BIENNIAL Report
2017-18
Clinical Teaching Learning Community:

**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.

**2017-18 Accomplishments:**

1. **January 24, 2017**: (8 in attendance) – Discussed goals for the upcoming year, and interests for the group which included knowledge on governance.
2. **February 24**: (12 in attendance) – Guest Speaker Dr. Deb Sellon spoke about the VTH governance
3. **March 21**: (10 in attendance) – Dr. Bill Dernell lead a discussion about the VTH hospital
   a. Some topics/questions that have been proposed for this meeting:
      i. Appointments and weeks counted for hospital coverage and appointment coverage
      ii. How are the hours taught didactically/for labs calculated?
      iii. Is there a fund for continuing education for faculty?
      iv. How much are members serving on the hospital board given as a stipend?
      v. For senior faculty meetings discussing promotion, who is there and when does this occur?
4. **April 11**: (11 in attendance) - Discussion tips for better end of rotation evaluations for 4th year veterinary students with Dr. Julie Cary.
5. **April 25**: (8 in attendance) – Discussion and reviewing the CVM small animal learning outcomes for the 4th year vet students
6. **June 21** - (5 in attendance) – Goals of the upcoming academic year
   a. Mindfulness interactions/communications
      i. Managing/Reducing self-stress at work
      ii. Managing/Reducing stress in interactions with students, colleagues, staff, clients, etc.
      iii. Communication for medical understanding
      iv. Communication in Crucial Situations
   b. Integrating Basic science knowledge and Clinical skills/knowledge
      i. Expose connections and teach relationship between basic and practical skills
      ii. Target approaches in different phases of instruction: classroom, round, versus clinic floor
   c. Assessments of student outcomes. Comparing evaluations within a service over the last academic year, and recognizing trends and areas that we can improve.
Clinical Teaching Learning Community: (continued)

2017-18 Accomplishments (continued)

7. July 25 - (9 in attendance)
8. Aug 21: (12 in attendance) – Guest Speaker Dean Slinker spoke about the accreditation process
9. November 1: (6 in attendance) - VCS Chair Faculty Recruitment Basics presented by Tandi Ngwenyama
10. January 16, 2018: (7 In Attendance) – Guest Speakers Bethany Colaprete and Valerie Russo discussed starting a Finding Meaning in Veterinary Medicine conversation group
11. February 18, 2018: (9 in attendance) Topics of discussion included Support in the clinical teaching environment (mentorship, leadership and value).
12. April 3, 2018: (8 in attendance): Debriefing post 3/30 meeting with the Dean, and plan for the next meeting agenda.
13. May 21, 2018: (6 in attendance): Opportunities for culture change, appointments and leadership.

*Successful implementation of Morbidity & Mortality Rounds on January 12th, February 16th, March 30th and April 13th.

Future Goals:

- Continue Peer Observations on clinics for feedback.
- Guest Speakers: special emphasis on “teachable moments”
- Topics to include assistance with House officer mentorship and teaching/guidance
- Self-Care: Mindfulness workshop 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."
INVITED GUEST SPEAKER:

Dr. Lisa Day

Vice Dean for Education Innovation, College of Nursing at Washington State University

October 24, 2018

Lisa Day is Vice Dean for Educational Innovation and Clinical Professor at Washington State University College of Nursing in Spokane, WA. She has consulted on several national nursing education-related projects; is a co-author of the landmark 2010 publication Educating Nurses: A Call for Radical Transformation; and has provided faculty development workshops and curriculum consultations for schools of nursing in the US and Canada. She is certified as a Nurse Educator (CNE) by the National League for Nursing (NLN). She was selected as a Macy Faculty Scholar in Interprofessional Education in 2015 with a project focused on professional formation and connecting interprofessional teams through shared professional values. Current projects include a study of a nursing education intervention focused on collaborative preparation of the direct-care nursing team in long-term care; and development of a course for health professions students in inter-professional values clarification.

Seminar: "Situated Learning and the Value of Uncertainty"

Description: The seminar will be about the valuable experiential learning, professional formation and skill development that can be facilitated in uncertain, unpredictable and under determined clinical situations where there is sometimes a tension between student learning and service to the patient/family. It will include a discussion of the philosophical background and teaching/learning implications of situated cognition and the Dreyfus model of skills acquisition.

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<tr>
<th>Presentation</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>Seminar</td>
<td>15</td>
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<tr>
<td>Meeting with the Veterinarian Technician Group</td>
<td>18</td>
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INVITED GUEST SPEAKER:  
Dr. Diane Ebert May  
Faculty, Ecology, Evolution & Systematics, Biology Education at Michigan State University

September 15, 2018

Dr. Ebert-May is a plant ecologist who conducts research on alpine tundra vegetation and discipline-based biology education. Her research has involved more than 200 postdoctoral fellows and led to more than 50 publications that focus on teaching and learning in undergraduate biology. Video

**Seminar: "Advancing our Understanding of the Student-Centered Classroom and Science Practice based Instruction"**

*Description:* The topic is the 'science of teaching'. This session front loads the data and makes the case for sessions and conversations later in the day.

**Workshop: "Renovated Teaching- What is the Impact on Learning?"**

*Description:* Participants were invited to join others interested and engaged in various stages of innovation and in class.

