Making Teaching Matter!

2016 Contents:

Page 4  
Teaching Academy Influence

Page 5  
Initiatives

Page 14  
Learning Communities

Page 20  
Invited Guest Speakers

Page 23  
Presentations & Discussions

Page 27  
Summer Book Club

Page 29  
Educational Research Grants

Page 34  
Regional Teaching Academy

Page 36  
Publications

Page 41  
Professional Development

Page 43  
Awards

Page 45  
Membership

Letter From the Acting Director

Changes in 2016. The CVM Teaching Academy was Steve Hines’ vision for institutional change. After five years, Steve handed the controls to me temporarily early in 2016 with a sabbatical on the long-term horizon. I was honored and challenged at the same time. The CVM Teaching Academy with the many aspects featured in this annual report is tough to drive.

Steve makes it look easy! At the same time the academy continues to foster development of evidence-based instruction and the impacts of the academy are manifest widely in our college, across the WSU campus and regionally in our consortium and WIMU campuses. The years of effort are paying off in many ways, as enhancement of instruction continues.

Teaching Academy Initiatives for 2016. In January 2016, the academy had mature initiatives in the areas of Peer Teaching Observation, the Center for Clinical Simulation and Professional Development for New Faculty. The Educational Research Grant (ERG) program had piloted several rounds of funding for faculty projects. The academy was no longer new, moving into its sixth year with a core participant group who continue to be engaged by the array of offerings. At the same time, there were areas where the CVM Teaching Academy’s reach was limited providing an opportunity for growth. The academy was moving to a new level of maturity.

A small group learning community model was rolled out in an effort to reflect on current interests then cluster instructors with common interests. UC-Davis visitor Martin Smith would later name these “communities of practice.” With intention, many options were discussed and many groups were initially formed, not knowing which groups would engage each other. By the end of 2016, the clinical teaching cluster continued while other groups didn’t continue. I often describe the CVM Teaching Academy to newcomers as “for the people, by the people,” driven by participation. I sensed the limits of what busy members found worthy of their precious time. At the same time, two new groups gained momentum and worked to expand the academy’s reach. Veterinary technicians hosted a development workshop (see pages 15-19). A group of graduate students and house officers came together in 2016, held regular meetings and found their direction, engaging many who see an educational focus in their future careers. This group continues to discern the needs of their members and draw expertise from the academy (see pages 12-13).
What works locally is expanding regionally. A subset of the WSU CVM Teaching Academy is also engaged regionally. The college’s instructional programs now reach to both the Utah State and Montana State campuses, drawing veterinary trainees in from those states. The work of the Consortium of West Region Colleges of Veterinary Medicine’s Teaching Academy (cvm.wsu.edu/rtta) models the local WSU teaching academy in many ways. Founded in 2012, the regional academy is now delivering products from several projects, including an introductory immersion experience for faculty new to teaching as well as an external peer review of instructors seeking promotion. WSU hosted this group’s 2015 biennial meeting. WSU faculty who serve locally work hard on regional projects as well (featured on pages 34-35). Both local and regional efforts synergize to press forward on key issues, striving to make teaching matter.

With gratitude. Our community moves forward on the shoulders of many of our own. In the year gone by, I am thankful for engaging colleagues who are motivated to improve their instruction. Thanks to all who attended a session, organized a session or participated in any way. You make this happen. I am indebted to members of the academy’s steering committee who provide key perspectives for our directions. CVM Dean Bryan Slinker not only provides key administrative and financial support but always welcomes the opportunities to weigh our options and find solutions that aid both instructors and students at every level. Dean Slinker puts gas in our tank. Although off-site, Steve Hines continues to function as the man behind the curtain, pulling levers and nudging the academy from afar. His help has greatly smoothed the way for me. Finally, our Program Coordinator Rachel Halsey continues to move faculty forward with insight, web design, meeting organizing skills, assessment data collection and reminders to the Acting Director. Her key role in our work cannot be underestimated and I thank her personally for handling a year of change with her steady smile. Thanks to so many!

Philip F. Mixter, Ph.D.  
Acting Director, CVM Teaching Academy and Associate Clinical Professor, School of Molecular Biosciences

Goals

- Improve the quality of teaching and learning in the DVM and undergraduate teaching programs through faculty development, communication, collaboration, and scholarship.
- Foster and support experimentation in the DVM and undergraduate curricula.
- Create and sustain an environment of collegiality, collaboration, and open dialogue - a place where ideas are freely expressed, openly discussed, and debated respectfully.

By promotion scholarship, education leadership, and collaboration -

- Elevate the status of teaching - especially for those who have large teaching appointments,
- Re-define "excellence in teaching" to extend beyond student teaching evaluations
- Coordinate a "critical mass" of CVM faculty dedicated to and focused on the CVM's teaching mission
- Provide a substantive means by which faculty may be promoted and/or granted tenure based on teaching.
CVM Teaching Academy Influence:

Over the past 5 years, the CVM Teaching Academy has evolved and grown to provide a wide range of opportunities focused on making teaching matter. Ranging from large professional development workshops to small group meetings, the CVM Teaching Academy provides participants with a diverse menu of common objectives, activities and opportunities. Participant attendance at these various opportunities has continued to grow significantly, aiding instructors' development to meet the needs of the ever-changing world of higher education.

CVM Teaching Academy Attendance:
(Individual attendance data for 2012 was not available)

This year we were able to touch 1,354 faculty, staff, and students with the 97 difference events and programs. These events vary, dependent on the needs and interests of our participants.

The CVM Teaching Academy has impacted our college and campus both directly and indirectly with our efforts to make teaching matter.
The Teaching Academy continues to grow & strive to meet the needs of the members & the college. The 4 initiatives developed two years ago, & the new one developed last year, continue to evolve & increase in momentum as they develop into programs that will be beneficial.

- **Assessment of Teaching Effectiveness**: Peer Observation of Teaching Program

- **Faculty Development & Mentoring**: A mentoring/training program for junior faculty.

- **Clinical Skills & Simulation** (DVM clinical skills lab & integrated program)

- **Veterinary Technician Professional Development**

- **Graduate Student and House Officers as Educators**
Peer Observation of Teaching Program:

Co-Leaders: Phil Mixter, PhD, Susan Matthew, DVM, PhD & Suzanne Kurtz, PhD

A process to enhance both teaching and curriculum development within the CVM, encouraging innovation, and leading to more effective assessment of teaching progress

**Background:** A primary goal of the WSU CVM Teaching Academy initiative for Peer Observation of Teaching is to develop a culture of teaching improvement within our college. This culture would welcome peer observations and interactions, individualize faculty development of instruction, support educational innovations, and generate community-wide conversations about best teaching practices.

The evaluation of teaching in the WSU CVM is currently limited. These processes:

- do not provide sufficient formative input to improve an individual’s teaching effectiveness
- do not support experimentation and innovation (risk taking),
- do not stimulate sharing of teaching experiences or otherwise create a comfortable environment for exploring new teaching practices,
- and do not provide complete and balanced summative feedback, as is needed for annual review and promotion portfolios

**Overview:** A cluster of current faculty at varied stages of their careers are trained and observe, discuss and actively reflect with CVM instructional faculty. This provides constructive feedback with a group of at least three trained faculty following observations of the individuals’ teaching activities (including lectures, laboratories and clinical instruction). The interactive process follows transparent guidelines. Interactions offer relevant and insightful opportunities for reflection by the instructor, and to provide an alternative source of formative and summative evaluations to department chairs and promotion committees.

**2016 Accomplishments:**

1. Oversight committee - Rachel Halsey, Steve Hines, Susan Mathew, Suzanne Kurtz, and Phil Mixter (chair) continue to steer the program involving peer observation and discussion of teaching in all contexts (lectures, rounds, clinic or stall-side and other teaching in clinical contexts, one-on-one or small group mentoring and teaching, etc.).
2. Creation and trouble-shooting of an online form for signup: Rachel created this resource to get key information upon intake/request for coaching. The form now allows anyone to request peer observation and begins the difficult scheduling process using automated features.
3. The program completed peer observation with 5 CVM faculty members during 2016 from three different departments (IPN-1, SMB-1 and VCS-3). The program logged approximately 69 hours of observations and discussions with these five faculty members, emphasizing the depth of the program.

**Future Goals:**

1. **Spring 2017**
   a. Continue peer observations with faculty members in both clinical and didactic settings, adding to the pool of participants.
   b. Present update to larger CVM Teaching Academy (January 13, 2017)
   c. Continue to promote this program to chairs and others, especially those instructors coming up for significant review.
   d. Run another round of training sessions, recalibrating current coaches while including new members into the coaching pool (scheduled for April 20, 2017)
2. **Fall 2017:**
   a. Work to elicit more feedback from chair and Dean regarding the utility of this program to enhance the promotion process for instructors
   b. Design early assessment to collect data with the intent on publishing about this initiative
Quotes from Faculty Participants

"I would recommended the program to other instructors because it provides a unique opportunity to improve your teaching skills."

"It helped me to pinpoint specific areas that needed improvement, and to design effective strategies to tackle those areas in need. Specifically, I was able to create and implement new strategies to capture the class attention, helping the delivery of critical concepts." ~Dr. Nicolas Villarino, DVSc, PhD

"The peer observation was a great experience that not only gave me strategies for providing a better educational environment but also gave me insight on how to approach my teaching. I am now thinking more about how learners experience the material I present and what I can do to engage them. The process never felt intimidating or critical and overall I learned a lot."

~Dr. Jillian Haines, DVM, MS, DACVIM

"After the completion of my first peer observation, I believe that this is an invaluable opportunity for all faculty. Even with very limited time to meet with my observers, I gained immediate feedback that readily translated into improving my didactic teaching. From one lecture to the next, I gained skills in stimulating student participation. My team demonstrated a sincere interest in my success as a lecturer having an excellent balance of suggestions and positive feedback."

~Dr. Hillary Greatting, DVM, MS
**Background:** Although teaching is a component of the job of almost every member of the faculty, very few ever get actual instruction in teaching. We typically teach as we were taught, without much thought as to why or whether this works. Over time, seasoned instructors learn from their students what works in class, and what doesn’t, but this process often takes an entire career. Moreover, a broad literature of scholarship of teaching and learning has been developed over the last few decades demonstrating a variety of “best practices” for classroom and clinical teaching, making it possible for instructors to evaluate the outcomes of different pedagogical techniques. The Mentoring/training Program for Junior Faculty Initiative will draw on these resources as well as the expertise of long-time instructors to help new or less experienced faculty improve and incorporate new techniques and strategies into their teaching as early in their career as possible.

**Goal:** The goal of the Mentoring/training Program for Junior Faculty Initiative is to develop a sustainable program that supports new teachers as they begin to gain experience in teaching.

**Overview:** The initiative will provide a modular series of activities that new teachers in the CVM can participate in as needed. All activities will be open to the entire Teaching Academy, though each event will focus on a topic that is likely to be of the most interest to a new or more inexperienced instructor. All activities will focus on either the resources available to faculty members within WSU and the CVM, the day-to-day activities of teaching, alternate (not lecture based) pedagogical strategies, and the science of teaching and learning.

**Accomplishments:**

1. **March 21/24, 2016:** (26 in attendance) Dr. Steve Hines lead a workshop series: Student evaluations of teaching: Part 1 - What do they mean?
2. **March 31, 2016:** (11 in attendance) Student evaluations of teaching: Part 2 – Using student comments to document and improve our teaching
3. **April 13/15, 2016** (15 in attendance total) Drs. Steve Hines & Phil Mixter lead a presentation on Documenting Your Teaching for Annual Review AND Promotion
4. **May 26, 2016:** (7 in attendance total) Chris Lindberg presented “Using Data To Improve Teaching.”
5. **June 9, 2016:** (4 in attendance total) Chris Lindberg presented “Using Surveys/Polls and Rubrics in Blackboard”
6. **June 16, 2016:** (2 in attendance total) Chris Lindberg presented “Panopto Advanced Topics: Editing, Organizing and Recording.”
7. **June 23, 2016:** (2 in attendance total) Chris Lindberg presented “Organizing Courses To Enhance Learning - Best Practices”
8. **June 30, 2016:** (3 in attendance total) Chris Lindberg presented “Advanced Blackboard Topics: Groups and Online Collaboration Tools”
10. **Aug 8, 2016:** (4 in attendance total) Chris Lindberg presented “Assessments 2: Deploying Exams”
11. **Aug 11, 2016:** (4 in attendance total) Chris Lindberg presented “After The Exam: Item Analyses & Grade Center”
12. **Aug 18, 2016:** (4 in attendance total) Chris Lindberg presented “Advanced Grade Center”
13. **Ongoing:** A comprehensive website with links to various teaching resources and a CVM-specific FAQ section is currently under development.

