Index

a
Academic progression 286–95
consequences of failure 293–4
remediation 293–5 (see also Remediation)
Academic standards 286–95
assessment areas 288–9
assessment options 289–92
determination of 287
foundation knowledge 288
informing students of 293
maintaining 295
non–technical skills 288
professional behaviors 288
technical skills 288
use of 292–3
Accreditation 5, 8
alternative methods of 350–1
vs. benchmarking 330
boards 287
and the COE 342 (see also Council on Education)
COE membership 342
decisions on 347
definition of 339
future of 351
goals of 342
history of 340–1
integration and 341
overview of 339–40
processes 342–3
site visits 343
standards 343–7
types of 347–8
Active learning 12
Adaptive testing 173
Admissions 497–508 see also Student selection
biases in 501–2
cognitive selection criteria 498
and diversity 500–2
future considerations for 508
and grade point average (GPA) 498, 503–4 (see also Grade point average)
noncognitive selection criteria 498
process review 506–7
promoting change 607–8
use of interviews in 505–6
Adult learning 10 see also Learner, Student–learning
and collaborative learning 81–3
and transformative learning 474–5
Agenda–led, Outcome–based Analysis (ALOBA) 371–2 see also Communication
Alcohol and substance abuse 546–7
Ambulatory Team Objective Structured Clinical Exam (ATOSCE) 113
American Veterinary Medical Association (AVMA) 5, 226, 287, 292, 326, 338, 498 see also Council on Education
Animal Ethics Sensitivity Test (AEST) 457
Animal handling and husbandry (AH&H) 198–200
Animal welfare and ethics (AWE) 448–62
(see also Ethics, Professionalism)
current trends in 451
definitions 456
key concepts 455
learning methods in 455–8
legislation for 455
and live animal use 450, 604
and moral judgment 457–8
reasons for 450–1
teaching of 453–5
in veterinary education 450
Anxiety 543–5, 564 see also Depression,
Stress, Student disabilities, Student
wellness
Apprenticeship 198
Assessment see also Competency, Evaluation,
Work–based assessment
in competency–based medical education
31–2
concepts of 219–35
data 319
definitions of 317
feasibility of 234
formative 221, 488
in integrated learning 72–3
in interprofessional education (IPE) 112–14
levels of 220–1
objectives in 226–9
of professional skills 266
program (curricular) evaluation 20–1
programs of 319
propriety of 233
purposes for 220–3
in real–world placements 208–11
rigor in 221–3
student's progress in curriculum 14
summative 221, 488–9
of teaching effectiveness 301–12
utility of 233–4
validity of 230–3
Attention deficit disorder (ADD) 559
Attention deficit/hyperactivity disorders
(ADHD) 559
Auburn University 547
Audience polling technology (APT) 169–70
Australasian Veterinary Boards Council
(AVBC) 340
Authenticity 133–6
b
Backwards Design Cycle 174–6
Behaviorism 47
Benchmarking see also Institutional
benchmarking
vs. accreditation 330
challenges with 329
classifications of 330–1
definition of 325
developing 330–1
review 32–3
vs. standard 326, 328
support for 330
Tertiary Education Quality and Standards
Agency Model (TEQSA) of 330,
332–3
tools for 330
use in higher education 327–8
in veterinary education 328–9
when not to 328
Bloom's revised taxonomy 14, 223
Business skills 479–90 see also Practice
management skills
assessment of 488–90
and goal setting 485–6
legal and ethical considerations 483
and marginal decision–making 481
mock interviews 486
personal budgeting 480–1
sample curriculum for 489–90
c
Calgary–Cambridge Communication Process
Guide(s) 361, 363, 530 see also
Communication
Capstone experiences 291
Career specialization 608–9
Case–based learning (CBL)
in interprofessional education (IPE) 110
small group work 13, 91
Case conferences see also Rounds
  in interprofessional education (IPE) 112
Change Curve, The 18
Classroom learning 133–49
  and effective teaching 133–48
Clinical evaluation exercise (CEX) 257
  criticisms of 258
Clinical integrative puzzle (CIP) 93–5
Clinical method map 366
Clinical performance ratings, in
  professionalism education 414
Clinical preceptor/ship see also Clinical rotation, preceptorship
  evaluation 113
Clinical reasoning skills 380–93
  analytic clinical reasoning 384–6
  assessments 289
  challenges with 381
  define and refine system 389–92
  and diagnostic errors 382
  in interprofessional education 111–12
  between medical and veterinary graduates 381–2
  models 382–6
  nonanalytic clinical reasoning 382–4
  problem–based approach 388
  problem–based inductive reasoning 387–8
  and problem lists 388
  in real–world settings 197–8
  teaching of, 392–3 clinical rotations
Clinical skills laboratory
  assessments in 158–9
  benefits of 151–3
  designing a 154–5
  developing competencies with 153–4
  equipping the 155–7
  examples of skills 154
  future of 160
  learning in 151–60
  limitations of 159–60
  teaching in 151–60
Clinical thinking, development of 181–3
Cognitive load 51 see also Multimedia teaching
Cognitivism 47