**Workshop: "From Teaching Assistant to Teaching Statement"**

*Description:* Graduate students were invited to spend time connecting their science to their teaching. Participants left the session with an outline for their teaching statement.

**Attendance:**

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<td>Seminar</td>
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Dr. Kristy Dowers from the College of Veterinary Medicine and Biomedical Sciences at Colorado State University, started her career as a software engineer, having graduated in 1988 from MIT with a degree in Cognitive Science. After working for several years for Hewlett-Packard's Medical Division in Germany developing user-friendly software interfaces for critical care units, she returned to the US to complete her DVM degree at Colorado State University in 1997. She went on to complete a small animal internship and residency and was board certified in small animal internal medicine in 2002. Though her veterinary medicine interests include endocrinology and the urinary system, her main passion is teaching, specifically how to develop students' clinical reasoning skills. She has introduced curricular components involving clinical reasoning and enjoys challenging herself and her students with innovative exercises to engage them in their own learning process. In 2016, she was awarded tenure on the basis of a strong teaching portfolio made possible by the Regional Teaching Academy's External Review documents.

**Teaching Tool Kit Series: "Teaching to the Generations"**

**Description:** Most of us belong to the Baby Boomers or Generation Y and have certain learning preferences based on our generational experiences, which consequently, shapes how we teach and what we expect of our students. But force-fitting our educational preferences on Generation X and Z won’t work. This interactive seminar will take you through generational preferences and provide opportunities to brainstorm and share ideas with your peers for adapting your teaching to engage the new generation of students.

**Seminar: "Getting Tenure (and/or promoted) with a Teaching Emphasis"**

**Description:** The traditional faculty position requires teaching, research, and service in relatively equal proportions, and tenure and promotion committees are accustomed to evaluating tenure packets accordingly. But what if your job description is screwed toward teaching? I faced this very predicament at Colorado State University. In this seminar/workshop, I will share the challenges I faced, provide examples of my own packet which utilized the RTA External Review documents, and the lessons I learned from the tenure and promotion process. For the remainder of the workshop, we'll use your teaching material to demonstrate how to capture your achievements for T&P committees, so please bring material you’d like to work on!
Seminar: "Incorporating Clinical Reasoning into your Classroom and Curriculum"

Description: Veterinary students spend a good deal of their training learning facts about anatomy, physiology, diseases, and clinical presentations. Yet we expect them to transition from repositories of data to problem solvers overnight when they arrive on the clinic floor. At Colorado State University, we have begun introducing clinical reasoning theory and activities on Day 1 in hopes of accelerating that transformation. In this presentation, you’ll see some of the educational experiences we provide to develop students’ clinical reasoning skills. We’ll also discuss ways in which you are already doing the same in your classrooms, whether you’re teaching veterinary or STEM students, so be prepared to share your ideas.

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<th>Presentation</th>
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<tr>
<td>Teaching Tool Kit Series: Teaching to the Generations</td>
<td>26</td>
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<tr>
<td>Seminar: Getting Tenure (and/or Promoted) with a Teaching Emphasis</td>
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<td>Seminar: Incorporating Clinical Reasoning into your classroom and Curriculum</td>
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"Nuggets of information that Dr. Dowers provided that made me think differently about how to incorporate more clinical reasoning into my daily clinical teaching, didactic teaching, and testing."

"I enjoyed hearing about how Dr. Dower's incorporated clinical reasoning into her classroom, and how this important work was born out of small increments and grew into a curriculum-wide, value-added assessment."
April 11, 2018

Dr. Andrew West, PhD is the Director of the Academy for Teaching and Learning in the College of Veterinary Medicine and Biomedical Sciences at Colorado State University. His role includes working with faculty to develop innovative approaches to sustain and promote excellence in educational programs and to make improvements in areas identified by faculty, students, alumni, employers, and the veterinary profession. Prior to joining CSU, Andrew was an Assistant Professor of Science Teacher Education at Western Kentucky University. Andrew holds an MEd and PhD in Curriculum and Instruction from the University of Missouri and a BS in Biological Sciences from Montana State University.

Seminar: "Strategies for a More Effective Lecture"

Description: Giving lectures can be one of the most difficult things that we do as teachers, in part, because the context is typically one of passive learning and limited interaction. How do we change this paradigm without having to completely rewrite all of our lectures? In this session, Andrew will share strategies that can be incorporated into existing lectures to help make them more engaging and more effective.

Seminar: "Balancing Student Learning with Caseload and Hospital Efficiency"

Description: In the midst of a busy clinic day, it can be challenging to provide both high quality care and high quality teaching. In this session, Andrew will share several potential strategies for addressing this challenge.

Peer Observation: Dr. West was able to perform an external peer observation of a VTH faculty member on the clinic floor during his visit.

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<td>Seminar: Balancing Student Learning with Caseload &amp; Hospital Efficiency</td>
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INVITED VISITING REGIONAL
TEACHING ACADEMY FELLOW:
Dr. Laurie Fonken

April 2-3, 2018

Dr. Laurie Fonken, LPC, PhD - licensed psychotherapist, is a coordinator of DVM Counseling and Wellness Programs for the College of Veterinary Medicine and Biomedical Sciences at Colorado State University. She provides support and counseling services to students, interns and residents, oversees the wellness curriculum, coordinates the DVM orientation for incoming students, teaches courses, and directs and teaches CSU’s “The Healer's Art” Course.