**Future Goals:**
Activities being planned for 2017:

- May 2017: Focus Groups with junior faculty to determine what their needs are
- Fall 2017: A series of workshops focused on the needs of the junior faculty
CVM Clinical Simulation Center:

Board of Directors: Lethea Russell, LVT Coordinator; Rob Keegan, DVM; Matt Mickas, DVM; Tandi Ngwenyama, DVM; Linda Martin, DVM; Lynne Nelson, DVM; Susan Matthew, DVM; Rachel Jensen, LVT; & Julie Cary, Director DVM, Director.

Mission: To provide a positive, enriching, and supportive educational environment for members of the veterinary profession at all levels of training.

Vision: To advance technical and clinical knowledge and skill through low and high fidelity simulation for students, staff, interns, residents, and practitioners in order to enhance the care provided to our veterinary patients now and in the future.

Goals:

1. Provide students with the opportunity to be the most highly trained, technically skilled, confident, and marketable graduates in the country.
2. Provide an educational environment for the benefit of students, house officers, and other trainees.
3. Encourage innovation in veterinary medical education.
4. Serve as a catalyst for greater integrated learning efforts.
5. Develop and implement research related to optimizing technical and clinical skill proficiency.
6. Encourage collaborative educational program development and research projects.
7. Provide facilities and staffing for formative and summative assessment events.
8. Advance understanding of the benefit of simulation for teaching and the practice of veterinary medicine.

2016 Accomplishments:

1. Successfully hosted 172 labs.
2. Supported learning of an estimated 6000 participants.
3. Student-led research: two manuscripts published, one manuscripts accepted, two manuscripts in process.
4. Obtained funding and purchased.
   a. Life-sized rescue horse mannequin
   b. Sonosite Ultrasound

2016 Instructional Activities:

1. Principles of Surgery laboratory curriculum (30 hours/student fall semester).
2. Third year Introduction to Clinics support (minimum 4 hours/student spring and fall semester).
3. Optional Clinical Skills Laboratories (OCSL) are continuing support and augment training happening within the curriculum in an individualized format (student-determined time commitment).
4. Experiential introduction to Anesthesia prior to Junior Surgery live animal surgery (3 hours/student).
5. Production and editing of student instructional videos.
6. Contribute to 4th year rotation instruction on an as-needed basis.
7. Sophomore elective Applied Clinical Anesthesia through simulation.
8. Fourth year Shelter medicine Rotation introduction to simulation and comprehensive anesthesia
9. Fourth year Disaster response planning course (Triage simulation, large animal emergency extraction simulation)
10. Technicians as educators training CE course (8 hour session).
11. Intern and Resident Orientation program (20 hours of communication and teaching in the moment experiential learning).
Mission: To facilitate the growth and expansion of the teaching skills among the veterinary technicians at the Veterinary Teaching Hospital with the goal of lifting our professional veterinary students up higher in their educational endeavors.

Background: In keeping with the overall mission of the Teaching Academy, this initiative was developed to enhance the VTH Veterinary Technician staff teaching skills through increased resources and education. It has been acknowledged that a significant portion of the fourth year veterinary student’s time is spent working side by side in the clinical setting with veterinary technicians. It is further recognized that the veterinary technician staff brings a tremendous knowledge base to be shared with the veterinary students. However, very few Licensed Veterinary Technicians have also been trained formally in education and teaching practices. This initiative will help meet the Academy’s goal of improving the professional lives of both the staff and the students involved with the Washington State University College of Veterinary Medicine by providing guidance through educational seminars and workshops, reading materials and other similar activities to further the teaching skill set for this group of individuals.

Overview and Initial Goals:

The initial phase of this initiative involved identifying the ultimate goal. The ultimate goal was defined to be to develop a veterinary technician staff that would be considered elite teachers in their field. It was decided that we would likely need to break down the process into pieces and explain each piece to work towards recognizing and raising technician confidence and competence in teaching the veterinary students. Several identified steps that will need to be addressed include giving effective feedback, dealing with emotional responses, understanding student responses to teaching delivery, mastering verbal and non-verbal communication while teaching, and ensuring an understanding of the subject being taught.

2015-16 Accomplishments:

March 3, 2014 - Initial meeting of the Board of Directors (6 in attendance) Defined goals and brain stormed possible directions to pursue.

September 23, 2015 – (4 in attendance) met with Julie Cary with the Simulation and Communications lab to discuss the idea of utilizing their resources for the workshop

October 7, 2015 – (22 in attendance) Met with the VTH Veterinary Technicians and introduced the idea of the communications workshop and got input from the group

Between March 23 and July 16, 2016 – Gave 8 different sessions of the Communications/Teaching Workshop for VTH Veterinary Technician Staff:

Learning Objectives: By the end of this workshop, technicians will

1. Recognize their role in student education in the clinical environment
2. Have greater confidence and competence in teaching clinical students
3. Participate in enhanced education of clinical students in VTH
4. Focus on procedure-based instruction
   a. Introduce cognitive task analysis as a framework for procedure instruction
   b. Develop skills in giving effective feedback
   c. Promote reflection during learning and about learning
5. Understand student responses to learning
   a. Adult learning theory as a framework
   b. Learning curves in clinical skills development
   f. Emotional responses and impact on learning
6. Use simulation to develop and enhance technician educator skills
7. Understand biases—definition of “challenging student”
8. Determining students “zone of ignorance” and using that effectively
9. Practice giving feedback and guidance using evidence-based skills

All 36 VTH technicians attended one of these workshops.

August 2016 – did a follow up survey to obtain feedback regarding the workshop. 87% of participants somewhat or strongly agreed that the workshop challenged them to think about their role as educators. 80% of the participants somewhat or strongly agreed that the information and skills gained at the workshop would help them be more effective in their job at WSU.

September 2016 Advisory Committee met to discuss some of the suggestions brought up by the technicians about where to go from here. We are currently looking at three lines of direction based on these requests.

- Leadership Training to help the technicians to be more comfortable with taking the lead in the clinical realm with teaching. Will utilize group discussion, webinars, guest speakers, journal club/book club formats, etc.
- Surveying the students about what they are looking for from the technicians or how they think the technicians can help them reach some of their goals with their education
- Follow up Open Forum session regarding the Teaching Workshop to see what questions are still unanswered from the techs

Other ideas still being considered for the future

1. Motivational speaker to help with technician engagement and motivation
2. Follow up workshops to build on the skills presented in the first one
3. Round table lunch discussions on different aspects of teaching
Creating a community of graduate students and house officers that provides support and guidance for developing skills and knowledge of teaching and learning theory, research and practice.

**Background:** This initiative was established by the Teaching Academy in August, 2016 to help develop a community of and provide support and resources to graduate students and house officers interested in teaching and learning. The opportunities that provide graduate students and house officers in the WSU CVM with training, resources and support that is specific to their needs as educators is limited. Therefore, the Teaching Academy sought to develop this initiative to provide these present and future educators with a platform tailored towards their teaching needs and interests.

**Overview:** An important goal is to identify the unique needs of graduate students and house officers as educators and to subsequently provide the appropriate opportunities to fulfill these needs and foster an environment of curiosity, development and passion for teaching. This group is very diverse in terms of teaching experiences and aspirations. Therefore, the intent is to embrace and explore an equally diverse range of educational environments such as classrooms, laboratories, clinical settings, etc. in large and small group teaching formats. This exploration entails sharing intra-member experiences, inviting guest lectures, reading education literature and any other activities that members identify as appropriate and essential to their development as educators. Although the initial intent was to create an initiative for graduate students, the focus has grown to include house officers, fellows, post-doctoral scholars and faculty. This group openly invites any individuals who are interested in exploring teaching scholarship. The meetings and events for this initiative aim to promote a safe and supportive environment for all those interested in teaching and learning.

**2016 Accomplishments:**

- Meetings have attracted a consistent number of house officers and graduate students from all departments in the WSU CVM.
- Meetings have attracted additional members of the CVM community such as post-docs, fellows and faculty, thereby creating an even more diverse environment with an expansion of valuable experiences and perspectives.
- Fall 2016 meetings were very well attended and covered a variety of topics as members continue to identify imperative components and skills they perceive as necessary for becoming successful educators.

<table>
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<tr>
<th>Date</th>
<th>Meeting Title</th>
<th>Facilitator(s)</th>
<th>Attendance</th>
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<tr>
<td>9/1/2016</td>
<td>Introductions &amp; Planning</td>
<td>Julie Noyes</td>
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<td>9/15/2016</td>
<td>Job Talk &amp; Designing a Hypothetical Lecture</td>
<td>Cassandra Olds</td>
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<td>9/29/2016</td>
<td>Teaching Philosophies</td>
<td>Jonathan Torres</td>
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<td>10/20/2016</td>
<td>Designing a Course: Nonlinear Approach</td>
<td>Narayankripa Sundararajan</td>
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<td>11/10/2016</td>
<td>Demystifying the Syllabus</td>
<td>Erika Offerdahl</td>
<td>15</td>
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<tr>
<td>12/8/2016</td>
<td>Feedback &amp; Planning for Next Semester</td>
<td>Julie Noyes</td>
<td>17</td>
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<tr>
<td>12/15/2016</td>
<td>Holiday Party</td>
<td>Julie Noyes &amp; Tessa LeCuyer</td>
<td>69</td>
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</table>
- Blackboard “Sandbox” was developed. All interested members have access to the Sandbox which includes information about every meeting and resources pertinent to those meetings and additional areas of interest.
- Institutional Review Board (IRB) except status to collect information regarding member experience and potentially use in a variety of research designs (observational – cross-sectional/longitudinal qualitative phenomenological study, etc.).

**Future Goals: Spring 2017:**

- Members have expressed interest in developing a mentorship program. Some group members with substantial teaching experience have volunteered to be mentors to others in the group with less teaching experience. A goal is to identify faculty members from a variety of teaching backgrounds (large and small classrooms, multi-species, research, laboratories, clinics, etc.) who would be interested in becoming mentors. At this time, the mentorship program will be informal where mentor/mentee pairs can identify the goals and activities they see fit for a successful partnership. Mentees will be encouraged (but not required) to share their experiences with the group.
- A major goal for the spring semester meetings is to create a forum that encourages active participation of members. The intention is to concentrate on developing fundamental teaching skills such as speaking in front of a crowd, providing instructive feedback and developing effective communication skills.
- Members will be encouraged to facilitating or co-facilitating meetings where they will present topics in the format of their choice (e.g. journal article discussion, Mentor Commons, develop a class/lecture, etc.).
- The ultimate goal is to create a self-sustaining environment where meetings and events are developed by the individual members of the group (instead of a single facilitator). This model is meant to foster a sense of ownership so that the initiative is essentially sustained and directed by group members.
- A core group of members will be identified who will share responsibilities and help oversee the organization and format of meetings, presentations, programs and events related to this initiative.
The CVM Teaching Academy has formed interest-based Learning Communities to support implementation of best practices introduced during workshops and seminars.

The decision behind forming these Teaching Academy Learning Communities (TALC), was to provide an environment where members that wanted to continue discussing or developing new techniques within their classrooms could meet, share ideas, or develop new concepts. These groups would be led and populated by interested members that possessed the same interests and focus.

During the Spring 2015 semester seven TALC formed, but only the remaining continued beyond the first semester, and after the Spring 2016 semester, only 1 learning committee continues to grow and be productive.

- Assessment and Outcome*
- Active Learning*
- Metacognition*
- Clinical Teaching
- Team Based Learning (TBL)*

*Only in the Spring semester and did not continue over the summer or fall semester.
**Clinical Teaching Learning Community:**

**Membership:**

Dubra Diaz, DVM, PhD  
Jillian Haines, DVM, DACVIM (IM)  
Suzanne Kurtz, PhD  
Pamela Lee, DVM, MS, DACVIM (Co-Chair 2016)  
Linda Martin, DVM, MS, DACVECC  
Tania Perez, DVM, MS  
Jennifer Sclovak, DVM, MS, DACVIM (Co-Chair 2016)

Hillary Greatting, DVM, MS  
Macarena Sanz, DVM, DACVIM (LA Med)  
Jessica Bunch  
Cariann Turbeville, DVM  
Jennifer Gold, DVM, DACVIM (LA IM), DACVECC (Equine)

**Background:** A group of clinical and junior faculty that started meeting in February 2016, with support from the WSU Teaching Academy.