Collaborative learning 79–98
  definition of 80
  evidence for 85
  forms of 90–6
  integration into veterinary curricula 83–90, 609
  reasons for 80–1
  self–regulation in 82
  spaces for 84–7
Colorado State University 172, 198, 543, 547, 595
Communication 357–77
  and active listening 484
  and ALOBA 371–2 (see also
    Agenda–led, Outcome–based Analysis (ALOBA))
  approaches to communication education 359–60
  assessing 372–3
  and audiovisual recordings 370–1
  benefits of 359
  Calgary–Cambridge Communication Process Guide(s) 361, 363
  challenges in implementation 373–4
  coaching 368–9
  dedicated course on 374
  in the electronic age 484
  and interpersonal interactions 483–5
  linking content 363
  principles of effective communication 362–3
  and real clients 369–70
  and simulated clients 369–70
  skills development 184–5, 364–6
  specific processes of teaching 361–6
Community–based learning (CBL) 11
  small group work 13
Community–based training 198
Competency 6–7
  definition of 26
  driven instruction 609–10
  student achievement 7
Competency–based medical education (CBME) 6, 8, 24–33
  assessment in 31
  definition of 25
Competency–based medical education (CBME) *(contd.)*
difficulties with 7, 25
and entrustable professional activities (EPAs) 28
intended outcome of 25–7
organization of a CBME curriculum 31
rationale for 26
vs. Time–based training 28
workplace learning 27 *(see also Workplace learning)*

Competency framework 26
and accreditation 26
in veterinary curricula 26

Consejo Nacional de Educación de la Medicina Veterinaria y Zootecnia (CONEVET) 340

Constructive alignment 136–8, 583
Content evidence 320
Content Overload 8
avoidance of 55–6

Context–Behavior–Impact–Next steps (CBIN) 281

Context/Input/Process/ Product Model (CIPP) 323

Core
courses/coursework 7
curriculum 7
vs. elective 11

Cornell University 203

Council on Education (COE) 16–7, 226, 342 *(see also* American Veterinary Medical Association
International accreditation scope 349–50

Cultural competence 466–75 *(see also* Technology–enhanced teaching
assessment of 473–5
vs. cultural humility 468
definitions 467
experiential learning and *(see also* Experiential learning) 472
framework for 469
and the hidden curriculum *(see also* Hidden curriculum) 470
and humility learning models 469–70
limitations of 468–9
online learning and 471–2
preclinical courses in 471
teaching of 470–2

Culture 142–4

Curricular design 3–15 *(see also* Curriculum
content 7
factors influencing 5
integrated modular curricular design 9–10
mapping, curricular 8, 36–41
modular curricular design 9
outcomes 6, 14–5
spiral curriculum 10
10–step method 6–15

Curricular map/curricular mapping 36–41
analyzing a 39–41
benefits of 41
content of 37
databases for 37–9
entering/retrieving data for 39
goals of 36
key words for 40

Curricular review and reform 16–21
fundamental characteristics of 19–20
implementation of strategies for 16
in medical schools 18–9