Over the last 30 years she has worked in private practice, clinical hospitals, and non-profit, governmental and educations settings. She is involved in AVMA Wellness Roundtable, Veterinary Wellbeing Think Tank, and overseeing planning and implementation of the 2016 AAVMC Veterinary Health and Wellness Summit Conference. As a Colorado native she spends time in nature, loves trail running, and enjoys outdoor adventures with her two sons.

More about the Healer's Art, visit the CVM Teaching Academy website invited guest speakers page.

Seminar: "Finding Meaning in Veterinary Medicine (FMVM)"

Description: WSU CVM faculty and clinicians came to learn about a new interest group. This group is open to anyone in practice, doing research, teaching, etc! Dr. Fonken taught the group how the structure and how it can benefit an individual no matter what position you have in veterinary medicine. The FMVM approach is very simple yet the outcomes are often profound. No special group skills are required other than the ability to participate in a conversation in which everyone’s ideas matter and everyone has a chance to speak. People feel less alone, less stressed and more able to bring their own values and perspectives to the work of veterinary medicine.

Seminar: "Healer's Art" - Presentation for DVM Students ONLY

Description: An informal presentation and discussion of what the Healer's Art can offer a veterinary student. This presentation will be discussing a new course that will offer many aspects of medicine not otherwise address in the general curriculum. During the presentation, topics also included the art of medicine and remembering the reason students chose this influential and rewarding field.

Seminar: "Healer's Art"

Description: The presentation demonstrated a possible new course that will be integrated into the curriculum. Dr. Fonken has implemented this course at CSU and we need your input regarding how we might roll it out at WSU. This informational session is for faculty and students and will provide an opportunity to learn about the different modules. The Healer's Art offers a space to infuse healing, service, wholeness and relationship into veterinary education. The course provides a safe place for students to explore their feelings, passions, struggles and aspirations with one another. Students will learn not only to share with others, but to listen to others with an open mind and heart, broadening their perspective, promoting diversity awareness and respect for others.
INVITED GUEST SPEAKER:  
Dr. Julie Stanton  

Assistant Professor, Department of Cellular Biology at the University of Georgia  

September 21-22, 2017  

At University of Georgia, I am in a unique tenure-track position where I conduct biology education research as a member of a life science department. The long-term goal of my research program is to use metacognition to enhance student learning in undergraduate biology courses. Metacognition is what we know about our thinking and how we regulate our thinking to facilitate our own learning. It is a critical component of learning that contributes to learning outcomes, academic performance and problem solving. My lab studies undergraduate metacognitive development, and we are working to identify effective ways to accelerate its growth. By providing students with metacognitive training we also hope to help them become self-regulated learners, which will serve them well beyond their time at the university.

I am PI and Director of an NSF-funded Research Experience for Undergraduates (REU) in Undergraduate Biology Education Research (UBER). Each summer UBER brings students from across the country to Athens for a nine-week program focused on research in teaching and learning. Students are paired with faculty mentors from the Departments of Biochemistry and Molecular Biology, Cellular Biology, Genetics, Mathematics and Science Education, and Plant Biology. More information can be found at our website: [http://uber.coe.uga.edu/](http://uber.coe.uga.edu/).

**Seminar:** "Metacognitive regulation: how students evaluate and adjust their approaches to learning biology"

**Workshop:** "Including Metacognition in Our Courses: Helping Students Learn through Self-Evaluation"

**Description:** Metacognition is awareness and control of thinking for the purpose of learning. Students who are metacognitive can learn more and perform better than students who are not. In this interactive workshop we will explore ways to encourage students to be metacognitive in our courses. We will also discuss how we can be more metacognitive about our teaching.

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<td><strong>Workshop</strong></td>
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INVITED GUEST SPEAKERS:
Drs. Brenda Bray & Connie Remsberg

April 5, 2017

From the WSU College of Pharmacy -

**Dr. Brenda Bray** is a pharmacist faculty member from Washington State University (WSU) College of Pharmacy on the WSU Health Sciences campus where she is a Clinical Associate Professor and Assistant Dean for Assessment and Accreditation. Curricular and scholarly interest areas for Ms. Bray include simulation-based teaching methodologies using high-fidelity mannequins and standardized patients, evaluation of competency-based and active learning curriculum models and implementation and evaluation of interprofessional education (IPE).

Dr. Bray was a co-investigator for an IP Health Resources and Services Administration (HRSA) grant. This collaborative IP project included interprofessional (IP) teams of faculty and student learners from nursing, pharmacy, medicine, social work and nutrition. She is currently a co-investigator for an IP grant for Screening, Brief Intervention and Referral to Treatment (SBIRT) funded by Substance Abuse and Mental Health Services Administration (SAMHSA).

**Dr. Connie Remsberg** is a Clinical Assistant Professor from Washington State University College of Pharmacy, where she is a member of the Department of Pharmaceutical Sciences and the Director of Advancement of Teaching and Learning Excellence. Connie graduated from WSU with a PharmD and PhD in Pharmaceutical Sciences with an emphasis in pharmacokinetics. Following graduation, Connie completed a Clinical Pharmacology fellowship at the University of California San Francisco. Connie joined the WSU faculty in 2013 and teaches the pharmaceutics course series, pharmacy calculations, and compounding lab. As the Director of Advancement of Teaching and Learning Excellence, Connie has worked with faculty to improve teaching and learning excellence throughout the college. A major focus of her attention has been on preparing faculty for the college-wide implementation of a flipped classroom model now underway. Her research interests include scholarship of teaching and learning related to best approaches for active learning and ways to support student success.