**Goal:** To promote improvement, advancement, and recognition of the importance of clinical teaching in the veterinary curriculum.

**Overview:** Initially, during the first few months of the clinical teaching learning community, we established goals for our group. This included providing a safe and welcoming environment to brainstorm and share ideas on improving or teaching abilities while being attentive and productive clinicians in the hospital. In the last year we have organized a communication workshop with Dr. India Lane, arranged multiple “town hall” meetings with Dean Slinker, and initiated peer observations during rounds/receiving days when on clinics. Our group meets every 3-4 weeks to discuss how the hospital, how the different sections, and the entire veterinary college works within the university. Additionally, we identify educator areas of improvement such as providing timely and meaningful feedback, addressing student evaluations, and improving professional communication.

**2016 Accomplishments:**

1. **February 23:** (13 in attendance) – Business meeting, to line out the goals of the program  
   a. The long term goals of this Learning Community are threefold:  
      i. Develop better clinical teaching skills and learn new clinical teaching methods;  
      ii. Develop assessments of clinical teaching  
      iii. How to make clinical teaching count promotion.  
   b. Our short term goal is to organize a clinical teaching workshop for faculty (especially junior faculty) focusing on clinical teaching skills, methods, and assessments

2. **March 15:** (9 in attendance) – Design a workshop for July with Dr. India Lane.  
   a. India Lane is a board certified veterinary internist with a PhD in education at University of Tennessee. India has been an instructor at UT previously and is now in an administrative role. As a result, she understands clinical teaching from our perspective but also from an administrative perspective.

3. **April 5:** (7 in attendance total) - Further develop summer workshop
4. **April 26:** (6 in attendance total) - Further develop summer workshop
5. **May 24:** (6 in attendance total) - Further develop summer workshop
6. **June 15:** (6 in attendance total) – Chris Lindberg spoke about technology in teaching
7. **July 8:** Final planning
8. **July 14:** India Lane
Clinical Teaching Learning Community: (continued)

2016 Accomplishments (continued)

9. July 26: (6 in attendance total) – Debriefing the workshop
10. Aug 26: (10 in attendance total) – Guest speaker Phil Mixter & Suzanne Kurtz introduced the TA Peer Observation program
11. Sept 20: (9 in attendance total) - Dean Slinker gave a brief overview of the college’s Structure/hierarchy/political system
12. Nov 1: (4 in attendance total)
13. Nov 15: (8 in attendance total) - Dean Slinker spoke to the group about Fiscal structure of the College of Vet Med

Future Goals:

- Continue “town hall” meetings with Dean Slinker and with Dr. Deb Sellon and Dr. Bill Dernell depending on the topic of interest to the group.
- Topics considered include inquiring about clinical/junior representation on the Hospital Board.
- Understanding our appointments and how they translate to “real clinical life”.
- Working on ways to provide a better environment for teaching during the 4th year with our current fiscal restrictions.
- Customize our different services end of rotation evaluations for 4th year student feedback. Provide meaningful feedback to students.
- Organize a professional communication workshop focusing on educator/clinician to student, colleague to colleague, colleague to resident and colleague to staff interactions.

"Great opportunities to begin the dialogue about how important clinical teaching is, and how difficult and time consuming can be sometimes."

"The small group discussions allowed us to learn more about other departments and to realize that other people experience similar challenges."
CLINICAL TEACHING WORKSHOP:

Dr. India Lane

India Lane, DVM, MS, EdD, DACVIM, Assistant VP for Academic Affairs & Student Success and Professor at University of Tennessee College of Veterinary Medicine

July 14-15, 2016

India Lane received her veterinary degree from the University of Georgia in 1988, then completed an internship at Texas A & M University and a residency and Master of Science degree at Colorado State University in 1992. At that time, she also achieved Diplomate status in the American College of Veterinary Internal Medicine. In faculty positions at the Atlantic Veterinary College and at the University of Tennessee, Knoxville, Dr. Lane focused clinical, teaching and research interests in small animal urology while becoming increasingly involved in teaching development and educational planning.

Dr. Lane served as the Director of Veterinary Educational Enhancement from 2002-2011, and completed a doctoral degree in Educational Policy and Leadership Studies at UTK in 2008. Under her guidance, the UT CVM developed a model veterinary Master Teacher Program and hosted the first faculty oriented veterinary educational meeting in Knoxville in 2010. The Master Teacher Program was recently recognized with an Outstanding Team Award from Gamma Sigma Delta. Other recognitions for teaching and educational work include the Provost’s Award for Excellence in Teaching at the University of Tennessee, the Faculty Recognition Award from the Tennessee Veterinary Medical Association Faculty, and the Wharton Professorship in the College of Veterinary Medicine. Most recently, she received the National Gamma Award from Omega Tau Sigma Fraternity in recognition of distinguished service to the veterinary profession.

Dr. Lane currently is a Professor of Medicine in the Department of Small Animal Clinical Sciences and serves as the Associate Vice President for Academic Affairs and Student Success at the University of Tennessee. As Associate Vice President, she facilitates academic programs, policies and other collaborative initiatives at UT campuses across the state. She remains involved in faculty development and leadership development through engagement with the Veterinary Educator Collaborative, the International Association of Medical Science Educators and the Journal of Veterinary Medical Education.

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<tr>
<th>Date</th>
<th>Session</th>
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<tbody>
<tr>
<td>July 14</td>
<td>8 am Seminar: Teaching on the Run</td>
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<tr>
<td></td>
<td>9:30-12:30 pm Workshop: The Clinical Teacher/Feedback in the Clinical Setting</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>1:15-3:45 pm Workshop: Making the Most of Clinic Rounds</td>
<td>21</td>
</tr>
<tr>
<td>July 15</td>
<td>15-Jul 9 am Workshop- Clinical Teaching Effectiveness: Assessment and Documentation</td>
<td>21</td>
</tr>
</tbody>
</table>
**Seminar: "Teaching on the Run"**

**Description:** In this interactive workshop, participants will create an effective environment for rounds, review strategies for setting up the environment, and try multiple questioning and engagement strategies for keeping the discussion and learning lively.

<table>
<thead>
<tr>
<th>Department/Affiliation</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>VCS</td>
<td>28</td>
</tr>
<tr>
<td>VMP</td>
<td>2</td>
</tr>
<tr>
<td>IPN</td>
<td>2</td>
</tr>
<tr>
<td>Dean's Office</td>
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<tr>
<td>Library</td>
<td>1</td>
</tr>
<tr>
<td>Outside Guest</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 35

**Workshop: "The Clinical Teacher/Feedback in the Clinical Setting"**

**Description:** This interactive session will begin with an opportunity to explore qualities of effective clinical teachers, as well as proceed through a brief self-assessment. The rest of the session will review features of good feedback, offer models and strategies for providing continuous feedback, and demonstrate feedback in difficult situations.

<table>
<thead>
<tr>
<th>Department/Affiliation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCS</td>
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<tr>
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<tr>
<td>IPN</td>
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<tr>
<td>Dean's Office</td>
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<tr>
<td>Library</td>
<td>1</td>
</tr>
<tr>
<td>Outside Guest</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 23

**Workshop: "Making the Most of Clinic Rounds"**

**Description:** In this interactive workshop, participants will create an effective environment for rounds, review strategies for setting up the environment, and try multiple questioning and engagement strategies for keeping the discussion and learning lively.

<table>
<thead>
<tr>
<th>Department/Affiliation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCS</td>
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<td>VMP</td>
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<tr>
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<tr>
<td>Dean's Office</td>
<td>1</td>
</tr>
<tr>
<td>Outside Guest</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 21
Seminar: "Clinical Teaching Effectiveness: Assessment and Documentation"

Description: Long days and nights in clinics must be worthwhile, right? This session will intensively examine methods for documenting and assessing clinical efforts for annual review, promotion and tenure and will conclude with a panel discussion by WSU academic leaders.

"This was overall a wonderful opportunity presenting practical ways to improve our teaching in the clinical setting" ~ Participant

Overall, 93.8% of the survey participants found the Clinical Teaching workshop to be useful/valuable to very useful/valuable experience.
Invited Guest Speaker:

**DR. JOHN COHEN**
Thursday, April 28  |  ABDF 1002

12:10 pm Seminar:
Can Students Actually Learn in a Lecture?

4:10 pm Seminar:
The 7 Essential Things You Need to Do to Give a Dynamite Talk

**April 27-28, 2016**

**Dr. John Cohen, MDCM, PhD, DSc,** Professor of Immunology and Microbiology, and Medicine, University of Colorado Medical School - Denver, Colorado.

Dr. Cohen is Professor in the Department of Immunology and Microbiology at the University of Colorado School of Medicine. He received an MDCM and PhD from McGill University and joined the faculty at UC as an Assistant Professor. He has a long and distinguished career both in research and teaching. His research group is recognized as the first to show that cells have a genetic "suicide program" known as apoptosis, or programmed cell death.

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Total Attendance</th>
<th>Present</th>
<th>Viewed on YouTube</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 pm:</td>
<td>Can Students Actually Learn in a Lecture?</td>
<td>110</td>
<td>83</td>
<td>27</td>
</tr>
<tr>
<td>4 pm:</td>
<td>The 7 Essential Things You Need to Do to Give a Dynamite Talk</td>
<td>106</td>
<td>81</td>
<td>25</td>
</tr>
</tbody>
</table>

**Note: Livestream video, were only able to track views, not able to determine how many people were watching on the other end**
**Seminar: "Can Students Actually Learn in a Lecture?"

Description: Yes they can, though the odds are against them. There is too much to do during a lecture: listen to the speaker, read the PowerPoint, think about what was just heard (which makes them miss the next thing) and so on. It's designed for multitasking, which the human mind is nearly incapable of. Much learning is best done on one's own: typically, acquisition of facts. Other processes, including synthesis and problem solving, are best learned and practiced in an active setting. This dichotomy led to the development of flipped classrooms. But the real power of the flip (and why it doesn't have to look the way the experts say it does) comes, strangely enough, from the neuroscience principle of memory consolidation during sleep. Exploiting that is simple enough if learners and teachers cooperate to make it happen.

<table>
<thead>
<tr>
<th>College</th>
<th># Attended</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVM</td>
<td>60</td>
<td>57.5%</td>
</tr>
<tr>
<td>Education</td>
<td>6</td>
<td>5.4%</td>
</tr>
<tr>
<td>CAS</td>
<td>4</td>
<td>3.6%</td>
</tr>
<tr>
<td>Engineering</td>
<td>3</td>
<td>2.7%</td>
</tr>
<tr>
<td>Nursing</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td>8.1%</td>
</tr>
<tr>
<td>Live Streamed YouTube</td>
<td>27</td>
<td>24.5%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>110</strong></td>
<td></td>
</tr>
</tbody>
</table>

**12 pm: Can Students Actually Learn in a Lecture?**

- Faculty: 65%
- Graduate Student: 19%
- Staff: 7%
- Visitor: 1%
- Student: 1%
- Unknown: 5%
- Post-Doc: 3%
- Resident: 3%
- Graduate Student: 22%
- Staff: 9%

**Seminar: "The 7 Essential Things You Need to Do to Give a Dynamite Talk"

Description: Have you climbed Freytag’s Pyramid? Do you know the difference between head tones and chest tones? How to avoid toxic PowerPoints? Why you need a placket? What the 4 words you must say are? What you should learn from Avril Lavigne? What to do about the deuteranopes in the audience? Oh wait—that's more than 7 things.

<table>
<thead>
<tr>
<th>College</th>
<th># Attended</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVM</td>
<td>59</td>
<td>55.6%</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>CAS</td>
<td>4</td>
<td>3.7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>15</td>
<td>14.2%</td>
</tr>
<tr>
<td>Live Streamed YouTube</td>
<td>25</td>
<td>23.6%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>106</strong></td>
<td></td>
</tr>
</tbody>
</table>

**4 pm: The 7 Essential Things You Need to Do to Give a Dynamite Talk**

- Faculty: 44%
- Unknown: 17%
- Student: 1%
- Visitor: 1%
- Post-Doc: 3%
- Resident: 3%
- Graduate Student: 22%
- Staff: 9%
INVITED GUEST SPEAKER:
Dr. Martin Smith

Martin Smith, EdD, Specialist in Cooperative Extension at University of California – Davis; School of Veterinary Medicine & College of Agricultural and Environmental Sciences.

February 8-9, 2016

The over-arching goal of Dr. Smith’s work is to develop, evaluate, and publish effective, research-based science curricula and educator professional development models for school-based and nonformal education programs. Specifically, Dr. Smith focuses on educational materials and strategies that emphasize constructivism, reflective practice, and situated learning. His current work focuses on applied research related to youth scientific literacy in the areas of bio-security and water science education.

