvement in veterinary healthcare delivery. Method: The focus of the investigation is clients of private veterinary practice, private industry, public, governmental, and institutional facilities where veterinary care is provided. Client perceptions of student involvement were ascertained by questionnaire. Data analysis was subsequently completed using SPSS 17.0 software (SPSS). Results: Approximately 75 completed surveys have been collected and of those 38 have been analyzed at the time of this submission. Descriptive results have been determined. To the question "Would you have liked to have a student involved in in your pets care?" 77.8 % of respondents indicated, "Yes" and to the statement "Students reflect positively on the practice" 85.3% respondents indicated they "agreed" or "strongly agreed" with the statement. Conclusions: The frequency results are encouraging and appear to indicate clients at these facilities like to have student involved in their animal's care and feel that students at a practice reflect positively on the practice. This appears to be similar to reports from the literature on human medical education. The authors' preliminary conclusions are that veterinary clients find student involvement in their pets care to be acceptable and perhaps enjoyable. They also feel that being involved with the training of veterinary students elevates the prestige of the practice indicating quality care.

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## Gary Haldorson

*Washington State University  
In Progress*

### ***Towards Making Exams a Learning Experience: The Collaborative 3 Step Exam,*** Gary Haldorson, Steve Hines - WSU

Exams are usually given primarily as an assessment of student mastery. However, exams can also serve as an invaluable learning opportunity. Significant research has suggested that cooperative exams, where students work together on an exam, can enhance learning. Nonetheless, most instructors are uncomfortable with the loss of individual accountability that cooperative exams might allow. In Washington State University's second year veterinary pathology course, we have been experimenting with a Collaborative Three-Step Examination. In Step 1, students are provided the "take-home" section of the exam. The take-home includes information that will be on the In-Class exam in some form, but not the actual exam questions. Students may be given clinical scenarios, names or descriptions of lesions, specific causes, pathogeneses, or pathophysiology. These can be used on the exam in a variety of ways - e.g. as the stem of a question, as a correct answer, as an incorrect answer, etc. There is nothing from the take-home to turn in and nothing that will be graded. The goal of the take-home is to encourage students to work collaboratively with their colleagues in a somewhat directed fashion. The take-home is written to foster deep discussion and typically hones study efforts on specific material that is considered important by the faculty member. Step 2 of the process is the In-Class examination that students complete individually. This portion of the exam serves as the traditional assessment portion of the experience. It is an intensive 90-120 minute, mostly case-based exam. Step 3 is optional and occurs in the 48 hours immediately following the in-class exam. In Step 3, students are allowed to Re-Take the examination in small groups, without access to a key or the results from their In-Class exam. They may utilize notes, Power Point presentations, and whatever other material they find useful. Each group then turns in one answer sheet. Thus far 99% of the class has elected to participate. The purpose of Step 3 is to allow students to intensely re-engage with the content of the exam, while the material is fresh in their minds, in a collaborative format. After the exam re-take, a detailed key for the exam is posted for student review. Students who complete the re-take exercise receive 5 bonus points that can only be earned if they received a qualifying score on the individual in-class portion (Step 2) of the exam. The overall goal of the Collaborative Three-Step Examination is to hold individual students accountable for knowledge and application of the subject matter while also promoting learning through collaboration. Outcome data that will be reported includes the results of student post-exam and post-semester surveys, as well as comparative test scores before and after the re-take

exercise. Students report that the exams are challenging, but fair. More importantly, these data support the premise that students find the Collaborative 3 Step Exam a valuable learning experience and that it promotes learning.

## Suzie Kovacs

*Western University of Health Sciences  
Completed project*

### ***Measuring Veterinary Student Empathy***

Empathy is considered a vital component of a successful veterinary-client-patient relationship (VCPR). Until recently, this skill was not formally addressed within the veterinary curriculum. Nor has empathy been measured to the extent that it has been in other health professions. The Jefferson Scale of Empathy (JSE), a validated instrument being used across the health professions, has been adapted for use in veterinary students. The study design involved having students complete the newly adapted Jefferson Scale of Veterinary Empathy (JSVE) at three points during their curriculum; matriculation (year 1), prior to entering clinical training (year 2), and upon graduation (year 4). Eight cohorts (classes) of veterinary students attending a veterinary college utilizing a problem-based learning curriculum have participated in this study. Two cohorts completed all three data points. Cross-sectional and longitudinal data were analyzed to see if cohort, year in program, and gender had an impact on empathy levels. Results show no significant differences among cohorts, among year in program, or within cohorts over time. Gender was a factor with females exhibiting a significantly higher degree of empathy than males. In general, results are encouraging as they contradict prior research showing a decline in empathy and attitudes related to empathy in the veterinary student body. Given the feminization of the profession, the gender differences warrant further scrutiny. Further research to include other veterinary education institutions as well as comparisons across health professions is desirable and could impact the veterinary curriculum.