**Seminar:** “WSU College of Pharmacy Curriculum Revision, Delivery and Assessment”

**Description:** WSU College of Pharmacy Curriculum Revision, Delivery and Assessment, with informal dialogue to follow.

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<td>Pharmacy Curriculum Revision Q &amp; A</td>
<td>20</td>
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March 23, 2017

Dr. Marilyne Stains has been developing strategies to bring together and nurture the UNL STEM Education Research Community since she accepted her offer to come and work at UNL in Spring 2011. She has been leading the development and implementation of three major initiatives: the STEM Education Seminar series, the Discipline-Based Education Research (DBER) Journal Club, and the STEM Education Research Retreat. Each of these efforts are highlighted below.

Seminar: "Capturing instructional practices in the chemistry classrooms and laboratories: New research-based tools to address both instructors’ and researchers’ needs."

Description: Within the last ten years, there has been a growing interest in transforming the instructional practices in science courses at the university level. As the variety of pedagogical professional development efforts expand, there is an increasing need to quantify teaching practices. Stakeholders may be interested in monitoring changes over time, comparing instructional practices between instructors or courses, or mapping observed behaviors to research-defined teaching practices. Although existing observation protocols may address some of these goals, their applicability is restricted by critical limitations. In this presentation, we describe two methods for the reliable and valid characterization of instructional practices via easily-collected observational data. The first method was developed empirically via a cluster analysis using observations of 269 individual class periods, collected from 74 different faculty at 28 different research-intensive institutions in the United-States. We will describe the ten basic clusters of instructional behaviors that emerged from this analysis. In addition, a detailed breakdown of typical instructional practices by course level, class size, classroom layout, and faculty teaching experience will be provided. The second method derives from this first method and follows a similar analytical lens but focuses on instruction in the chemistry laboratory. Both of these methods have been developed with researchers and instructors in mind so that they can be used to measure changes as a result of a pedagogical intervention but also as a tool to train or refine one’s own instructional practices.
Invited Guest Speaker: Dr. Marilyn Stains Continued

Seminar: "The Ins and Outs of Peer Instructions: Leveraging students to promote and monitor conceptual growth in large courses."

Description: Peer Instruction is an evidence-based instructional strategy that leverages personal response systems (e.g., clickers, Learning Catalytics) to promote students' conceptual understanding in large courses. This strategy is one of the most investigated active learning practices and, arguably, one of the easiest to integrate in one's practice. In this workshop, you will learn about the details of Peer Instruction, the research demonstrating its efficacy and supporting the particulars of its implementation as well as the learning principles that underpin this strategy.

![Peer Instruction Process Diagram](https://dbcitc.orau.edu/resources/pi/)

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<th>Presentation</th>
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<tr>
<td>Seminar: Capturing instructional practices in the chemistry classroom and laboratories</td>
<td>35</td>
</tr>
<tr>
<td>Seminar: The Ins and Outs of Peer Instructions</td>
<td>13</td>
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CLINICAL INFORMATION ON IMPROVEMENT: "THANKS FOR THE FEEDBACK"

September 5, 2018

India Lane, DVM, MS, EdD, DACVIM - Professor at University of Tennessee College of Veterinary Medicine

India Frances Lane is a native of Atlanta, Georgia and attended the University of Georgia in Athens, Georgia where she earned a Doctor of Veterinary Medicine degree in 1988. She then completed an internship at Texas A & M University and a residency in small animal medicine and Master of Science degree at Colorado State University. India then accepted a faculty position at the Atlantic Veterinary College in Prince Edward Island, Canada, followed by a similar position at the University of Tennessee College of Veterinary Medicine (UTCVM), moving back to the southeast in 1997. In these positions, Dr. Lane focused clinical and research interests in small animal urology while becoming increasingly involved in teaching development and educational planning. She earned a Doctor of Education in Educational Leadership and Policy Studies in 2008 and has served as Director of Educational Enhancement in the UT College of Veterinary Medicine and Assistant, then Associate Vice President and Interim Vice President for Academic Affairs and Student Success for the University of Tennessee statewide system.

In the veterinary college, Dr. Lane guided implementation of applied, problem-based courses, co-developed a model veterinary Master Teacher Program and led the extracorporeal lithotripsy service until 2011. In the Office of the Vice President, she facilitated innovative instructional projects, academic program proposals, policy review and statewide transfer initiatives.

Dr. Lane has received several awards for teaching and educational work, including 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 was recognized with the Gamma Sigma Delta Outstanding Team Award for contributions to the Master Teacher Program, and the National Gamma Award from Omega Tau Sigma Fraternity in recognition of distinguished service to the veterinary profession. Her work has led to over 100 publications and book chapters and prestigious editorial positions with the Journal of Veterinary Medical Education and in common veterinary textbooks and resources. Dr. Lane also co-edited the first veterinary content for Decision Support in Medicine, an electronic resource, launched in 2017.