Additionally, Dr. Smith is currently engaged in efforts to develop a theoretical basis for science education programming within California’s 4-H Youth Development Program, including: defining scientific literacy; defining curriculum; and implementation fidelity. His tenure at UC-Davis I have supervised 20 graduate fellows from science disciplines in education outreach work through the School of Education, have served on committees for graduate students (MS and PhD), and have mentored over 450 undergraduate students involved in a wide variety of research, development, and extension efforts.

Seminar: BECOMING A BETTER TEACHER: "Building your capacity as an educator by using evidence-based professional development strategies."

Description: Despite their widespread use, traditional approaches to the professional development of educators have been shown to be largely ineffective. In particular, methods like attending a teaching seminar typically do NOT foster meaningful changes. Dr. Smith introduced and discussed the salient characteristics of reform approaches that are much more likely to produce long-term, sustainable change and improve outcomes.

Seminar: “Evidence-based approach to developing courses / curricula.”

Description: The development of a curriculum (or a course, or a course of study) should not be a random evolutionary process. Instead, a curriculum should be the result of thoughtful, deliberate efforts that utilize a systematic, evidence-based approach to the design process. It should take into account, and balance, several key factors. Dr. Smith discussed what defines a “curriculum” and how deliberate, scientific approaches make a difference.

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming a Better Teacher</td>
<td>33</td>
</tr>
<tr>
<td>Evidence - Based approach</td>
<td>18</td>
</tr>
</tbody>
</table>
Brown Bag Discussion & Book Club

Brown bag informal discussions are designed to explore and disseminate best practices - helping educators teach students effectively and efficiently in both classroom and clinical environment. Brown bags also include a CVM "Book Club" with a goal to cooperatively explore current literature on teaching and learning, disseminate knowledge and new ideas to teaching faculty, and thereby foster experimentation and innovation in the curriculum.

Brown Bag Discussions:
- There were 19 discussions (8-Spring; 4-Summer; 7-Fall)
- Average attendance for 2016 = 19 people
  - Our largest attended presentation was 40 people
  - Average TA membership attendance = 11 (16% of membership)
  - Average attendance of non-TA members = 6
- A few presentations were video conferenced with the Spokane campus

Faculty Development Sessions:
- There were 12 sessions (86 total attendance; average attendance of 7)
  - 3- Student Evaluations & Documenting your teaching
  - 9 - Blackboard training workshops

Summer Book Club:
- There were 10 sessions
  - 110 total attendance; average attendance of 11
- 36 people in total participated, 12 of those were new to the book club (33.3%)

Webinar:
- Hosted 8 webinars in the Spring Semester
- Total Attendance was 79 (average 9)
**TA Bright Spot: Team-Based Learning:**

**Workshop report and initial experiences**

Thursday, February 18 - Drs. Cynthia Faux, DVM & Leslie Sprunger, DVM, PhD

- **Description:** The CVM Teaching Academy provided support for Drs. Cynthia Faux and Leslie Sprunger to attend a workshop put on by the Team-Based Learning Collaborative (http://www.tblcollaborative.org/) in Seattle in October 2015. They presented a summary of the workshop, followed by a discussion of their initial experiences implementing TBL in anatomy and physiology. Dr. Julie Cary also shared her experiences using TBL in the Principles of Surgery course.

**Using Online Case Simulation to Assess DVM Students Clinical Skills: Showcasing the CPE Exam**

Thursday, March 10 - Dr. Bill Dernell, DVM, MS, DACVS & Blake Baker

- **Description:** A discussion and live demo about the Online Clinical Proficiency Exam (CPE), designed and development at WSU’s Veterinary College. This is not just another exam, but rather an opportunity for DVM seniors to integrate their clinical skills to obtain information, interpret test results, and recommend a treatment and diagnosis for simulated small animal cases. Student’s must pass this exam to graduate.

**Active Learning: What is it and what’s in it for me?**

Wednesday, April 6 - Drs. Samantha Gizerian, PhD & Steve Lampa, PhD

- **Description:** We hear the words “active learning” all the time, and yet many teachers really aren’t sure what that means. The active learning community explored what active learning is (and isn’t) and shared simple ways to use these techniques to improve student learning without redesigning your entire class.

**CVM Student Focus Group Report – Year 1: Animal Handling & Orientation (VM586)**

Wednesday, April 12 - CVM Student Focus group: Lida Gehlen, Benjamin Wyant, Jennifer Wade, Jessika Julian, Jessica Felix, and Ashley Patterson (DVM’19)

- **Description:** The Class of 2019 student focus group was tasked with examining the fall Year 1 VM586 course and shared their findings and recommendations. The group discussed their methods, consensus areas of course strength, and suggestions for improvement. Members of the class also discussed the focus group experience and what they learned when they were asked to look at a course from the instructor/college side.

**CVM Student Focus Group Report – "Junior Surgery” VM553 (SA Surgery) and VM554 (SA Surgery Lab)**

Friday, April 29 - CVM Student Focus group: Josh Packer, Abney Stewart, & Heather Hastings (DVM '17)

- **Description:** The Class of 2017 student focus group was invited to examine the small animal surgery sequence they experienced this past fall and share their findings and recommendations – as viewed from the student perspective. The group discussed their methods, consensus areas of course strength, and suggestions for improvement.

**The role of teaching in the tenure and/or promotion process at WSU: A conversation with the CVM Teaching Academy.**

Tuesday, May 3 - Drs. Frances McSweeney, PhD Vice-Provost for faculty Affairs & Erica Austin, PhD Interim Co-Provost

**Distance Education - lessons learned:**

Tuesday, May 10 - Kenn Daratha, Phyllis Eid, Daryl DuVall, and Celestina Barbosa-Leiker

- **Description:** College of Nursing faculty discussed lessons learned and past struggles with distance education in their undergraduate and graduate programs. They also shared strategies for student engagement.

**Summer “Book” Club Informational Meeting**

Tuesday, May 19 - Drs. Steve Lampa, PhD, & Rachel Halsey, DVM

- **Description:** The CVM Teaching Academy summer “book” club continued this year. This year's SBC explored a different weekly topic in educational instruction using a journal club format.
ERG Presentation - Retention... there's an App for that?

Tuesday, May 24 - Dr. Robert Keegan, DVM

- Description: Dr. Rob Keegan's presented his research on “The effect of a mobile device problem generating app on learning outcomes in a Pharmacology and Anesthesiology course.” Co-investigators - Nicolas Villarino, VCS; John Gay, VCS; & Scott Bullers, VIS.

Come and meet PABLO - Building Professional Attributes through a Blended Learning Framework and Resource

Thursday, June 2 - Drs. Susan Matthew, PhD, BVSc, BSc & Guest Speaker Dr. Sanaa Zaki from The University of Sydney

- Description: PABLO is a novel online learning resource built in Blackboard that can be used as a model for developing students’ knowledge and skills within and across disciplines. The resource is both a framework and an integrated network of audiovisual blended learning objects that can be used as interchangeable blocks to progressively develop students' abilities throughout the curriculum. PABLO was created by a team of faculty and staff at the Faculty of Veterinary Science at The University of Sydney in 2015 using an intramural teaching and learning innovation grant. It is focused on developing students’ veterinary professional practice attributes, and has generated local and national interest in Australia by other veterinary schools interested in creating a similar resource for their veterinary degree programs.

Top Hat: a cloud-based ‘clicker’ platform

Tuesday, June 7 - Drs. Leslie Sprunger, DVM, PhD & Steve Lampa, PhD

- Description: Introduced Top Hat, demonstrated some of its capabilities, and shared some of their experiences implementing it in Y1 DVM and undergraduate courses. Top Hat is being phased in as a replacement for iClickers in the CVM professional program. It was introduced in the Y1 DVM courses this year, will be used in Y1 and Y2 courses next year, and Y3 courses will be using it beginning Fall 2017. Faculty who teach in Y2 DVM courses who are interested in using a classroom response system next year are especially encouraged to attend.

WSU’s Culture of Academic Integrity: An Update

Friday, Aug 31 - Dr. Phil Mixter, PhD & Phyllis Erdman, PhD

- Description: This presentation provided a brief background of why we began looking at academic integrity at WSU, the charge of the task force assigned to this, and the status of the recommendations that came from the task force.

TA: Journal Club - Persuall Faculty Access:

Friday, September 23 - Drs. Steve Lampa, PhD & Rachel Halsey, DVM

- Description: During the summer of 2016 iteration of the CVM Teaching Academy Summer Journal Club (SJC) we revisited using selected journal articles to increase exposure to educational topics. An adjunct to the SJC this summer was using a new interactive application called Persuall (www.perusall.com) to move reading of journal articles or textbooks from a solitary to a group activity. The presentation discussed the 2016 SJC and thoughts about using Perusall as an engagement tool for all levels of instruction.

Award Winning CVM Teaching Faculty: panel discussion

Tuesday, September 27 - Drs. Pamela Lee, DVM, MS, DACVIM (Cardiology), Rance Sellon, DVM, PhD, DACVIM (Internal Med & Oncology) & Pete Meighan, PhD

- Description: An informal panel discussion about the presenters teaching. This discussion began with a short explanation from each instructor followed by an open discussion. The goal is to provide insight to enhance your own students’ learning by learning from instructors who teach in diverse areas of our college.
Brown Bag Discussion Included:

Elevating Veterinary Technicians as Teachers
Tuesday, October 18- Rene Schalf, CVT, LVT

• Description: Through various discussions several years ago, it was recognized that veterinary technicians are a valuable link between the fourth year veterinary students and the WSU faculty, residents, interns and graduate students in the VTH setting. With this understanding, the Teaching Academy undertook the Veterinary Technician Initiative which acknowledges that technicians are on the front line in the CVM's clinical curriculum. The Academy supports and fosters the advancement of technicians as teachers. The Advisory Committee for this initiative set forth the mission of having the WSU Veterinary Technicians become known for being dedicated instructors who are interested in expanding their skills as educators with the end goal of lifting our students up higher in their education. This discussion was about accomplished in the first year and the ideas being considered for the next year.

The Status of Mental Health in Veterinary Medicine: Let’s Explore Solutions
Wednesday, October 26 - Drs. Kathy Ruby, PhD Bethany Colaprete, EdS, LMHC & Valerie Russo, PhD LMHC

• Description: Over the last five years, further research has been conducted on the status of mental health in the veterinary profession. As well-being is becoming ever more a part of the conversations surrounding academics and professional veterinary careers, wellness is a component that warrants review. We will discover the role of grit and resilience from a micro, mezzo, and macro lens in veterinary student health and open the discussion for faculty to address concerns or ideas about the health of veterinary students.

New Active Learning Technologies
Tuesday, November 29- John Manwaring, Brad Dark

• Description: The Mobile Technology Test Kitchen provided faculty an opportunity to check out a diversity of technologies that can help enhance their courses. Some of the technologies that were demonstrated include augmented and virtual reality, wearable technologies, interactive displays, 3D printers, and collaborative video conferencing.

Clinical Teaching Learning Community – Reaching New Goals!
Tuesday, December 6- Drs. Pamela Lee, DVM, MS, DACVIM (Cardiology) & Jennifer Slovack, DVM, MS, DACVIM (Internal Medicine)

• Description: The Clinical Teaching Learning Community presented their yearly events and future plans/goals.

Webinars Included: More information can be found on the TA external website.

Educational Research: Overview of the Status and Future Direction
• January 7, 2016

Educational Research: Overview of the Status and Future Direction
• January 14, 2016

Educational Research: How to Get Started
• January 28, 2016

How to Do Educational Research
• February 4, 2016

Educational Research - How To Find Funding
• February 11, 2016

Educational Research - Where and how to publish your results
• February 18, 2016

Educational Research - Editors' tips for success in publishing (Panel)
• February 18, 2016

How to use Perusall (Dr. Eric Mazur)
• April 12, 2016
For the past six years, we have had a summer opportunity for Teaching Academy members to get together and discuss educational topics in a comfortable setting.

Our primary goal for this summer's book club was to introduce and/or reinforce pedagogy and best practices in both teaching and learning through meaningful peer interactions. The format this year was weekly topics and/or journal articles selected to provide timely, relevant, evidence based support for educational ideas. This format led to productive discussions and allowed participants to attend at their convenience. (10 facilitators covering 9 educational topics over a 9 week period this summer.)

