Friday, October 27

ROOM	8-830	830-930	930-10	10-11	11-12	12-1	1-130	130-230	230-3	3-4	4-5	530-630pm
ASCO hall	Registration		Break			Lunch/ registration			Break			Poster session (hors d'ouevres)
Happy State Bank Auditorium (seats 400)							TTU Introduction and Welcome (Dean Loneragan) AAVMC Welcome (Andy McCabe) VES Welcome (AVE Leadership and CE Committee)	**Greg Wolfus Community Engagement**		We Want to Hear from You: AAVMC Spectrum of Care Townhall (Noyes, Fedesco, Brodsky)	**Sola Adesope Evidence-based Teaching**	
Classroom 113 (seats 100)		'Step-up' to Clinical Problem Solving: Instruction Strategies for developing early clinical reasoning skills. (Anderson and Schmidt)	Break	Can GPT enhance vet education? From "Ruff" to "Purr-fect" (Diniz and Bailey)	A Taste of Team-Based Learning: An Experiential Introduction to the Research-Based Flipped Classroom (Bender and Cox)					Certificate in Veterinary Business and Management: Creating a Competency Ladder to Support Long-Term Career Success (Colon, Korich)		
Classroom 112 (seats 100)		Hooves, Hops, and Hurdles: Gamifying Veterinary Education (Norton and Malone)	Break	Relationship-Centered Medicine and Spectrum of Care (SOC): Communication Skills Matter. (Artemiou, Dronson, Dascanio)	Implementing Universal Design for Learning in Veterinary Medical Education (Johnson and Boeder)					Pedagogical approaches for Inclusivity, Cultural Humility, and addressing Implicit Bias in Veterinary Medicine (Martinez-Polodsky, Bernstein)		
Sim lab 1 (seats 25)		How to set up and run an OSCE (Gibbons and Dascanio)	Break	Navigating the Curriculum Development Groan Zone (Anderson, Narlock, Schmidt)						How to Promote a Community of Practice Through Public Discourse and Empower Change (Plummer, Watson)		

Sim lab 2 (seats 25)		Active Learning Strategies Block Party (Clouser)	Break	Enhancing Teaching Through Peer Observation and the 5E Model of Instructional Design (Matthew and Mixter)					Veterinary Medicine's Role in Collaborative and Transdisciplinary Engagement (Orchard, Moreau)		
Herrick (seats 15)		Enhancing simulations to suspend disbelief and immerse learners: Leveraging machine learning and prompt engineering for the development and production of clients, patients, situations, and environments in veterinary clinical communication simulations. (Gilbert and Artemiou)	Break	I just don't get it! Working with clinical skills students (Butterbrodt) (Limit 25)	Use of existing mobile technologies to augment simulation-based experiences (Gilbert and Artemiou)				The Aggie Wellness Experience Impact on Veterinary Medicine Student Stress and Resilience (Willett, Pate) Supporting engagement with educator development – the work-home-course demands and their impact on capacity to sustain engagement in professional learning (Hall, Davis) Evaluation of previous grade criteria in American College of Zoological Medicine (ACZM) diplomates (Harrison, Ozawa, Petritz, Lewbart, Harms)		
102 (seats 15)		Backward Design and Future Thinking (Johnson and Houser)	Break	Data-Driven Enhancement of Pre-Clinical Teaching Methods in Veterinary Education (Thompson and Rudd)	Enhancing Student Outcomes through Engaging Teaching Methods and Interactive Self-paced Learning Modules (Thompson and Close)				Development of a curricular thread to support day one readiness for clinical reasoning and evidence-based veterinary practice (Banse, Redmond) OSCE 2.0: Holistic assessment of practice readiness (Bradbury, Hall)		
Other		Tours Amarillo campus									