Dr. Lane returned to a full-time faculty role in 2018 and currently serves as Professor of Medicine in the Department of Small Animal Clinical Sciences, teaching urology to veterinary students and developing graduate student and faculty teaching skills in the veterinary college. Her scholarly work at this time is focused on disseminating faculty development materials for veterinary education and improving the clinical training of veterinary students.
**Seminar: What's the Big Deal About Feedback?**

*Description:* At the core, clinical teaching and coaching is all about timely and constructive feedback. Learners at different levels need tailored feedback; medical teams need to be able to have routine multidirectional conversations about performance and behavior in order to function effectively and efficiently. We’ll explore the learner and supervisor perspectives and practice strategies for giving and receiving feedback, with the goal of minimizing the associated time and stress.

**Workshop: Part 1: Next Level Feedback: What are the best strategies and words to use in formal, structured feedback settings? How can we coach and mentor learners through difficult challenges?**

*Description:* Participants will receive multiple examples of effective language and will tackle specific difficult situations.

**Workshop: Part 2: Next Level Clinical Education**

*Description:* This session will spring-boarding from the Part 1 discussions. We will tackle the challenge of teaching in the client service and patient care oriented tertiary hospital. What can we change to preserve our sanity and enhance faculty, student and staff enjoyment, as well as performance, in the clinical environment?

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To view the symposium full report and video recordings of the workshops, please visit the website - Workshop #11 https://www.vetmed.wsu.edu/innovative-education/teaching-academy/events/faculty-development-workshops
The Science of Learning:
How the cognitive integration
of basic and clinical sciences
supports expertise

March 21-22, 2018

Dr. Nicole N. Woods holds a PhD in Cognitive Psychology. She is Associate Professor in the Department of Family and Community Medicine and Scientist and Scientist and Associate Director at The Wilson Centre, Faculty of Medicine at University of Toronto. Dr. Woods has led a successful program of research in health professions education for more than 10 years. Her work focuses on the role of biomedical knowledge in clinical reasoning and the value of basic science in the development of medical expertise. Applying principles of memory and learning to education in the health professions, her research program focuses on the design of instructional methods that integrate clinical knowledge and conceptual models of disease.

Dr. Maria Mylopoulos holds her PhD in human development and education. She is currently Scientist and Associate Director of The Wilson Centre, Associate Professor in the Department of Paediatrics and Curriculum Scientist in the MD Program at the Faculty of Medicine at University of Toronto. Over the last 12 years she has successfully led a program of research aimed at understanding the development and performance of adaptive expertise in medicine, with a particular focus on how health professionals deal with uncertainty, novelty and complexity in their daily clinical problem solving. The ultimate goal of her research is to translate this understanding to educational design that promotes the development of exceptional clinicians who are able to handle the complexities and challenges of the healthcare workplace.
**Global Objectives for the Symposium:**

Participants will be able to:
- Develop strategies to achieve cognitive integration in their basic science and clinical teaching
- Understand adaptive expertise as the ultimate goal of an 'integrated curriculum'
- Develop strategies to prepare students for future learning

**Wednesday, March 21**

**12:10 pm - Keynote Lecture:** How we know what isn’t so: Reconsidering the value of basic science

Objectives:
- To consider the value of basic science for clinical reasoning from the perspective of basic and clinical science teachers
- To explain recent research findings from health professions education and cognitive psychology
- Introduce the concept of cognitive integration in education

**3:00 - 5:00 pm - Workshop:** Preparing learners to be the experts we need

Objectives:
- To understand adaptive expertise as the goal of curricula
- To describe the ways in which cognitive integration supports development of adaptive expertise
- To work together to design ‘productive’ learning experiences for students

**Thursday, March 22**

**9:00 - 11:00 am - Workshop:** Teaching strategies for cognitive integration

Objectives:
- Define educational approaches that support integration of basic and clinical sciences
- Consider what forms of knowledge constitute basic science
- Provide practical approaches for teachers to support cognitive integration

**12:10 pm - Workshop:** Assessment matters: Aligning assessment with curricular goals

Objectives:
- Describe 'assessment for learning’ as a key principle of curricular design
- Consider how to assess for ‘preparation’ and ‘integration’
- Provide practical approaches for teachers to develop assessment tools
**Attendance:** The Science of Learning Workshop reached a wide variety of audiences, totaling **84** faculty, graduate, and staff members over **6** different colleges, from **4** campuses (Pullman, Spokane, Logan & Bozeman).

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<tr>
<th>Date</th>
<th>Time</th>
<th>Title</th>
<th>Pullman</th>
<th>Spokane (COM)</th>
<th>Spokane (Pharm.)</th>
<th>CVM Bozeman</th>
<th>YouTube Live Views</th>
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</thead>
<tbody>
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<td>Wednesday, March 21</td>
<td>12 pm:</td>
<td>Keynote - How we know what isn’t so: Reconsidering the value of basic science</td>
<td>58</td>
<td>46</td>
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<td>40</td>
<td>29</td>
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<td>Thursday, March 22</td>
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<td>37</td>
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<td>12 pm: Workshop:</td>
<td>Assessment matters: Aligning assessment with curricular goals</td>
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**Note:** Livestream video, were only able to track views, not able to determine how many people were watching on the other end

### Total people reached during the symposium:

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<th># Attended</th>
<th>%</th>
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<tbody>
<tr>
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<td>College of Medicine</td>
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</tr>
<tr>
<td>Pharmacy</td>
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<td>1%</td>
</tr>
<tr>
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</tr>
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<td><strong>TOTAL:</strong></td>
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</table>

### Overall Rating for Each Workshop

![Overall Rating Chart](chart.png)
**Make a Difference:**  When asked - As a result of the Science of Learning Symposium, will you change or experiment with the way you teach?