**Attendance:** There were 36 people in total that attended at least one program this summer – 91.7% increase from last summer. 12 out of the 36 (33.3%) were new faculty, graduate, or staff members that had never participated before – 2 of the 12 only attended 1 session.

<table>
<thead>
<tr>
<th>Total Ave. Attendance</th>
<th>TA Member</th>
<th>Non-TA Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

Based on the survey following the summer journal club 91.7% of the participants agreed to strongly agreed that they have gained new insight from reading the journal articles and plan to apply at least one new insight from the articles to their teaching.
The CVM Teaching Academy summer book/journal club has been going strong for 6 years. Data collected over the past 4 years are summarized below:

<table>
<thead>
<tr>
<th>Year</th>
<th># Events</th>
<th>Total # Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>17</td>
<td>181</td>
</tr>
<tr>
<td>2014</td>
<td>17</td>
<td>130</td>
</tr>
<tr>
<td>2015</td>
<td>18</td>
<td>101</td>
</tr>
<tr>
<td>2016</td>
<td>10</td>
<td>110</td>
</tr>
</tbody>
</table>

How have you implemented what you gained from the 2016 summer sessions?

"In multiple instances, in lecture, lab and assignments, I’ve tried to increase opportunities for students to actively PRACTICE and get detailed feedback. This includes case presentations in labs, where we moved this past year to a small group format wherein multiple students could acquire practice in concisely presenting a clinical case. In the past only 3-4 presented and then to the entire class."

"I have sharpened my attention to meta-cognition by planning opportunities for prompting students to formally and informally reflect. Also, provided explicit examples (talking out loud) of critical thinking habits of mind and approaches to research."

"Lots: modeling expert thinking, recognizing the needs of novice learners, trying new assessments."

"I continue to work to be more explicit about my expectations and provide students with opportunities to practice prior to assessment, using low stakes repetition to aid learning. In my online course, I developed an intro activity to help them figure out the expectations for later assignments while gaining ease with navigating the software. In my other science courses, I have worked to talk about learning (using book study materials) to help students with metacognition and recognize how to boost their efficiencies."
The College of Veterinary Medicine (CVM) Teaching Academy Educational Research Grant (ERG) Intramural program is designed to

1. Promote educational research in the WSU College of Veterinary Medicine
2. Foster innovation in the college’s DVM, undergraduate, and graduate curricula
3. Support teaching and learning-focused scholarship by faculty involved in the educational missions of the CVM.

**ERG Program B: Experiments in Teaching Grants:**
Limited to $5,000 per grant annually, these grants are designed to result in a peer-reviewed publication within one year of completion date. These awards may be renewable twice, up to 3 years total support. COE incentive: An additional $3,000 is available for proposals that feature a substantive collaboration with faculty co-investigators in the WSU College of Education.

**2016-17 Educational Research Grants included:**

<table>
<thead>
<tr>
<th>Title</th>
<th>PI</th>
<th>Co-PI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training in a low-risk environment with anesthesia simulation to prepare veterinary students for clinical anesthesia.</td>
<td>Dr. Robert Keegan (VCS)</td>
<td>Dr. Olusola Adesope (COE); Dr. Julie Noyes (VCS)</td>
</tr>
</tbody>
</table>

**Background:** Veterinary students learning to perform clinical anesthesia must be able to quickly and accurately assess anesthetic depth, perform complex drug calculations, interpret monitoring equipment, and anticipate potential complications. Adding to the challenge is the fact that students must learn to perform all of these critical functions on actual patients in a high stress, high risk environment such as a hospital rotation or live animal, shelter return surgical laboratory. We recently created an elective course in anesthesia simulation where students learn these critical anesthesia skills in a low risk environment. The 16 students enrolled in the course had increases in self-efficacy scores of 287% and increases in quiz scores of 221% compared with pre-course values. While our pilot data suggests an improvement in clinical skills that was associated with completion of the simulation laboratory, neither self-reporting of clinical ability in the form of a self-efficacy survey or evaluation of written quiz scores are able to objectively evaluate an individual student’s clinical skills. Accordingly, we propose to equip students with wearable cameras and record anesthesia skills during a live animal surgical laboratory. We intend to use the recordings to compare the skills of the students who completed the simulation course with those of students who were not enrolled in the elective.

**Methods:** One hundred thirty three veterinary students in the class of 2018 and enrolled in VM 554 will be studied to evaluate the effect of elective simulation training on student self-efficacy and clinical skills during a live animal surgical laboratory. Students will complete a self-efficacy survey prior to the start of VM 554. Each student anesthetist will be fitted with a lightweight, wearable camera to record their actions including performance of clinical anesthesia skills during the lab. Each student’s perspective camera recording will be evaluated using a rubric and a clinical skills score assigned.

**Analysis:** Self-efficacy and clinical skills scores between simulation students and non-simulation students will be compared using MANOVA with type III Sum Of Squares to control for unequal sample sizes using an alpha value of 0.5. Anticipated

**Outcome:** We predict that students who participated in the elective anesthesia simulation laboratory will have both higher self-efficacy scores and clinical skills scores when compared to students who had no anesthesia simulation training.
Summary of Progress (through December 2016):
Collection of student GoPro video files is nearly complete as the final junior surgery make up sessions are due to be completed in April. Video raters have completed assessment of a test video that was used to determine inter-rater reliability. The raters will have access to the junior surgery video recordings of the 16 students who completed the elective simulation class as well as to 16 matched students who did not enroll in the elective simulation class as soon as the junior surgery make up sessions are completed. A rating rubric was created with input from Dr.’s Adesope, Campbell, Noyes, Matthew and Keegan that will be used to evaluate each student’s clinical anesthesia skills as recorded by the GoPro video recordings.

<table>
<thead>
<tr>
<th>Title</th>
<th>PI</th>
<th>Co-PI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educating Veterinary Students in an Intensive Care Unit about Transfusion Reactions: Development and Impact of a Formal Learning Module</td>
<td>Dr. Jane Wardrop (VCS)</td>
<td>Drs. Jillian Haines (VCS); Linda Martin (VCS); Tandi Ngwenyama (VCS); &amp; Kira Carbonneau (COE)</td>
</tr>
</tbody>
</table>

**Hypothesis**: Students who complete a learning module on adverse transfusion reactions will perform better on two post assessments compared to those students who receive information about transfusion reactions through traditional methods.

**Specific Aims:**
1. Develop an online learning module on adverse transfusion reactions in small animals.
2. Test the efficacy of the module as a mode of transmitting information to students through a learning experiment.
3. Evaluate participants’ satisfaction after using the learning module.

**B. Rationale:**
Blood product transfusions are a common form of therapy in human medicine, with several million blood products transfused yearly in the United States. These transfusions can be lifesaving, however, adverse reactions can occur. In a 2015 publication, reports provided to the National Healthcare Safety Network revealed a reaction rate of 239 reactions per 100,000 blood components transfused, with 7.2% of these reactions severe or life threatening, and 0.1% fatal. Despite such findings, physicians receive minimal training on appropriate use and potential hazards of blood products, leading to increased and unnecessary risks to patients. 41% of new residents reported having no transfusion medicine training in medical school. The rising concern over adverse events associated with transfusion has prompted the emergence of the field of patient blood management (PBM), deemed a key advance in transfusion medicine. Transfusion medicine education at all stages of medical training is a critical feature of patient blood management.

Recently, a standardized exam to assess physician transfusion knowledge was published with topics chosen by members of the Biomedical Excellence for Safer Transfusion (BEST) Collaborative. Use of the exam with 474 internal medicine residents in 23 different programs in 9 countries showed that residents scored poorly (<25% correct) on questions related to transfusion reactions. The majority of residents indicated that additional training in this area would be welcomed. The conclusion of the study was that training programs need to reevaluate the quality and quantity of transfusion medicine training and should assist in the development of curricula or continuing education targeted toward this area.

Clinicians need to be aware of the risks and benefits of transfusion in order to properly transfuse blood components and identify and treat transfusion reactions. In the Washington State University (WSU) Veterinary Teaching Hospital (VTH), approximately 150 transfusions to small animals occur yearly.

Unfortunately, a similar lack of education in transfusion medicine could have even greater ramifications in the veterinary field due to the greater reaction incidence rate and the higher numbers of general vs specialty practitioners performing transfusions. The WSU College of Veterinary Medicine (CVM) core curricular content in the area of small animal adverse transfusion reactions is quite limited (<30 min), with most of the coursework focusing on discussion of blood groups rather than on recognition, treatment, or prevention of the many types of adverse transfusion reactions that can occur.

Education of current and future veterinary health providers could provide both earlier recognition of reactions and improved prevention and treatment, thus reducing patient morbidity and mortality associated with reactions. The study seeks to create and test a learning module on adverse transfusion reactions in small animals, in an effort to better
prepare veterinarians for eventual transfusions in their small animal patients. Adverse transfusion reactions, in an effort to better prepare veterinarians for eventual transfusions in their small animal patients.

C. Current Research and Preliminary Data:
The PI directs the WSU VTH Small Animal Transfusion Services and previously conducted studies on quality assessments of stored blood products. These studies will continue, but the PI also intends to establish a blood management system within the VTH. The learning module will provide enhanced transfusion education for students, staff and faculty responsible for the care of animals requiring transfusions. Education on adverse transfusion reactions in small animals was selected due to its extreme importance, as rapid recognition, treatment and prevention of these reactions is quite literally life-saving.

The PI and co-investigators have recently developed a transfusion reaction form to capture data and review the reactions seen in the WSU VTH. Reactions have been reported in 12 canine and feline patients since development of the form in March, 2015. Reaction classification schemes and information have also been made available online and in notebook form in the Small Animal Intensive Care Unit (SA ICU). The learning module represents another phase of this project, to provide a critical educational resource to all who perform small animal transfusions.

D. Project Plan: Aim 1: Develop learning module.
A 60 minute online educational activity with pre and post module tests will be developed with an instructional designer. The module will contain information on 6 of the most common and/or most severe transfusion reactions seen in small animals. The module will also include 4 case scenarios, a narrative voice-over, videos or photos of reactions, and a multiple choice question for each reaction.

Aim 2: Test the efficacy of the module.
Using a randomized, controlled experimental design, the module will be provided to veterinary students in their 4th year critical care rotation. This is a supplemental rotation, with approximately 60 students yearly. Tests and the learning module will be given on a volunteer basis and randomized by rotations with students in another 2 week rotation not receiving the module (nontreatment/control).

Initial Assessment: A small pilot group (the investigators and five 4th year volunteer students who have already completed their critical care rotation) will initially assess the module, tests, and survey. Those students involved in this assessment will not be part of the group used in the study.

Timeline: On the first day of the critical care rotation, students who have volunteered to be in the study will be given the pre-module test. Dependent on the assigned rotation (module or no module); students will then receive the learning module (treatment group) followed by the module satisfaction survey, or move right into their rotation without receiving the module or survey (control group). Students will take the test and the module online, independent from one another. On the last day of the rotation, all students will take the post-module test. The retention exam will be given 1 month later. For those students in the nontreatment/control group who express a desire to experience the module, it will be made available to them after their retention exam has been taken.

Specific Aim 3: Evaluate participants’ satisfaction of the learning module

Upon completion of the learning module, participants will be asked to rate their satisfaction of the module on a survey collected through Qualtrics©. Participants will rate statements about the module on a scale from 1-5 with a score of 1 indicating strong disagreement and a score of 5 indicating strong agreement.

The module will be assessed on 4 components, including 1) ease of use, 2) presentation of information, 3) use of quizzes, videos, narration and case scenarios, and 4) the participants’ opinion on whether the information would benefit them in the future.

Progress through December 2016:
The module was divided into 6 main types of transfusion reactions and 4 case scenarios. Photos and animated features were obtained or developed by Chris Lindberg, our instructional design analyst charged with enhancing these sections.

Dr. Tandi Ngwenyama, a co-investigator on the project, was chosen to provide a voice over for the module. This required some repeat work, as initial attempts lacked the right timing. Two 12 point quizzes (to be taken pre and post module) and a 10 point retention exam given a month following completion of the module were finalized and placed online on Blackboard. A short survey, to be taken by those completing the module, was placed on Qualtrix. Chris Lindberg is currently finishing up the module, and we will be piloting the module in February, 2017. Following a successful pilot, students enrolled in the intensive care unit course will take the module and quizzes.
<table>
<thead>
<tr>
<th>Title</th>
<th>PI</th>
<th>Co-PI</th>
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<tbody>
<tr>
<td>Fostering Increased Scientific Collaboration by Seeding Prosocial Experiences within Laboratory Environments</td>
<td>Dr. William B. Davis (SMB)</td>
<td>Drs. Andy Cavagnetto (COE and CAS) and Joshua Premo (CAS)</td>
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**SUMMARY:** Programs that improve collaboration in undergraduate science courses are recommended by policymakers and educational communities. Collaborative strategies vary widely, ranging from defined cooperative learning groups to unstructured group work in problem-based learning environments. WSU’s BIOL107 course has been redesigned to enhance student collaboration. Additionally, the lab curriculum has been transformed from a “cookbook” approach to a course-based undergraduate research experience using the HHMI SEA-PHAGES laboratory. However, several important learning gaps remain: a significant achievement gap between first and non-first generation students remains, and students demonstrate a lack of investment in laboratory experiences. They often take a “technician” approach, completing procedures without thinking deeply about their experiments or becoming invested in the scientific process.