Curriculum 3–21
benchmarking of 329–30
content 7
core 7, 11
curricular design 3–15 *(see also* Curricular design)
curricular review and reform 16–21 *(see also* Curricular review and reform)
definition of 3, 4
delivery 56
educational purpose 6
elective 7, 11
evaluation of 3
integration 68
management of 15–6
resource allocation for 15–6
sequence of a 8–10
student progress/ assessment in 14
in terms of accreditation 4 (see also Accreditation, AVMA)
Curriculum vitae 485–6, 551 see also Résumé

D
Day one competency(ies)
and the future of veterinary education 609
requirements of 266–7
skill lists for 290
Decision–making skills see also business skills
legal and ethical decision–making 481–2
marginal decision–making 481
Define and refine system 389–92
failures of 391
Depression 543–5, 564 see also Anxiety, Stress, Student depression, Student wellness
vs. anxiety 544 (see also Anxiety)
definition 543
Direct observation of procedural skills (DOPS) 210, 257, 261–2
Diversity
and admissions biases 501–2
future of 607
in student selection 500–1
Doctor of Veterinary Medicine (DVM) 7
program(s) 7
Dundee Ready Education Environment Measure (DREEM) 513–14
see also Student learning environment
example of 515
future use of 521
results of 514
uses of 512
in veterinary medicine 513–14

E
Educator
clinical educator characteristics 178–9
E–learning
distance learning 608–9
overview of 13
web–based practice 188
Elective(s)
vs. core 11
in curricular design 7
Emergency–case role play as a teamwork method 423
Entrepreneurship
in veterinary education 607
entrustable professional activities (EPAs) 28–9, 291
definition of 28
and the future of veterinary education 609
how to design an 29
reducing supervision with 29
Ethic of Response Template (ERT) 460–1
Ethics 448–62 see also Animal welfare and ethics, professionalism
approaches to teaching 451–3
components of moral behavior 453–4
concepts 455
and the Defining Issues Test (DIT) 452
motivators for veterinary students 453
sensitivity elements of 457
Evaluation
of assessment practices 317–20
frameworks 322–3
long case format 257–8
peer evaluation between faculty 306–8
program (curricular) evaluation 20–1
self–evaluation of educator 308–9
student evaluations of teaching
effectiveness (SETE) 305–6
of a test 251–3
Evidence
in assessment processes 322
consequences 322
Evidence–based medicine 400
Examination
barrier 291
standardized 292 (see also NAVLE)
written 112
Experiential learning
and cultural competence 472
Experiential learning (contd.)
and the future of veterinary education 609
integration of 609
and professionalism 405
and reflection 472
Extended–matching questions 244–5
example of 241
Extramural studies (EMS)
205–6 see also Clinical rotations,
real–world learning

f
Faculty see also Teacher, educator
in competency–based medical
education 32–3
Feedback 273–83 see also Assessment,
evaluation
definition of 274
feed–forward 282
vs. formative assessment 221
in group–learning 90
impact of 274–5
learner perception of 276–7
learner–sought 275
multisource feedback (MSF) 262–4,
414, 428–9
negative 275
personal–level 280
positive 275
prevention–focused 275–6
processing–level 279
process of 280
promotion–focused 275–6
provider of 277
self–regulation 279
task–level 277–8
timely delivery of 234, 275
Flipped classroom(s), and e–learning 13
Funding, for veterinary education 608
Future, the see also Veterinary medical
education
and costs 605
and cross–cutting themes 606–8
framework for 605–8
and student instruction 605–6
of veterinary medical education 601–10

G
Gagné taxonomy 224
Learned capabilities 225–6
Grade point average (GPA) 498
as an indicator of academic performance
503–4
Grades see also Assessment
assumptions about 222
criterion–referenced 221–2
letter 289
normative 221–2
pass/fail 289
rigor and 221–3
Graduate Record Examination (GRE) 222,
504

