College of Veterinary Medicine

STRATEGIC PLAN
GOAL 2
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Deliver world-class education that produces highly successful veterinarians
STRATEGIC PLAN GOAL 2

Four-Year Objectives

1. Train all of our educators in developing, delivering, and assessing the curriculum.

2. Implement comprehensive curricular evaluation to achieve an integrated educational program supporting critical thinking, clinical reasoning, and core competencies.

3. Create technological and analytical solutions to manage, deliver, and assess the curriculum and measure student performance.

4. Develop entrepreneurial, management and leadership skills to prepare students for professional success
STRATEGIC PLAN GOAL 2.1

Train all of our educators in developing, delivering, and assessing the curriculum

Tactical questions:
- Desired behavioral outcomes?
- Where to start?
First Steps:

1. Creation of an Academy of Veterinary Educators
2. Expansion of Education Support Services
3. Sponsorship of two faculty members in completing RVC Certificate of Veterinary Education
EDUCATOR ACADEMY

What is it?
- Participation-based
- Encourages community and collaboration
- Multiple means of engagement

Why do it? *To facilitate change*
- Desire to change
- Knowledge of what to do and how to do it
- Supportive work environment
- Rewards for changing
Menu of Activities:

- Communities of Practice/Learning Communities
- Instructional Consultation
- Seminars
- Workshops
- Peer Review
- Education Scholarship
- Creative Work
- Conferences
- Fellowship or Certificate Programs
EDUCATOR ACADEMY PROPOSED STRUCTURE

▪ Membership based on minimum level of participation

▪ Membership provides benefits:
  ▪ Access to grants for teaching innovation
  ▪ Access to funds for education conference travel
  ▪ Funds for education-related equipment
  ▪ Recognition (internal and external)
Which activities associated with the proposed Educator Academy seem most interesting?

1. Communities of practice/learning communities
2. Instructional consultation
3. Seminars/workshops
4. Peer review training/expansion
5. Education scholarship assistance
6. Creative work assistance
7. Conference funding
8. Access to fellowship or certificate programs
EXPANSION OF ESS SERVICES

New People
- Emily Ligon
- Tae “John” Jeon

New Roles
- Instructional Design
- Instructional Technology
- Projects
- Workshops
- Consultations
NEXT STEPS

“Train ALL of our educators”

▪ What characteristics embody a trained educator?
▪ How will we know?
▪ How does this happen?
POLLING QUESTION

What characteristics embody a trained educator at NC State CVM?
STRATEGIC PLAN GOAL 2.2

Implement comprehensive curricular evaluation to achieve an integrated educational program supporting critical thinking, clinical reasoning, and core competencies.

What’s new?

▪ Curricular mapping
▪ AAVMC Competencies
## Domain: Clinical Reasoning and Decision-Making

The graduate demonstrates critical thinking and problem solving to arrive at evidence-based decisions that consider animal and client needs, available resources, and social context.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Example Sub-Competencies (non-comprehensive)</th>
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</table>
| 1.1 Gathers and assimilates relevant information about animals | a. Collects history  
    b. Interprets PE  
    c. Interprets diagnostic test results  
    d. Performs necropsy examination |
| 1.2 Synthesizes and prioritizes problems to arrive at differential diagnoses | a. Identifies problems  
    b. Creates refined problem list  
    c. Prioritizes differential diagnosis |
| 1.3 Creates and adjusts a diagnostic and/or treatment plan based on available evidence | a. Appraises available clinical information and acts accordingly despite uncertainty  
    b. Explains justification for plan |

## EPA: Gather a history, perform an examination, and create a prioritized differential diagnosis list

<table>
<thead>
<tr>
<th>Activity description</th>
<th>Perform a history and exam on an individual animal or herd and assimilate the information collected to derive a prioritized differential diagnosis.</th>
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<tbody>
<tr>
<td><strong>Commentary</strong></td>
<td>The history and examination should be tailored to the clinical situation and specific patient encounter. This data gathering serves as the foundation for evaluation and management. Expectations include integration of the scientific foundations of medicine with clinical reasoning skills to guide information gathering.</td>
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| Elements | Consultation:  
- Obtain a complete and accurate history in an organized fashion  
- Demonstrate client-centered interview skills  
- Identify the client complaint  
- Identify pertinent history elements associated with common conditions  
- Demonstrate cultural competence in interactions with clients, recognizing the potential for bias |

*Truncated for space….there’s more*
STRATEGIC PLAN GOAL 2.3

Create technological and analytical solutions to manage, deliver, and assess the curriculum and measure student performance.

What’s new?

▪ ExamSoft
▪ Development of clinical competency evaluations
▪ Changes to course/instructor evaluations
STRATEGIC PLAN GOAL 2.4

Develop entrepreneurial, management and leadership skills to prepare students for professional success

What’s new?

▪ House System
▪ Growth in business curriculum
▪ Career counseling
▪ THRIVE program