Although efforts nationally have been made to address student-student collaboration at small group levels, there is a need to optimize collaboration. Thus far, efforts have focused on integrating small group collaborative strategies into courses. Yet, the functioning of student groups, is heavily dependent on the level of prosociality of the classmates. Numerous studies indicate a group bonus effect under cohesive conditions. This effect can be manipulated by increasing the pressures acting between-groups relative to within-groups. Our goal is to improve student success by changing environmental pressures. **We hypothesize that increased prosociality at the lab-section level improve student outcomes and motivation.**

**Research Question 1:** Does increasing between-group pressures while decreasing within-group pressures increase lab prosociality?

Shifting pressure from individuals to the group level will increase students’ cooperative behavior and cognitive prosocial factors (CCEM), likelihood of sitting with lab members in lecture, and increase their prosocial observation protocol scores (laboratory level) relative to students in the comparison group.

**Research Question 2:** How do changes in lab-level prosociality predict outcomes and motivation?

Students in prosocial laboratory environments will exhibit better attendance, be less likely to fail laboratory and lecture assessments, have higher academic scores in BIOL107, and display higher academic motivation relative to students in the comparison group.

Research in science education fields has demonstrated that groups perform better than individuals, likely due to a greater variety of ideas present for consideration and resolution. Studies show that structuring learning environments to raise social interaction boosts student outcomes. While efforts to increase student cooperation at WSU are significant, this is almost exclusively restricted to small groups (3-5 members). Encouraging greater cohesion in pairs or small groups of students can be relatively easy, but cohesion becomes much more difficult with larger group sizes (e.g., at the lab-section level and in large lectures).

However, the question of whether students would benefit more from greater cohesion across broader grouping levels remains. Despite the potential for class-level cohesion, the atmosphere of the undergraduate classroom typically selects against prosocial mindsets and behaviors. Because academic pressure is applied at the individual level, a more cohesive, prosocial classroom environment is not likely to be achieved. Prosocial behavior is highly correlated to academic achievement and when promoted, results in greater academic success. An environment in which students engage in self-sacrifice for the betterment of the class may seem idealistic. Yet, increasing lab-level prosociality is possible by increasing the selective pressures acting at the classroom level relative to those pressures acting on individuals. The primary pressures tend to be individual academic pressures. They are then less likely to engage with other’s ideas or help their peers. Previous work found that students engage with each other to espouse their ideas, but fail to consider others’ ideas.

Ostrom’s Nobel Prize-winning work on societal uses of common pool resources identified eight characteristics of effective groups that were later generalized to other systems. The study will target two key characteristics to shift BIOL107 lab sections towards greater prosociality: Strong group identity and Favorable cost to benefit ratio.

**Preliminary Data**

**Prosocial Classroom Environments.** The Cavagnetto lab focuses on the environmental factors for student prosociality in science classrooms.
An initial study demonstrated the considerable benefit of prosocial classroom environments (>20% increased performance over control). Initial research resulted in the Cooperative Classroom Environment Measure (CCEM), a validated measure for undergraduate students. This is the first measure of students’ proximal perceptions of their environment to assess their cognitive dispositions towards prosociality. The CCEM was subsequently to test models for factors contributing to student prosocial dispositions. Results suggest that attempts to increase prosociality must account for perceived benefit. Specifically, students prosocial actions are predicted by the benefit they perceive receiving from their classmates. We expect that students’ lab collaboration will improve due to the introduction of prosocial structures in BIOL107, enhancing achievement and motivation. Impacts are significant for first-generation college students and women. Students’ interest and retention in STEM fields has been linked to their prosocial orientation in science.

In spring 2015, the BIOL107 lab was transformed to a research experience based on the HHMI SEA-PHAGES laboratory. This project-based lab discovers and characterizes a novel virus. The impact of this laboratory on student motivation and academic outcomes in BIOL107 has been dramatic. The C-DFW rate went from 37.4% in Fall 2014 to 22.1% in spring 2015, and has since remained below 28%. At-risk students showed the highest learning gains, with average course performance gains of two letter grades in many categories. The pre-post assessment of student motivation used the validated Science Motivation Questionnaire II. Unlike traditional introductory labs, students in BIOL107 SEA-PHAGES show much smaller decreases in motivation.

Project Plan (Research Design and Methods)

This study will employ a quasi-experimental design to investigate the impact of shifting environmental pressures in BIOL107 laboratories to promote increased laboratory-level prosociality and thus improve academic motivation and outcomes. This will be a two-year project. In year one, we will apply and pilot specific between- and within-group pressures (details below) in a sample of lab sections. Also, we will redesign the BIOL107 Teaching Assistant Bootcamp held at the beginning of every semester to include training on prosocial classrooms and pressures that select for and against prosociality. In year 2, we will refine the intervention and incorporate the between- and within-group prosocial selective pressures in all laboratory sections of BIOL107 each semester.

Description of Intervention. In the fall 2016 and spring 2017 BIOL107 courses, between-group pressures will be increased, while within-group pressures will be decreased in half of the lab sections to enhance the level of prosociality. The remaining sections will serve as a comparison group. Drawing on Ostrom’s first two design principles, the lab-section identity will be strengthened and students’ cost to benefit ratio will be diminished.

Principle 1: Strong Group Identity

Strong group identity will be selected for by including a friendly competition between treatment lab sections. Students in the top-performing lab on weekly quizzes and course exams will receive pizza at the conclusion of the subsequent week’s lab session. As part of this, each lab will develop a team name and logo.

Principle 2: Favorable Benefit to Cost Ratio

During the final 45 minutes of each session (weeks 4-13), mutually beneficial social interactions will be structured and prompts to refocus laboratory goals at the whole-lab level will be provided. Experienced and inexperienced teaching assistants and class time (morning/afternoon/evening) will be counterbalanced across treatment and comparison. Content will be consistent across all lab sections.

Pitfalls / Potential Problems

The study cannot account for two factors. First, prosocial bonds develop over extended time periods. Only nine prosocial sessions will be integrated into the lab due to the semester format and the HHMI SEA-PHAGES curriculum. The in-lab activities are designed to be as robust as possible to mitigate the possibility of insufficient intervention time. Second, it is difficult to predict the collaborative experiences that students will perceive as beneficial and thus buy into. The research team has designed the interventions with input from the lab coordinator and some previous semesters’ TA’s. End of lab course evaluations will include questions to better determine which activities in the course students found to be beneficial.
The Regional Teaching Academy (RTA) was established to identify, share and leverage expertise across the five institutions in the Consortium of West Region Colleges of Veterinary Medicine. The RTA will support the development and implementation of best practices and scholarship in veterinary medical education. Membership in the Consortium Teaching Academy is by nomination, and is a recognition of commitment to and excellence in teaching-related activities. Potential new members may be nominated to a three year term by current RTA Fellow or the Dean of a member institution. Fellows are expected to be actively engaged in the mission of the RTA, which is to serve as a working group for the benefit of educators at all of the Consortium member institutions.

**Initiatives:**

![Diagram](image)

*Figure designed by Dr. Joie Watson, DVM, PhD, DACVIM - UC-Davis*

**Faculty Development:**

**WSU Committee Members:** Bonnie Campbell, Julie Cary, Samantha Gizerian, Steve Lampa  (Chair)

A needs-assessment survey was sent to faculty at member institutions and a program was then developed to foster a culture of evidence-based best practices in teaching by providing professional development in:

- Principles of teaching and learning
- Outcomes and student assessment
- Approaches to student-teacher interactions

The group set out to develop educational modules that could benefit all faculty, but were designed to benefit early career faculty in particular; these modules could then be used as a part of a full program or as stand-alone sessions (one or more modules) for faculty development. The initial program, Veterinary Educator Teaching and Scholarship (VETS) program, was designed to cover a breadth of topics using an interactive and experiential approach.
Local Peer Observation:

**WSU Committee Members:** Suzanne Kurtz, Gary Haldorson, Linda Martin

Was tasked with generating a useful and workable system of local (AKA institutional) peer review/observation. The primary goal of this process is to enhance teaching. To address this, we initially developed two outputs:

1. A straightforward instrument designed to facilitate the peer observation process
2. A set of guiding principles, or best practices, to facilitate implementation of local peer observation

An emphasis was placed on “observation/reflection” rather than “evaluation” of teaching. Throughout this process, we have attempted to navigate the narrow passage between a useful, expedient system of peer observation and yet another unsolicited mandate on faculty time and creativity.

Using available materials, we created a three-page instrument for local peer observation. This instrument is comprised of three subcomponents focused on a pre-observation meeting, the actual observation of teaching itself, followed by a post-observation discussion. The instrument's format is designed to be both formative and summative, to both assist the maturation of the instructor and to provide a focused synopsis their teaching acumen.

External Peer Review of Teaching

**WSU Committee Members:** Phil Mixter (Chair), Steve Hines, Bill Davis

**Project Goal:** The goal of this project is to address 2 major obstacles to recognizing and rewarding teaching in our colleges:

1. The lack of defined and ready-to-use tools to assess teaching, teaching-related professional activities, and the scholarship of teaching.
2. The lack of a respected and rigorous external review process.

**Deliverables:**

1. A document that outlines recommended best practices for assessment of teaching and teaching-related activities at consortium schools.
2. A common template for a Promotion Packet/Teaching Portfolio that can be submitted for comprehensive external review.
3. An evidence-based process, based in our Regional Teaching Academy, by which teaching and promotion packets from member colleges can be externally reviewed.
A list of members that have published or presented material/data as it relates to teaching and learning.

**Publications:**

<table>
<thead>
<tr>
<th>Member</th>
<th>Publication</th>
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</table>
| Dr. Julie Cary | **Cary JA**, Farnsworth, CH, Gay, J, Carroll, HS. Stakeholder expectations regarding the ability of new veterinary graduates to perform various diagnostic and surgical procedures. *J Am Vet Med Assoc*. Accepted 2017  
<p>| Drs. Danielle Nelson and Suzanne Fricke | Co-created a new rotation session called “Diagnostic Hotline” for the VM656 Diagnostic Rotation students. scenario discussions challenging students to efficiently research governmental websites, interpret regulations, and discover valuable .org sites in order to make critical decisions and lead clients out of the misinformation web. |</p>
<table>
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<tr>
<th>Member</th>
<th>Publication</th>
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<tbody>
<tr>
<td>Dr. Norah McCabe</td>
<td>Paul A. Verrell, <strong>Norah R. McCabe</strong>. Book: How to be a scholar ‘ Smoothing the transition from High School to College and Beyond’ Publisher: Kendall Hunt</td>
</tr>
</tbody>
</table>