<table>
<thead>
<tr>
<th></th>
<th># Answered</th>
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<tbody>
<tr>
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<td>Yes, likely</td>
<td>7</td>
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<tr>
<td>Perhaps</td>
<td>5</td>
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<tr>
<td>No, not likely</td>
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"I am already changing the order with which I present information and make sure I use more simplified basic science to answer the question of why both on the clinic floor and in didactic teaching."

"I plan to utilize more quiz questions for formative practice, including some formative questions that get at the basic concepts to help ensure foundation of the science versus just the clinical practice. I also will re-evaluate some sessions to help with integration as this gave me ideas to help improve this."

"I am reviewing objectives, plan to redesign learning activities and assessment methods for the classes I teach next fall."

"I have to work to be more explicit about the connections I help students create Rather than tell, I will encourage them to build"

To view the symposium full report and video recordings of the workshops, please visit the website - Workshop #10
https://www.vetmed.wsu.edu/innovative-education/teaching-academy/events/faculty-development-workshops
Brown Bag Discussion - 2017

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 16 discussions (10 -Spring; 2- Summer; 97-Fall)
- Average attendance for 2017 = 19 people
  - Our largest attended presentation was 35 people
  - Average TA membership attendance = 11 (19.5% 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

Teaching Tool Kit:
- 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 1 webinar in the Fall Semester
- Total Attendance was 13
Brown Bag Discussion Included:

**NEW Technology**
Monday, January 9 - Rob Baker

- **Description:** New technologies was added to Bustad 145 and ADBF 1002 for use during classroom times. Briefly, these technologies allow capture of whiteboard and computer use to enhance your lecture capture and resources available to students after the sessions. Participants were encouraged to use these for their Sp17 classes. Rob Baker presented a short tutorial and demonstration of both new technologies followed by individual trial use.

**Overview of the CVM Peer Observation of Teaching Program**
Friday, January 1 - Phil Mixter, PhD

- **Description:** The College of Veterinary Medicine (CVM) has a formal Peer Observation of Teaching program designed to help enhance instruction through collegial interactions with trained observers. This peer “coaching” is appropriate at any level for those faculty with a significant teaching assignment. The presentation was an overview to introduce the college to the program, review the peer observation process and discussion of progress to-date.

**What is Mentor Commons? And a presentation on: “How Can I Improve My PowerPoint Presentation Skills?”**
Wednesday, January 25 - Phil Mixter, PhD

- **Description:** The CVM purchased a subscription to the Magna Publications Mentor Commons. An on-demand digital library targeting professional development designed to answer a specific question related to teaching and learning. The presentation was focused on the presentation "How Can I Improve My PowerPoint Presentation Skills? Webinar Presented by: Ken Alford, Ph.D" - Poorly designed PowerPoint presentations distract and detract from your teaching. The proven presentation techniques you’ll learn in this program will help you improve your classroom teaching and enhance student learning.

**Preparing to be Educators**
Friday, February 10 - Julie Noyes, DVM,

- **Description:** 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. 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.

**Veterinary Educator Teaching and Scholarship (VETS) Program**
Monday, April 17 - Steve Lampa, PhD

- **Description:** Veterinary Educator Teaching and Scholarship (VETS) Program was a pilot program to advance teaching practices to support student learning was introduced in Corvallis, Oregon during fall of 2016. This program was presented to participants from the 5 western veterinary colleges and was facilitated by members of the Regional Teaching Academy (RTA) Consortium of Western Veterinary Colleges. Modules presented during this program were intended to introduce, demonstrate, and model effective methods in teaching for participants who were newer teaching or less experienced in both clinical and preclinical curricula.

**Educating Veterinary Students in an Intensive Care Unit about Transfusion Reactions: Development and Impact of a Formal Learning Module**
Thursday, April 27 - Jane Wardrop, DVM, DACVP; Jillian Haines, DVM, MS, DACVIM; Linda Martin, DVM, MS, DACVECC; Tandi Ngwenyaman, DVM

- Presented their Educational Research grant progress
Brown Bag Discussion Included:

**Summer Teacher Tool Box Presentation**  
Wednesday, May 3- Steve Lampa, PhD & Rachel Halsey, DVM  
- **Description:** The CVM Teaching Academy summer program continued last summer, but with a twist! We did not use a book or journal article, per se, but instead explored topics that would build our educational instructional "tool kit" and provided opportunities to take away ideas and projects that could be applied during the academic year.

**Training in a low-risk environment with anesthesia simulation to prepare veterinary students for clinical anesthesia**  
Tuesday, May 16 - Robert Keegan, DVM, DACVA; & Julie Noyes, DVM  
- Presented their Educational Research grant progress

**Scholarship of Engagement: Connecting Teaching, Research, and Service**  
Thursday, May 25 - Kelly Ward, PhD  
- **Description:** The session focused on ways for faculty to use community engagements as a mechanism to integrate teaching, research and service. There was also discussion about how to document and present work that is based in the community.

**A Mobile Audience Response System and Platform for Student Engagement – Top Hat**  
Tuesday, Aug 8 - Steve Lampa, PhD & Patrick Wilson, DVM, MS  
- **Description:** Explored the functions of Top Hat to learn how to create questions and integrate a mobile audience response system (ARS) into the classroom to improve student engagement.