H
Hidden curriculum 403–4, 525–36
analyzing the 532–3
in clinical education 527–8
comparison to other curricula 526–7
and cultural competence 470
definition of 525–6
developing a 533–6
elements of 403, 529–32
enhancing the 534
and faculty development 533–4
identifying aspects of 533
institutional policies and 531
institutional “slang” and 531–2
negative impact of 534
resource allocation and 532
rituals and 532
and role models/role modeling 531 (see
also Role modeling)
and situated learning 528
student engagement in 534
utilization of 533–6
in workplace learning 529
Horizontal integration 36, 133
Hybridization of learning spaces 86
i–Clickers 13 see also Technology–based education
Institutes of Medicine (IOM) 103
Institutional benchmarking 325–34
   in the curriculum 329–30
   definition of 325
   vs. standard 326
Instructional Development Institute
   ABCD acronym 227–8
Integrated assessment of teaching (IAT) 308
Integrated learning 64–76
   advantages of 73
   as an educational strategy 71–2
   challenges with 74–5
   definition of 65
   implementation of 72
   reasons for 65–6
   specific examples of 76
   types of 68–70
   in veterinary medicine 75–6
Integration 133, 138–40
Intercultural Development Inventory (IDI)
   for assessing cultural competence 474
Internal structure evidence 321–2
Internet 7 see also Technology–based education, e–learning, online education
   information literacy 8
   web–based practice 188
Interpersonal relationships 548
Interprofessional education (IPE) 103–14, 419
   assessment in IPE 112–14
   competencies 104–10
   definition of 103
   goals of 105
   IPE curriculum 106–10
   and large groups 110–11
   rotations in 111
   simulations in 111
   and small groups 110–11
Interprofessionalism 101–14 see also
   Interprofessional education
   history of 103–4
Interviews see also Admissions, student selection
   multiple–mini (MMI) 505–6
   situational judgement tests (SJT)s 506
   structured 505
   unstructured 506
Iowa State University 92–3, 201, 203, 479
James Cook University 201, 204
Johari window 82
Kansas State University 544, 549, 595
Key performance indicators (KPIs) 608
Kirkpatrick’s hierarchy/ Four–level Evaluation Model 305, 323, 423
Kotter’s Eight–Stage Process for Creating Major Change 18
Laboratory classes 13
   clinical skills 13–14
Large–group learning 110–11
   teaching 110–11
Learner see also Student learning
   and curriculum delivery 56
   and emotion 50–4
   and integrated learning 66–8
   and learning theories 48–53
Learner–centered teaching 166
Learning
   in the electronic age 163–76
   in real–world settings 196–212
   in the veterinary teaching hospital 178–92
Learning communities
   preparation for 439
   for professionalism 439
   reflective dialog in 439
Learning concepts 45–60
Learning objectives 226–8
Learning outcomes 226–7 (see also Learning objectives)
problems with 224
Learning theories 45–60
“Big three” theories 47–8
categories of knowledge 46
and curricular design 54–6
implications on teaching 54–9
learner capacity 50–1
learner maturity 48–50, 55
learner preparation 59
problems with 58–9
related to learning styles/preferences/approaches 52–3
Lewin’s Unfreeze–Change–Refreeze Model 17
Lifelong learning (LLL) 433–44
assessment of 441–2
challenges to 443–4
and continuing professional development (CPD) 433
essential components of 434
evaluating 436
faculty development in 439
and individual learning 434–6 (see also Self-directed learning)
and learning communities 438–9
maintaining 442–3
and peer-assisted learning (PAL) 442
preparing for 433–4
support of 437–8, 439–40
Louisiana State University (LSU) 569

Michigan State University 201, 203–4, 595
Microskill approach 179–81
Miller’s pyramid 14, 159, 209, 256, 609
Mini clinical encounter exercise (mini–CEX) 209
and OSCEs 290
Minimum database
and clinical reasoning 386–7
Mission statement 6
Models of change 17–8 see also Change Curve, Kotter’s Eight–Stage Process for Creating Major Change, Lewin’s Unfreeze–Change–Refreeze Model
Change Curve, The 18
Kotter’s Eight–Stage Process for Creating Major Change 18
Lewin’s Unfreeze–Change–Refreeze Model 17
Multimedia teaching 51 see also E–learning, Internet, Technology–enhanced learning
Multiple choice see also Examination in interprofessional education (IPE) 112
rules for constructing 241–4
Murdoch University (Australia) 543