### Presentations/Posters:

<table>
<thead>
<tr>
<th>Presenters</th>
<th>Date</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Samantha Gizerian; K. Gutierrez, L. Laughter, S. Poch, and B. Whiting</td>
<td><strong>January 2016 - NACADA Region 8 conference, Seattle, WA</strong></td>
<td>Presentation: “The ABCs of Innovation and the Student Experience: Advising, Blackboard, Connection . ” - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td>Dr. Samantha Gizerian &amp; E. Carney</td>
<td><strong>February 20, 2016 - Lilly Conference on College and University Teaching, Newport Beach, CA</strong></td>
<td>Presentation: &quot;Using Student Focus Groups to Understand Student Learning and Make Curricular Improvements&quot; - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td>Dr. Suzanne Kurtz</td>
<td><strong>March 3 2016 - Hosted by the Université de Montréal and the Collège des médecins du Québec. Montreal, Canada.</strong></td>
<td>Honorary speaker for book launch of <em>La Communication Professionnelle en Santé, 2e</em> (C Richard and MT Lussier, eds. [2016] ERPi, Saint Laurent, Quebec. 828 pp). <strong>Invited.</strong></td>
</tr>
<tr>
<td>Drs. Suzanne Kurtz &amp; Phil Mixter</td>
<td><strong>March 8, 2016 - Coach Training refresher for the Peer Observation Project. College of Veterinary Medicine, WSU, Pullman , WA</strong></td>
<td>Workshop Leaders</td>
</tr>
<tr>
<td>Matthew, S.M., Taylor, R.M., Ellis, R.A.</td>
<td><strong>March 19-23, 2016 - the 17th Ottawa Conference and the ANZAHPE 2016 Conference, Perth, Australia</strong></td>
<td><strong>Presentation: Linking work-based assessment with the quality of students' experiences of learning</strong> - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td>Dr. Leslie Sprunger</td>
<td><strong>April 2-6, 2016 -Experimental Biology in San Diego, CA</strong></td>
<td><strong>Poster:</strong> Self- and peer assessment of professional speaking skills using a classroom resone system: Three “clicker” systems and ten years of data collection</td>
</tr>
<tr>
<td>Drs. Kurtz S, Boynton E, Rider EA.</td>
<td><strong>April 8, 2016 - National Academies of Practice 2016 Annual Meeting &amp; Forum, Baltimore, MD</strong></td>
<td><strong>Presentation:</strong> Strengthening collaboration between human and veterinary medicine: a National Academies of Practice call to personal action. Workshop leader - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td>Rider EA, Slade D, Turkovich M, Chan EA, Dunston R, Kurtz S, Jones D, Della P, Longmaid III HE, Branch WT,</td>
<td><strong>April 8, 2016 - National Academies of Practice 2016 Annual Meeting &amp; Forum, Baltimore, MD</strong></td>
<td><strong>Poster:</strong> Interprofessional Collaboration for Compassionate Healthcare: A Global Effort to Transform Values into Action <strong>Peer reviewed</strong></td>
</tr>
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<td>Member</td>
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<td>Presentation</td>
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<tr>
<td>Dr. Samantha Gizerian &amp; H. Joyner</td>
<td>April 25, 2016 - Active Learning Symposium, University of Idaho College of Education Doceo Center for Innovation + Learning, Moscow, ID</td>
<td>Presentation: &quot;Figuring out the Flip&quot; - Invited</td>
</tr>
<tr>
<td>Matthew, S.M., Zaki, S.</td>
<td>May 19, 2016 - Faculty of Dentistry, The University of Sydney</td>
<td>Presentation: <em>PABLO: Building professional attributes through a blended learning framework and resource</em> - Invited</td>
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<tr>
<td>Matthew, S.M., Zaki, S., Fawcett, A.</td>
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<td>Matthew, S.M., Taylor, R.M., Ellis, R.A.</td>
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<td>Matthew, S.M., Anderson, T., Noyes, J, Nault, A.</td>
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<tr>
<td>Drs. Susan Matthew &amp; Julie Noyes</td>
<td>May 24, 2016 - Veterinarians in Education, Research and Academia; Adelaide, Australia</td>
<td>Poster: Open Access publishing: Where does it fit in the research stable? - Peer Reviewed</td>
</tr>
<tr>
<td>Drs. Lynne Nelson &amp; Susan Matthew</td>
<td>June 4-7, 2016 - 20th Annual IAMSE Meeting, Leiden, The Netherlands</td>
<td>Presentation: Improving real-time assessment in a veterinary degree program - Peer Reviewed</td>
</tr>
<tr>
<td>Dr. Susan Matthew</td>
<td>June 8, 2016 - Faculty of Veterinary Medicine, Utrecht University, Utrecht, The Netherlands</td>
<td>Presentation: Teaching veterinary students professional practice and clinical communication - Invited</td>
</tr>
<tr>
<td>Adams C and Kurtz S</td>
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<tr>
<td>Drs. Steve Hines &amp; Joie Watson,</td>
<td>June 19-22, 2016 - Veterinary Educator's Collaborative (VEC), Reflecting on Education in the Rockies; Calgary, Alberta Canada</td>
<td>Poster: Skills for Communicating in Veterinary Medicine: A Handbook for the Veterinary Profession - Peer Reviewed</td>
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<tr>
<td>Dr. Steve Hines</td>
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<tr>
<td>Dr. <strong>Suzanne Kurtz</strong>, C Richard and <strong>MT Lussier</strong> (University of Montreal)</td>
<td><strong>June 27, 2016</strong> - 4th Symposium of the International Research Centre for Communication in Healthcare, Lugano, Switzerland</td>
<td><strong>Presentation</strong>: Crossing the Gap: Teaching and Learning Communication Strategies to Achieve Safe Outcomes of Care. <strong>Invited plenary presentation</strong></td>
</tr>
<tr>
<td>Adams C and <strong>Kurtz S</strong></td>
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<td><strong>Poster</strong>: Skills for Communicating in Veterinary Medicine: A Handbook for the Veterinary Profession - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td><strong>Drs. Steve Hines &amp; Joie Watson</strong>,</td>
<td><strong>June 20-22, 2016</strong> - Veterinary Educator’s Collaborative (VEC), Reflecting on Education in the Rockies; Calgary, Alberta Canada</td>
<td><strong>Presentation</strong>: Building a regional cooperative to address teaching and learning challenges shared by Colleges of Veterinary Medicine.</td>
</tr>
<tr>
<td><strong>Dr. Steve Hines</strong></td>
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<td><strong>Panel</strong> - Veterinary Educator Communities as Catalysts for Global One Health Learning</td>
</tr>
<tr>
<td><strong>Dr. Julie Noyes</strong></td>
<td></td>
<td><strong>Poster/Presentation</strong>: Evaluating the Design of Animations in Veterinary Education - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td><strong>Matthew, S.M., Warman, S.M., Schoenfeld-Tacher, R.M., Danielson, J.A.</strong></td>
<td></td>
<td><strong>Workshop</strong>: Teaching veterinary clinical communication skills using a flipped classroom technique - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td><strong>Matthew, S.M., Cake, M.A., McArthur, M.M., Mansfield, C.F.</strong></td>
<td></td>
<td><strong>Poster</strong>: Resilience in the veterinary profession - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td>Rhind, S., Hughes, K., Morton, C., Mossop, L., Cobb, K., <strong>Matthew, S.</strong>, Cake, M.</td>
<td><strong>July 7-8, 2016</strong> - Veterinary Education Symposium, Glasgow, U.K</td>
<td><strong>Workshop</strong>: Unpacking Employability: VetSet2Go! - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td><strong>Matthew, S.M., Schoenfeld-Tacher, R.M., Danielson, J.A., Warman, S.M.</strong></td>
<td></td>
<td><strong>Poster</strong>: Flipped classroom use in veterinary education - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td><strong>Matthew, S.M., Zaki, S., Fawcett, A.</strong></td>
<td></td>
<td><strong>Poster</strong>: PABLO: An online framework and resource for developing veterinary professional practice attributes - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td><strong>Dr. Martin G Maquivar</strong></td>
<td><strong>July 21, 2016</strong> - American Society of Animal Sciences - American Dairy Science Association Joint Annual Meeting 2016</td>
<td><strong>Presentation</strong>: A different approach in pedagogical model: Flipped classrooms - <strong>Invited</strong></td>
</tr>
<tr>
<td><strong>Dr. Erika Offerdahl</strong></td>
<td><strong>August 5-7, 2016</strong> - Partnership for Undergraduate Life Sciences Education (PULSE) Midwest Great Plains Regional</td>
<td><strong>Presentation</strong>: Who’s diving the bus? Using course-level assessment to steer student learning <strong>Invited Presenter</strong></td>
</tr>
<tr>
<td>Vijfhuizen, M., Bok, H.G.J., <strong>Matthew, S.M.</strong>, del Piccolo, L., McArthur, M.</td>
<td><strong>September 7-10, 2016</strong> - 14th International Conference on Communication in Healthcare, Heidelberg</td>
<td><strong>Presentation</strong>: Analysing how negative emotions are addressed in veterinary consultations using the VR-CoDES - <strong>Peer Reviewed</strong></td>
</tr>
<tr>
<td><strong>Dr. Phil Mixter</strong></td>
<td><strong>September 9, 2016</strong> - Faculty-Led Workshop on technology-enhanced teaching, WSU-Global campus</td>
<td><strong>Presentation</strong>: Using Tech to Foster Active Learning</td>
</tr>
</tbody>
</table>

2016 CVM Teaching Academy Annual Report | 38
<table>
<thead>
<tr>
<th>Member</th>
<th>Date</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drs. Kurtz S, Rider EA, Longmaid III, HE.</td>
<td>September 10, 2016 - 14th International</td>
<td>Presentation: Inter-Professional Communication Training: Developing</td>
</tr>
<tr>
<td></td>
<td>Conference on Communication in</td>
<td>Strategies for Building on Existing Models. Workshop leader. Peer</td>
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<td>Healthcare, European Association for</td>
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<tr>
<td>Rider EA, Slade D, Turkovich M, Chan EA,</td>
<td>September 16, 2016 - University of Idaho</td>
<td>Poster: Global Collaboration for Compassionate Healthcare: Translating</td>
</tr>
<tr>
<td>Dunston R, Kurtz S, Jones D, Della P,</td>
<td>13th Annual Advising Symposium,</td>
<td>Values and Communication into Action - Peer Reviewed</td>
</tr>
<tr>
<td>Matthisiessen CMIM</td>
<td>Moscow, ID</td>
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<tr>
<td>Dr. Samantha Gizerian &amp; L. Gerber</td>
<td>September 18–20, 2016 - 16th International</td>
<td>Poster: Humanizing Medicine through Attention to Values: A Framework for</td>
</tr>
<tr>
<td></td>
<td>Conference on Physician Health (ICPH),</td>
<td>Implementation Peer reviewed</td>
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<td></td>
<td>American Medical Association, British</td>
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<td>Medical Association, Canadian Medical</td>
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<td></td>
<td>Association, Boston, MA</td>
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<tr>
<td>Cake, M., Bell, M., King, L., Mansfield, C.,</td>
<td>September 28-30, 2016 - 2016 Australian</td>
<td>Poster: VetSet2Go – Building veterinary employability - Peer Reviewed</td>
</tr>
<tr>
<td>Schull, D., King, E., McArthur, M.,</td>
<td>Collaborative Education Network Limited</td>
<td></td>
</tr>
<tr>
<td>Hamood, W., Feakes, A., Zaki, S., Matthew,</td>
<td>(ACEN) Conference, Sydney, Australia</td>
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<tr>
<td>S., Mossop, L., Rhind, S.</td>
<td></td>
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</tr>
<tr>
<td>McArthur, M.M., Matthew, S.M.</td>
<td>October 7, 2016 - Australian Veterinary</td>
<td>Workshop: Building resilience in veterinary practice: Supporting the next</td>
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<td></td>
<td>Business Association Mental Health Forum,</td>
<td>generation - Invited</td>
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<td></td>
<td>Melbourne</td>
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<tr>
<td>Rider EA, Slade D, Kurtz S, Branch WT,</td>
<td>October 25, 2016 - 15th Medical Education</td>
<td>Poster: Putting the Charter to Work: Enhancing Healthcare Relationships</td>
</tr>
<tr>
<td>Longmaid III HE, Pun J, Ho M-J</td>
<td>Day, The Academy at Harvard Medical</td>
<td>Through Core Values</td>
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<tr>
<td></td>
<td>School, Boston, MA</td>
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<tr>
<td>Dr. Suzanne Kurtz</td>
<td>October 31, 2016 - WSU Honors College</td>
<td>Communication Strategies for Leadership and Mentoring. Workshop leader.</td>
</tr>
<tr>
<td></td>
<td>Student Mentors and Small Group Leaders.</td>
<td>Invited</td>
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<tr>
<td></td>
<td>Washington State University, Pullman, WA</td>
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<tr>
<td>Matthew, S.M., Zaki, S., Mansfield, C.M.,</td>
<td>November 4-6, 2016 - AAVMC Veterinary</td>
<td>Presentation: Resilience in veterinary students and the predictive role</td>
</tr>
<tr>
<td>M.M.</td>
<td>New Heights in Veterinary Well-Being.</td>
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<tr>
<td>Drs. Valerie Russo, Kathy Ruby</td>
<td>Fort Collins</td>
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</tr>
<tr>
<td>Dr. Julie Noyes &amp; Robert Keegan</td>
<td>November 9, 2016, - Fall Faculty</td>
<td>Wellness Panel: The Evolution of Veterinary College Counseling and Wellness</td>
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<td></td>
<td>Academic Technology Forum; Washington</td>
<td>Programs - Invited</td>
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<td></td>
<td>State University, Pullman WA</td>
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39 | 2016 CVM Teaching Academy Annual Report
Professional Development

Travel Grant:
The College of Veterinary Medicine (CVM) Teaching Academy (TA) developed a "Professional Development Travel Grant." The grant is designed to provide partial funds to assist active TA members to travel to opportunities that will enhance their knowledge, skills, and abilities in a manner that will improve teaching and learning for the college and/or promote professional development in teaching.