**Regional Teaching Academy Initiatives**  
Wednesday, August 30 - Steve Lampa, PhD, Phil Mixter, PhD, & Steve Hines, DVM, PhD, DACVP  
- **Description:** Short reports on the REGIONAL Teaching Academy's 3 primary initiatives: 1. Steve Lampa: a faculty development (educator training) program focused on junior faculty who are new to teaching, 2. Phil Mixter: a formative peer observation process designed to improve teaching, 3. Steve Hines: an evidence-based process to prepare promotion packages and get external peer review for faculty with significant teaching and/or educational leadership responsibilities. Background: WSU CVM was well represented at the Regional Teaching Academy’s (RTA) 3rd Biennial Conference at Colorado State University in Fort Collins, Colorado, July 12-14. The RTA’s biennial meetings are designed to bring together teaching-focused faculty from all 5 western CVM, promoting regional interaction and collaboration among the colleges. There were over 70 conference participants from the 5 member schools. WSU CVM faculty play key leadership roles in the RTA and led the 2017 meeting planning process. The theme of this year’s conference was “Paradigm Change in Teaching: Leveraging Cross-Institutional Collaboration.” An important founding goal of the RTA is to work together to change the paradigms regarding teaching and learning at member schools.

**An Update on the Clinical Simulation Center—Challenges and Opportunities**  
Friday, September 15 - Julie Cary, DVM, MS, DACVS  
- **Description:** The Clinical Simulation Center has grown considerably in the last two years and we now have more resources to support experiential learning. During this brown bag, you will hear about the models and simulations that have been recently purchased or developed and how they might be useful to your area of education. You will also see an example of a simulation in-action and a debrief exercise.

**Fostering Increased Scientific Collaboration by Seeding Prosocial Experiences within Laboratory Environments**  
Thursday, September 28 - William Davis, PhD & Joshua Premo  
- Presented their Educational Research grant progress
Brown Bag Discussion Included:

**Bright Spot: Veterinary Disaster Planning and Preparedness Course**
Friday, October 6 - Cynthia Faux, DVM, PhD, DACVS

- **Description**: VM 698-08 Veterinary Disaster Planning and Response is a two week rotation for 4th year veterinary students. The course uses a blend of lectures, simulations, and real-world project applications to convey principles of disaster planning, mitigation, and response. We will provide an overview of the course design and development and discuss the impact of this training on students and the participating jurisdictions.

**Bright Spot: Perusall: the power of community to engage students with reading assignments**
Tuesday, October 24 - Lisa Gloss, PhD

- **Description**: The presentation will introduce the basics of Perusall, an on-line platform for collaborative and collective student engagement with reading assignments, developed by Eric Mazur (Professor of Physics at Harvard University). Experiences will be shared on the benefits (and occasional pitfalls) of employing Perusall to motivate students to engage with recommended readings.

**The importance of the VTH and caseload in our DVM program**
Wednesday, November 8 - Debra Sellon

- **Description**: The Veterinary Teaching Hospital provides more comprehensive and sophisticated veterinary care for animals of all species than any other facility in the Pacific Northwest. At the same time, it serves as the one of the largest and most complex teaching and research laboratories on our campus. What is the Veterinary Teaching Hospital? How is it changing? How does it meet the needs of its varied stakeholders? Join us as Deb Sellon provides an overview of the VTH and discusses the impact of recent changes on teaching, research, and clinical service.

**The VETS Experience – First-hand account of this summer’s program**
Wednesday, November 29 - Diane Bimczok, DVM, Chrissy Eckstrand, DVM, PhD, Johanna Rigas, DVM, Heloisa Rutigliano, Roberta O’Connor, PhD, MS, and Kyle Taylor, DVM, PhD, & Jennifer Slovack, DVM, MS, DACVIM (Internal Medicine)
Brown Bag Discussion - 2018

Brown Bag Discussions:
- There were 19 discussions (10 -Spring; 2- Summer; 97-Fall)
- Average attendance for 2017 = 19 people
  - Our largest attended presentation was 35 people
  - Average TA membership attendance = 11 (19.5% of membership)
  - Average attendance of non-TA members= 6
- A few presentations were video conferenced with the Spokane campus

Guest Speakers:
- Hosted 5 guest speakers (3 during the spring semester & 2 in the Fall Semester)
- Hosted 2 Faculty Development workshops

NEW Technology
Monday, January 9 - Rob Baker
- **Description:** New technologies was added to Bustad 145 and ADBF 1002 for use during classroom times. Briefly, these technologies allow capture of whiteboard and computer use to enhance your lecture capture and resources available to students after the sessions. Participants were encouraged to use these for their Sp17 classes. Rob Baker presented a short tutorial and demonstration of both new technologies followed by individual trial use.

Panopto - Lecture capture system
Wednesday, January 24 - Mary Packer , from AOI
- **Description:** As many of you know Panopto is WSU's lecture capture system, and how all CVM courses are captured. It is an excellent resource to create content for potential course cancellations due to weather. A few other features that were discussed: adding questions; editing recording; & adding a quiz to past recording.