Network of Veterinarians in Continuing Education (NOVICE) 579
North American Veterinary Licensing Exam (NAVLE) 8, 287, 292
accommodations for 569–70
Nottingham University 204

Objective Structured Clinical Exams (OSCEs)
in communication skills assessment 372
in interprofessional education (IPE) 113
limitations of 258–9
and mini–CEX 290
in workplace–based assessment 258–9
Objective structured teaching observations (OSTE) 309
Ohio State University, the 172, 198, 204
One Health 25
approach 102–3
  collaborative care 104
  in veterinary education 606–7
Online education (see also E-learning) 13, 167–72, 188–9, 351, 425–6
Ontario Veterinary College 376

Passive Learning 12
Patient care, and cultural competence 468
Pedagogy, definition of 173
Peer–Assisted Learning (PAL) 116–27
  and academic support 118–19
  assessment in 122–3
  in clinical skills laboratories 158
  definition of 116, 118
  disciplines in 120
  evaluation in 125–7
  implementation of 117–27
  and lifelong learning 442
  objectives of 117–18
  and skills development 119–21
  and tutors 121
Peer evaluation, between faculty 306–8
Performance–based assessment 255–68
  as checklists 410–11
  as observation 410–11
Personal statement 504 see also Student selection
Physical health 548 see also Student wellness
Portfolio
  e–portfolio 172
  in interprofessional education (IPE) 113
  in lifelong learning 438
  in professionalism education 410
  for teaching effectiveness 311–12
  in workplace assessment 264–5
Postgraduate career transitions 607
Postgraduate Hospital Education
  Environment Measure (PHEEM) 516–18 see also Student learning environment
  example of 518
Practice management skills 479–90 see also
  Business skills
assessment of 488–90
  faculty modeling of 485
  sample curriculum for 489–90
  teaching accounting and marketing 486–7
  teaching economics 488
  technical staff utilization 484–5
Problem–based learning (PBL)
  and allied learning 11
  in curricular design 10
  in interprofessional education (IPE) 110
  small group work 13, 91
Problem–oriented medical record (POMR) 182
Professional behaviors 288–9, 291–2
  and the hidden curriculum 527–8
Professional identity
  defining a 398–400
  development of a 186–7
Professionalism 396–415
  assessment of 409–14
  curriculum 401–8 (see also Professionalism curriculum)
  definition of 397–8
  and evidence–based medicine 400
  and experiential learning 405 (see also Experiential learning)
  organizational 408–9
  and patient safety 400
  and situated learning 405 (see also Situated learning)
  and skills, knowledge, aptitudes, and attitudes (SKAs) 396
  teaching 400–1
Professionalism curriculum 401–8
  curricular activities 406–7
  delivery of 402, 405
  preparing content for 407–8
  student feedback of 403–4
  suggested content for 401
Professional teams 419–29
  assessment of 427–9
  rationale for 420–1
Proficiency scales 290
Psychomotor skills, development of 184
Purdue University 203, 595
q
Questioning  88

r
Readiness for interprofessional learning scale (RIPLS), validity 423–4
Real–world learning
assessment in  208–11
in clinical practice  201–6
food animal practice and  203–4
link between pre–clinical and clinical phases  200–1
and veterinary public health  204–5
Real–world placements, managing  206–7
References, for veterinary school admission  504–5
Reflection, in interprofessional education  113
Reflective practice
benefits of  437
and lifelong learning  434, 436–7
limitations of  437
in professionalism education  405
reflection–on–action method  436–7
Reform
barriers to  16–7
of a curriculum  16 (see also Curricular Reform)
definition of  16
Relationships  144–5
Remediation  293–5 see also Academic progression
Research see also Scholarship
creating networks for  596
design–based  591–2
methodical approach to  593
practice–based  590–2
proposal  593
on student wellness  542–3
theoretical perspectives on  592
teaching  594
theory–based  590–2
in veterinary education  590–2
Response process evidence  320–1
Résumé  485 see also Curriculum vitae
Review
of a curriculum  16 (see also Curricular Review)
definition of  16
Role–modeling
in the formal curriculum  531
and the hidden curriculum  529–32
peer–to–peer  530–1
in professionalism education  407
and veterinary teachers  530
Rounds  187–8 see also Case conferences in interprofessional education (IPE)  112
Royal College of Veterinary Surgeons (RCVS)  199, 326, 339
Royal (Dick) School of Veterinary Studies (RDVS)  121 see also University of Edinburgh
Royal Veterinary College (RVC)  120, 203, 421, 595
Rubric(s)
in professionalism education  412–14