These funds are specifically designed to aid in the travel and registration costs of these opportunities. Members are expected to find alternative sources of funding to cover any additional costs. In return for the funding the members are expected to provide a report and presentation of their experience and share new ideas that they gained from attending these events.

Further information can be found on the internal website.

<table>
<thead>
<tr>
<th>Member</th>
<th>Conference</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Dr. Leslie Sprunger</td>
<td>American Physiological Society Institute on Teaching &amp; Learning, Madison, WI</td>
<td>June 21-24, 2016</td>
</tr>
</tbody>
</table>

Other Travel:

Conferences Attended: 18 people attended 23 conferences in 2016.

<table>
<thead>
<tr>
<th>Member</th>
<th>Conference</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Dr. Susan Matthew</td>
<td>17th Ottawa Conference and the ANZAHPE 2016 Conference, Perth, Australia</td>
<td>March 19-23, 2016</td>
</tr>
<tr>
<td>Dr. Suzanne Kurtz</td>
<td>National Academies of Practice 2016 Annual Meeting and Forum (NAP) - Baltimore, Maryland</td>
<td>April 8-9, 2016</td>
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<tr>
<td>Rene Scalf</td>
<td>WSU College of Veterinary Medicine Spring Conference, Pullman WA</td>
<td>April 23, 2016</td>
</tr>
<tr>
<td>Dr. Susan Matthew</td>
<td>Australian Veterinary Association Annual Conference 2016, Adelaide, Australia</td>
<td>May 22-27, 2016</td>
</tr>
<tr>
<td>Dr, Julie Noyes</td>
<td>American Educational Research Association. San Antonio, Texas</td>
<td>May 27-June 1, 2016</td>
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<tr>
<td>Dr. Susan Matthew</td>
<td>20th Annual IAMSE Meeting, Leiden, The Netherlands</td>
<td>June 4-7, 2016</td>
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<tr>
<td>Rene Scalf</td>
<td>American College of Veterinary Internal Medicine Forum, Denver CO</td>
<td>June 8-11, 2016</td>
</tr>
<tr>
<td>Dr, Leslie Sprunger</td>
<td>American Physiological Society Workshop, &quot;Ultrasound imaging in physiology education,&quot; Madison, WI</td>
<td>June 20, 2016</td>
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<tr>
<td>Member</td>
<td>Conference</td>
<td>Date</td>
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<tr>
<td>Dr, Leslie Sprunger</td>
<td>American Physiological Society Institute on Teaching &amp; Learning, Madison</td>
<td>June 21-24, 2016</td>
</tr>
<tr>
<td>Drs. Steve Hines, Rachel Halsey, Suzanne Kurtz, Julie Noyes, &amp; Susan Matthew</td>
<td>Veterinary Educator Collaborative of the American Association of Veterinary Medical Colleges Calgary, Alberta, Canada</td>
<td>June 20-22, 2016</td>
</tr>
<tr>
<td>Dr. Suzanne Kurtz</td>
<td>4th International Symposium on Healthcare Communication International Research Centre for Communication in Healthcare and Universita della Svizzera Italiana - Lugano, Switzerland</td>
<td>June 27, 2016</td>
</tr>
<tr>
<td>Dr. Suzanne Kurtz</td>
<td>Roundtable for the International Research Center for Communication in Healthcare (IRCCH) Lugano, Switzerland</td>
<td>June 28, 2016</td>
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<tr>
<td>Dr. Susan Matthew</td>
<td>Veterinary Education Symposium, Glasgow, U.K.,</td>
<td>July 7-8, 2016</td>
</tr>
<tr>
<td>Dr. Martin G Maquivar</td>
<td>Teaching Undergraduate and Graduate Education Symposium: Animal Science Education in the Current Environment - Salt Lake City, UT</td>
<td>July 21st, 2016</td>
</tr>
<tr>
<td>Rene Scalf</td>
<td>International Veterinary Emergency and Critical Care Symposium, Grapevine, TX</td>
<td>September 7-10, 2016</td>
</tr>
<tr>
<td>Dr. Susan Matthew</td>
<td>14th International Conference on Communication in Healthcare, Heidelberg</td>
<td>September 7-10, 2016</td>
</tr>
<tr>
<td>Drs. Steve Lampa, Julie Cary, Jillian Haines, Hillery Greatting, Lane Wallet, Jon Davis, Jessica Bunch, &amp; Rachel Halsey</td>
<td>Regional Teaching Academy Veterinary Education and Teaching Scholarship (VETS) program; Corvallis, OR</td>
<td>September 9-10, 2016</td>
</tr>
<tr>
<td>Dr. Samantha Gizerian</td>
<td>Tidal Leadership Mindfulness Symposium, Pullman, WA</td>
<td>September 23, 2016</td>
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<tr>
<td>Dr. Samantha Gizerian</td>
<td>NACADA Annual Conference - Atlanta, GA</td>
<td>October 5-8, 2016</td>
</tr>
<tr>
<td>Dr. Susan Matthew</td>
<td>Australian Veterinary Business Association Mental Health Forum, Melbourne</td>
<td>October 7, 2016</td>
</tr>
<tr>
<td>Dr. Susan Matthew</td>
<td>AAVMC Primary Care Veterinary Educators Symposium Atlanta</td>
<td>October 2016</td>
</tr>
<tr>
<td>Dr. Valerie Russo, Kathy Ruby, Susan Matthew</td>
<td>2016 AAVMC Veterinary Health and Wellness Summit: Reaching New Heights in Veterinary Well-Being. Fort Collins</td>
<td>November 4-6, 016</td>
</tr>
</tbody>
</table>
### Member Awards, Grants & Recognition

A list of members that have received awards, grants, or recognition related to teaching and learning.

<table>
<thead>
<tr>
<th>Member</th>
<th>Recognition</th>
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</thead>
<tbody>
<tr>
<td>Dr. Samantha Gizerian</td>
<td>WSU Outstanding Faculty Advisor 2016</td>
</tr>
<tr>
<td>Drs. Annie Chen-Allen, Cleverson deSouza, Cynthia Faux, Gary Haldorson, Donald Knowles, Steve Lampa, Pamela Lee, Robert Mealey, Jane Wardrop, &amp; Patrick Willson</td>
<td>2016 - Jerry Newbrey Teaching Scholars</td>
</tr>
<tr>
<td>Dr. Rance Sellon</td>
<td>Zoetis Distinguished Teacher Award</td>
</tr>
<tr>
<td>Drs. Steve Hines &amp; Tom Baldwin</td>
<td>2016- Award for Excellence in Pre-Clinical Teaching</td>
</tr>
<tr>
<td>Drs. Jennifer Gold, Tandi Nwgenyama, Kelly Farnsworth, &amp; Pamela Lee</td>
<td>2015-16 Richard Wescott Clinical Teaching Scholars</td>
</tr>
<tr>
<td>Dr. Leslie Sprunger &amp; Cynthia Faux</td>
<td><strong>Grant</strong>: Berger Keatts Teaching Projects Grant, &quot;Instructional videos for gross anatomy,&quot; (start date - 5/1/2016)</td>
</tr>
<tr>
<td>Dr. Leslie Sprunger</td>
<td>American Physiological Society Teaching Career Enhancement Award (10/01/2016 - 9/31/2017) Project title: Physiology curricula in professional veterinary and medical programs</td>
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<tr>
<td>Dr. Phil Mixter</td>
<td>Washington State University Featured Faculty (Office of WSU Provost; February 18, 2016)</td>
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<td>Editor, Reviews section, <em>Journal of Microbiology and Biology Education</em> (July 2013-present)</td>
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<tr>
<td>Dr. Steve Hines</td>
<td>2016 Washington State Veterinary Medical Association's WSU Faculty Member of the Year</td>
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<tr>
<td>Member</td>
<td>Recognition</td>
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</tbody>
</table>
| Dr. Suzanne Kurtz      | Editorial Board for the journal *Patient Education and Counseling*. Invited.  
Management Council Member for the International Research Centre for Communication in Healthcare, based in Hong Kong,  
Co-Chair of the Medicine Academy of the National Academies of Practice, beginning March 2017. Invited.  
Initiation and implementation of the second phase of an Environmental Scan of Clinical Communication Practices Project with DeBowes R – observation of veterinarians in their clinics or hospitals interacting with patients and clients. Observations completed in 2016 included veterinary practices in the Spokane, Hayden, Lewiston, and Seattle areas.  
Reviewer for articles submitted to *Journal of the American Veterinary Medical Association, Journal of Veterinary Medical Education, Patient Education and Counseling*.  
Reviewer of abstracts for 2016 NAP Annual Meeting and Forum.
Membership

WSU CVM Teaching Academy Steering Committee:

12 Members: Steve Hines (Chair); Julie Cary; William Davis; Samantha Gizerian; Hillary Greatting; Linda Martin; Susan Matthew; Phil Mixer; Lynne Nelson; Julie Noyes, Rene Scalf; and Leslie Sprunger

Description: The Steering Committee is the governing body that determines the detailed functions and working of the Teaching Academy. The duties of the steering committee are to oversee the activities of the academy and promote the teaching mission of the college.

Current Membership: Total of 68 members

- Steve Hines, DVM, PhD, DACVPM (Chair);
- Andrew Allen, DVM, PhD
- Suzanne Appleyard, PhD;
- George Barrington, DVM, PhD, DACVIM
- Thomas Besser, DVM, PhD, DACVM
- Kay Brothers, PhD
- Ronald Brown, PhD
- Bonnie Campbell, DVM, PhD, DACVS
- Julie Cary, DVM, MS, DACVS
- Annie Chen-Allen DVM, MS, DACVIM; (Neurology)
- William Davis, PhD
- Rick DeBowes, DVM, MS, DACVS
- William Dernell, DVM, MS, DACVS,
- Dubraska Diaz-Campos, DVM, PhD
- James Evermann, MS, PhD
- Kelly Farnsworth, MSDVM, DACVS
- Raelynn Farnsworth, DVM
- Cynthia Faux, DVM, PhD, DACVIM
- John Gay, DVM, PhD, DACVP
- Samantha Gizerian, PhD
- Lisa Gloss, PhD
- Jennifer Gold, DVM, DACVIM, DACVECC
- Hillary Greatting, DVM, DACVIM; (Neurology)
- Jillian Haines, DVM, MS, DACVIM (Internal Med)
- Gary Haldorson, DVM, PhD
- Rachel Halsey, DVM
- Victoria Harcy, DVM, PhD
- Consetta Helmick, PhD
- Doug Jasmer, PhD
- Rob Keegan, DVM, DACVA
- Don Knowles, DVM, PhD, DACVP
- Suzanne Kurtz, PhD
- Steve Lampa, PhD
- Mary Sanchez Lanier, PhD
- Pamela Lee, DVM, MS, DACVIM;(Cardiology)
- Chris Lindberg
- Martin Maquivar, PhD
- Linda Martin, DVM, MS, DACVECC
- Susan Mathew, BVSc, PhD, BSc
- Norah McCabe, PhD
- Craig McConnel, DVM
- Robert Mealey, DVM, PhD, DACVIM;
- Phil Mixter, PhD
- Lynne Nelson, DVM, MS, DACVIM (Internal Medicine, Cardiology)
- Danielle Nelson, DVM, PhD, DACVP
- Tandi Nguyen, DVM
- Julie Noyes, DVM,
- Erika Offerdahl, PhD
- Steve Parish, DVM, DACVIM
- David PrierDVM, PhD
- Tania Perez, DVM, MS
- Jennifer Ronngren, DVM
- Valerie Russo, PhD
- Rene Scalf, CVT, IVT
- Devendra Shah, BVSc, MVSc, PhD
- Diana Short, DVM,
- Steve Simasko, PhD
- Jennifer Slovak, DVM, MS, DACVIM (Internal Med)
- Cleverson Souza, DVM, PhD, DACVP (Clinical)
- Leslie Sprunger, DVM, PhD
- Burt Tanner, PhD
- Lane Wallet, DVM
- Susan Wang, PhD
- Jane Wardrop, DVM, MS, DACVP
- Jennifer Watts, PhD
- John Wenz, DVM, MS
- Patrick Wilson, DVM, MS