AOI – Supporting Effective Teaching at WSU
Wednesday, January 31 - Rebecca Vandervord, PhD Assistant Vice President, AOI; Director of Learning Innovations; Liaison to the Provost’s Office
- **Description:** Academic Outreach & Innovation (AOI) is charged with supporting the implementation of academic technology to enhance teaching and learning across all of WSU. How do we support faculty and students in this endeavor? What technology tools are available to WSU faculty and where and how can you learn about them? In this presentation we learned about AOI and what it can do for us, but faculty had the opportunity to share with the AOI staff what they needed to enhance their teaching.

Documenting your teaching and Teaching Impact
Thursday, February 15 - Steve Hines, DVM, PhD, DACVIM
- **Description:** The traditional academic measures of publication and extramural funding do not effectively capture the work and impact of faculty in their teaching related activities. Moreover, even faculty who go forward for promotion on a teaching intensive or educational leadership platform often do not effectively communicate what they do, how they do it, and the outcomes. In this session, thy discussed how faculty can better document their teaching activities and impacts so that this work might be better understood and assessed by reviewers. Importantly, we will use our Regional Teaching Academy’s Educator’s Promotion Packet as a guide, which in turn is based on the AAMC’s Toolbox for Medical Educators.

Graduate Focus - Documenting your teaching and Teaching Impact
Thursday, February 15 - Steve Hines, DVM, PhD, DACVIM
- **Description:** Continued the discussion on “Documenting your teaching and Teaching Impact.” The focused discussion was specifically for graduate students, but also open to anyone interested.
Brown Bag Discussion Included:

**Professional Development Curriculum: Equipping the next generation of veterinarians for success and wellness**
Tuesday, March 6 - Stith Keiser, Chief Executive Officer, Blue Heron Consulting

- **Description:** Recent AVMA economic reports and CVM surveys demonstrate the need to address the definition of ‘career readiness’ in our DVM students beyond just their clinical skills. In this discussion, we’ll review the role that topics such as business and financial literacy, communication, leadership, entrepreneurship, and general career preparedness play in setting our students for up financial success and wellness. Furthermore, we’ll discuss how these topics have been built into a three-year curriculum at the University of Tennessee’s College of Veterinary Medicine.

**Competency-Based Veterinary Education: A Framework and Resources**
Wednesday, November 28 - Susan Matthew, PhD
BVSc(Hons) BSc(Vet)(Hons) GradCertEdStud(Higher Ed)

- **Description:** This session reviewed the background of competency-based healthcare education and explained the framework for Competency-Based Veterinary Education (CBVE) launched by the AAVMC in April 2018. It also reviewed the resources available and in development to support implementation of CBVE in veterinary colleges. More information can be found at the aavmc website

**Educational Research Grant Presentation**
Tuesday, May 8 - Erika Offerdahl, PhD & Andy Cavagnetto, PhD

- **Description:** Put up your dukes: Investigating best practices for preparing students for scientific argumentation

**Designing Effective Questions**
Friday, October 5 - Jennifer Lebeau, MA, PhD

- **Description:** This interactive session was focused on asking the right questions at the right time, in the right ways, to keep students engaged. Audience members walked away with a deeper understanding of their goals for student learning, strategies for how to ask meaningful questions that align with their goals, and a draft set of questions that will effectively engage students in different.

**Writing a Teaching Philosophy Statement**
Wednesday, November 7 - Phil Mixter, PhD

- **Description:** TB
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.

2017 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

2017 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. Simulation Development at Yakima Valley College Contract
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.

2017 Accomplishments:

In September of 2016 the Advisory Committee met to discuss some of the suggestions brought up by the VTH technicians about what to do next. At that time three lines of direction were identified.

- 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
As a result of that fall meeting, steps were started to offer some leadership training topics. At this time 2 leadership training presentations have been made.

“Do you think of yourself as a leader?” – It was attended by 14 technicians and was a round table discussion on identifying what makes a leader and what obstacles they felt stood in their way of being a leader. Videos and group discussion were utilized.

“How Emotional Intelligence is related to Approachability” This was attended by 24 technicians. This was a small group discussion led by Dr. Susan Matthew, PhD BVSc (Hons). The discussion answered questions such as “What is Emotional Intelligence?”, “Why It can matter more than IQ?”, “How can you improve your own emotional intelligence?”, “How does it affect your approachability as a leader?”.

We also gave a college wide presentation regarding the Tech Initiative and what our goals were as a group. This was attended by 18 members of faculty, administration, technicians and staff and was very well received.
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.

**2017-18 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.
- Meetings were 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.

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<td>Planning for the Spring Semester &amp; Guest Speaker</td>
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<td>Practice presenting an introductory lecture in epidemiology and feedback session</td>
<td>Murugan Subbiah</td>
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<td>3/2/2017</td>
<td>PowerPoint Basics &amp; Current teaching &amp; learning practices</td>
<td>Rachel Halsey &amp; Julie Noyes</td>
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<td>4/13/2017</td>
<td>Program Evaluation and planning for the future</td>
<td>Julie Noyes</td>
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<td>9/13/2017</td>
<td>Using Peer Instruction and the Jigsaw Strategy to increase Student Engagement</td>
<td>Victoria Harcy</td>
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<td>10/4/2017</td>
<td>Using Assessment as a Teaching Tool</td>
<td>Aramati Casper &amp; Victoria Harcy</td>
<td>6</td>
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• 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.

**Future Goals:**

• 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.