s
SBAR (Situation, Background, Assessment, Recommendation)  185–6
Scaffolded active learning  12, 47
and learning theories  56–7
pedagogical principles of  12
in veterinary medicine  12
Scholarship see also Research chairs and  595–6
conducting  592–4
and organizational culture  594
sustainability of  594–5
teaching  594
training programs in  594
in veterinary education (SVE)  589–97
Self–directed learning
evaluating  436
learning objectives of  435–6
vs. self–regulated learning  434
Self–evaluation, of educator  308–9
Shelter medicine  202–3
Simulation(s) see also E–learning, Internet, Technology–based learning
in clinical skills laboratories 156
and e–learning 137–8
in interprofessional education (IPE) 111
in veterinary teaching hospitals 189
Situated learning 404–5, 528
key concepts of 404
Small–group(s)
in communication education 366–7, 371–2
in interprofessional education (IPE) 110
key features 91
learning 87, 111
teaching 111
SOAP (Subjective, Objective, Assessment, Plan) 182
Social constructivism 4
Social networking 172
Specialization
in veterinary medicine 104
SPICES model 10
Standard(s)
vs. benchmarking 326
Standardized testing see also GRE 504
Stress see also Student support, Student wellness
predictors of 544
student stress 543
In veterinary medical training 540–1
Student achievement 7 see also Assessment, Competency, Evaluation
assessing progress 14
Student disabilities 558–70
ADA Amendments Act of 2008 (ADAAA) 560
Americans with Disabilities Act (ADA) 559
attention deficit disorder (ADD) 559
attention deficit/hyperactivity disorders (ADHD) 559
examples of accommodations 565–6 (see also Accommodations)
faculty education in 564, 566
faculty responsibilities 562–3
in higher education 560
identification of 563
infrastructure considerations 567–8
legal aspects of 559–60
myths about 566–7
NAVLE accommodations 569–70
psychological disabilities 560
and “reasonable accommodations,” 560
Rehabilitation Act of 1973, 559
school responsibilities 561–2
student responsibilities 562
and technical standards documents 568
Student evaluations
of teaching effectiveness (SETE) 305–6
Student learning see also Adult learning
and collaborative learning 83
in competency–based medical education 30–1, 33
content overload 8
environment 15 (see also Student learning environment)
outcomes 6
self–regulation 82
vs. teacher–centered 10
Student learning environment 15, 511–21
assessment of 512–19
framework in veterinary medical education 519–21
learning communities 512
Student selection 497–508 see also
Admissions
considering diversity 500–1 (see also Diversity)
future considerations for 508
methods, tools, assessments for 502–6
models of 499–500
using interviews 505–6
Student support 540–53
career development services 550–3
in communication training 553
counseling services 549
and orientation programs 551
personal development services 550
Student wellness 540–53
common stressors for students 541–2
and counseling services 549
and imposter phenomenon (IP) 541
and interpersonal relationships 548
interventions for 548–59
Student wellness (contd.)
  intrapersonal challenges and 541–2
  research on 542–3 (see also Student wellness research)
Student wellness research
  challenges of 542–3
  low response rates in 542
  non–selection bias in 542
  and omission of information 542
  timing of 542–3
Suicide 547–8 see also Anxiety, Depression, Stress, Student wellness
Surgical teaching 183–4
  and the BID method 183
Surgical Theatre Educational Environment Measure (STEEM) 520 see also
  Student learning environment
Sustainability 146
Synergy 140–2