## Ohad Levi

*Western University of Health Sciences & University of California-Davis  
Completed project*

***Ability of Veterinary Medicine Students to Perform Laparoscopic Ovariectomy on Live Dogs*** - Ohad Levi<sup>1</sup> DVM; Philip Kass<sup>2</sup> DVM, MPVM, MS, PhD, DACVPM; Valerie Cantrell DVM<sup>1</sup>; Lyon Lee<sup>1</sup> DVM, PhD.

We tested the hypothesis that with equivalent training time, second year students can become equally proficient at laparoscopic (L) versus “open” abdomen (O) dog ovariectomy.

**Materials and Methods:** Student population: 25 students completing their second year at the Western University of Health Sciences (WesternU) College of Veterinary Medicine with no previous experience as primary surgeon in ovariectomy surgery were selected. Students were randomized to Group O (13) or Group L (12). The study was conducted in four main phases: 1. Pre-training assessment and scoring, 2. Fourteen hours of training in dog ovariectomy (in open or laparoscopy technique respectively), 3. Surgery, 4. Post-surgical assessment and scoring. For the pre- and post-training assessment the same procedure was used: 1. Written

Assessment: (a.) knowledge of dog anatomy relevant to ovariectomy, (b.) confidence and history in performing an ovariectomy, both open and laparoscopic; 2. Written and practical assessment: (a.) Basic surgery skills including tissue handling, instrument handling, suture skills, and hemostasis, (b.) Basic laparoscopic skills using the McGill University Inanimate System for Training and Evaluation of Laparoscopic Skills (MISTELS); 3. Surgery scoring: All surgeries were video recorded and scored by two Board Certified or eligible surgeons blinded to the student-surgeon's identity.

**Data Analysis:** Mann-Whitney test was used to compare between “open” and “laparoscopy” groups. Exact Wilcoxon signed-ranks test was used for data analyzed for statistical significance, comparing pre and post training score and comparing the surgical performance score between the two evaluators. Pre and post training test related to knowledge of anatomy, psychomotor skills and confidence level.

**Results:** The surgery scores of both evaluators for each group were very close, with no significant difference between the 2 groups score ( $p=0.71$ ): Group O, 34.8 out of 55; Group L, 35.9 out of 55. The surgery time was significantly shorter for the “open” surgery compared to the laparoscopy surgery (80'17 minutes and 129'22 minutes, respectively). Training improvement was significantly positive for Group L and negative for Group O. Confidence in performing dog ovariectomy pre- and post-training was no different in Group O but significantly different in Group L.

**Conclusion:** Our results demonstrate the ability of second year veterinary medical students to acquire proficiency, confidence, and a similar level of ability in laparoscopic and “open” ovariectomy techniques when provided with similar periods of training. We demonstrated that with an efficient training program, laparoscopic surgical techniques can be easily introduced into veterinary school curriculum and better prepare students to enter the workforce. The demand for new graduates with a high level of proficiency in elective surgical procedures, including minimally-invasive surgery, continues to increase. Veterinary medical schools and colleges should adopt new surgical techniques, such as laparoscopy, and find novel and effective ways to incorporate them in existing curricula.

## Phil Mixter

*Washington State University  
Completed*

***Active Learning Interventions in Microbiology Student Outcomes-*** Susan C. Wang and Phil Mixter (School of Molecular Biosciences)

Studies of active-learning approaches in teaching repeatedly show improved short-term and long-term retention. In a junior-level undergraduate microbiology class dominated by pre-professionals, active-learning approaches were instituted in 2011. While implemented approaches continue to evolve, data regarding student course performance before implementation (2009-11) was compared to post-implementation (2011-13). Student overall course performance increased slightly and the [C-/D/F] rate of student failure also decreased. In addition to this short-term measure of performance change, we analyzed whether student performance in courses later in the microbiology degree program changed, reflecting longer-term retention and integration of concepts. Given the small cohort of undergraduate students majoring in the degree program, the statistical power was limited and these data were more variable, likely indicating both that other factors influence these outcomes and a greater cohort size is needed. We conclude that implementation of active

learning approaches enhance student performance and reduce the failure rate during this class, while the longer-term impacts of these interventions require more study.

## Russ Tucker

*Washington State University  
In Progress*

***Peer Teaching Evaluation: Best Practices for WSU's Emerging Program-*** Phil Mixer (Molec Biosciences) and Russ Tucker (Vet Clinical Sciences, Department of Radiology)

In evaluating overall performance, various metrics are used to assess faculty for scholarship in research, service and teaching. Traditionally, student end-of-course evaluations are often employed as the sole metric of teaching. Numerous studies indicate that student teaching evaluations reflect students' distaste for rigor and limited perspective of their own educational programs at the time of these surveys. Several institutions developed alternatives for faculty teaching assessments useful in either annual assessment or tenure-promotion assessment. WSU is currently developing a peer teaching evaluation program, modeled after a program in place at the University of Tennessee College of Veterinary Medicine. This presentation will review peer evaluation in general, then focus on key components of the emerging WSU program, including the collaborative and constructive nature of the evaluation process, the areas of teaching evaluation focus, and training of evaluators to ensure consistency. The presentation will explore administrative issues during implementation and future goals of the WSU program.