Saturday, October 28

ROOM	73-830	830-930	930-1030	1030-11	11-12	12-1	1-230	230-330	330-430
ASCO hall	Registration			Break			LUNCH		
Happy State Bank Auditorium (seats 400)		**Susan Elrod Change Manage-ment**	Impact of virtual vs. in-person attendance on student grades and learning experience. (Stowe, Nelson, Posner, Watson)		Intrinsic Motivation to Study and Learn for the Post-COVID Student (Watson)	Discrepancies between practitioner, faculty and student expectations of graduate-level independence (Nichaelsen Schmidt, Bollig, Anderson, Hetzel) Mapping a Curriculum—It's About More Than Learning Outcomes (Wilhelm, Schoenfeld, Watson)	Distinguished Educator Award Ceremony	**John Tegzes Interprofessional Education**	
Classroom 113 (seats 100)			Thriving Not Just Surviving: Improving DVM Student Wellness and Resilience (Links and Clark)		Enhancing assessment strategies for pre-clinical competencies: How would you dehorn a unicorn? (Malone)	Measuring the progress and impact of AVC curriculum in veterinary training (Bernstein, Walz, Treichel) Creating an educational strategic plan for DVM education (Burton, Zhitnisky, Malone)			Where to start? Professional skills course development: Lessons learned through flexible thinking, technology, and wooden blocks. (Narlock, Schmidt, Anderson, Schmidt) Empowering Technicians: Building Excellence and Community through a Technician Educator Training Program (Schmidt, Anderson)
Classroom 112 (seats 100)			Implementation of Competency-Based Veterinary Education in a Distributive Clinical Educational Model (Robertson, Rollins, Tran)		Thinking on your feet – moving from domains of competency to EPAs (Schoenfeld and Kedrowicz) What are we teaching our students? Creating a Topic				Teaching motor skills (Malone, Juarez, Spence, Brown)

					Inventory for a DVM Curriculum (Schmidt, Schmidt)						
Sim lab 1 (seats 25)			More than one way to revise a curriculum: experiences incorporating the CBVE framework in curriculum revision efforts in three different veterinary programs. (Banse, Schmidt, Burton)		Teaching scientific literature competence post-graduation – what has changed in the past decade (O'Conner and Ruple) Limit 15	3D printed vaginal model: learning without an animal (Boakari, Pearson, Silva Dias) Professional Skills Digital Badging Program (Center) Validation of a SOAP rubric to assess veterinary students clinical reasoning skills (Gibbons, Chapman)					Topographical interrelationships of abdominal organs: One model - three active learning activities (Gunderson, Hershberger, Lygo-Baker)
Sim lab 2 (seats 25)			Contract grading-the Goldilocks choice? (Manfredi, Malone, Hampel-Kozar, Norton)		Approaches to development of methods to implement assessment of entrustable professional activities: perspectives from multiple institutions. (Rollins, Banse, Burton)	When should attendance be required? (Malone, Brown, Schmidt, Barr)					The Collaborative Relationship Between Faculty and Instructional Designers (Roberts, Johnson, Hsieh, Schlacks)
102 (seats 15)			Simulating ovariohysterectomy: What type of practice promotes short- and long-term retention of skills? (Hunt) Academic parameters and assessment predictors for NAVLE success (Peterson, Cavanaugh, Cavanaugh, Gilbert())			Effects of the clinical environment on impostor phenomenon feelings in 4th-year veterinary students (Zhitnsiky, Barrell, Freedman, Burton) What are the day one skill requirements for future farm vets? (Wood)					An All-Species Approach to Mapping a Preclinical Curriculum to the CBVE EPA Framework (Nelson, Harrison, Watson)

Room									
			Clinical reasoning development in equine acute colic (Dixon, Dale)						
Herrick (seats 15)			Creating Community Partnerships That Last – Turn Tightropes into Bridges (Orchard) Deliberate practice research studies to inform clinical skills laboratories curricula (Hooper, Washburn, Artermiou)		Measurement and reliability of the Self-Regulated Learning Perception Scale (SRLPS) in veterinary students (Sheats, Petritz, Robertson) Successful Use of the Critical Incident Questionnaire for Feedback and Reflection After Veterinary Instruction (Herschberger-Braker) The Use of a Winter Break Pre-Course to Predict Large Animal Gross Anatomy II Performance (Hansen, Malreddy, Basel)	Creation of clinical skills elective rotations to support day one readiness for veterinary practice (Banse, Baker) The effect of repetition on competency score, surgical time, and number of corrections, in an equid model of castration performed by second-year veterinary students. (Butler, Brown, Morales-Luna, Roofe, Awosile, etc) Advancing diversity & inclusion in higher education through creation of experiential learning opportunities for underrepresented and underserved students from rural Georgia (Naikere, Mirajkar,Sreenilaya, Harper etc)			Entrustable Professional Activities (EPAs) During the Clinical Year Experience (Roberts, Rollins, Tran) A prioritized list of clinical problems to guide curriculum and assessment design (Boltax-Hinckley, FitzMaurice, Malone)

Session Type Key

Keynote
Panel
Long session (50 min)
Short session (25 min)
Abstracts
Workshop
Tours