“Talking Walls” teamwork method 422–3
Teacher see also Educator
  external factors affecting the 577–8
  internal factors affecting the 577
  and learning theories 54–9
  and professional identity 576
  student expectation of the 577–8
  teaching in veterinary curricula 13
Teacher–centered learning 10–11
Teaching
  applying core principles of 148–9
  assessment of effectiveness 301–12
  awards 306
  core principles 133–48
  definition of 301–2
  effectiveness 301–12
  principles of 302
  reasons to assess 302
  scholarship 310
  tools for assessment of 310–11
  "Teaching the teacher" 572–85
  approaches to 580–2
  assessment and evaluation of 580 (see also Teaching effectiveness)
  challenges in 584–5
  core competencies of 580
  curriculum for 578–4
  and disciple–specific training 574
  examples of curricula 579
  formal curricula for 578–9
  and generic training 574
  historical landmarks in 573
  informal curricula for 579–80
  and professional identity 584–5
Team–based learning
  case example of 92
  small group work 13, 91
Team–STEPPS approach 111
Teamwork
  and communication 186
  evaluating interventions 423–4
  interventions to facilitate 421–5
  online tools for 425–6
  and professional competency 421–9
  skills development 185–6
Teamwork assessment methods
  Crisis Avoidance and Resource Management for Anaesthetists (CARMA) 428
  non–technical skills for surgeons (NOTTS) 428
  Observational teamwork assessment for surgery (OTAS) 428
  Team Emergency Assessment Measure (TEAM) 428
Technical Standards Documents 568–9
  example of 569
Technological Pedagogical Content Knowledge (TPACK) 166–7
Technology–based education
  iClickers 13
  web–based practice 188
Technology–enhanced teaching
  case studies of 167–72
  in communication education 370–1
  in cultural competence education 471–2
  failures in 164–6
future trends 172–3
online teamwork tools 425–6
Tertiary Education Quality and Standards
Agency Model (TEQSA) 330, 332–3
Test
difficulty 252
discrimination 252–3
reliability 252
Texas A&M University (TAMU) 169–70, 172, 203, 290, 295, 595
Tracking 7
Tutee
in peer–assisted learning 124
Tutor
in peer–assisted learning 121, 123–4

U
Undergraduate Clinical Environment
Education Measure (UCEEM) 516, 517 see also Student learning
environment
example of 517
University of Calgary (UCVM) 121, 364, 372
University of California, Davis (UC Davis) 76, 543, 595
Educational Leadership Rotation 123
University of Edinburgh 121 see also Royal (Dick) School of Veterinary Studies
University of Florida 198
University of Georgia 547
University of Glasgow 261
University of Liverpool 550
University of Melbourne 83–4, 86–9, 93–5, 200, 204
Regional Anatomy of the Dog (RAD) course 89
University of Minnesota 203
Remedial tutoring program 119
University of Queensland 456, 595
University of Sydney 376, 456, 595
University of Tennessee 76, 113, 544
University of Veterinary Medicine Hannover 123
University of Wisconsin 203

Unprofessionalism 400
Utrecht University 91, 261, 595
  teaching fellowships at 594

V
Validity
types of 321
Vertical integration 11, 133, 136
Veterinary Education Worldwide (ViEW) 579
Veterinary Educator Collaborative (VEC) 580
Veterinary Internship and Residency Matching Program (VIRMP) 552
Veterinary medical education
characteristics of 604
cross–cutting themes in 606–8
and the Flexner Report 602
future of 601–10
history of change in 602–5
and the Pew Report 603
recent initiatives in 603
Veterinary Teaching Hospital (VTH)
assessment in 190
vs. CBL 11
client–student interactions 189–90
learning in 14, 178–92
learning outcomes in 179
VMCAS 499

W
Washington State University 373, 550
Web 3.0, 172
Western University 106, 113, 207
and ATOSCE 113
Workplace–based assessment 255–68 see also Assessment
challenges with 266
clinical evaluation exercise (CEX) 257–8
future of 268
mini evaluation exercise (mini–CEX) 259–61
OSCE 258–9
Workplace–based assessment (contd.)
of professional skills  266
staff–training for  267
Workplace learning
  competency–based medical education and  27
  and the hidden curriculum  529
World Health Organization (WHO)  103

World Organization for Animal Health (OIE)
  205, 455

Written assessment  237–54 see also
  Assessment, Evaluation,
  Examination
  constructed–response formats  245–8
  selected–response formats  245–8
  test specifications for  248–51