

For CVMA

Test Your Knowledge of the New Curriculum

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By now I hope you've heard quite a bit about the innovative Illinois Integrated Veterinary Professional Curriculum developed by our College and implemented this fall with the current first-year students in the Class of 2013.

Let's see how much you know!

1. Which of the following approaches is *not* used in the new curriculum?
 - a. "Pre-enforcing" basic sciences concepts by introducing them first in a clinical context
 - b. Optimizing live animal use in the curriculum by allowing students to build confidence in their clinical skills through use of models and simulations
 - c. Peer teaching, where fourth-year students partner with first-year students on the same clinical rotation
 - d. Building individualized portfolios of clinical learning for students as they log every patient case they observe, track the clinical procedures they perform, prepare case reports or presentations, and contribute clinical terms and definitions to an online wiki
 - e. Ensuring that students are matched with clinical settings they already know and find comfortable
2. Which of the following is *not* a feature of the first eight weeks of the program?
 - a. Students have few requirements and responsibilities
 - b. Students complete week-long rotations in eight settings selected from a possible two dozen to ensure a variety of clinical exposure
 - c. Students meet as a class for colloquia three times a week to learn about communication, veterinary careers, finances, and other topics
 - d. Students complete online modules on breed and species identification and on drug calculations
 - e. Students are assessed weekly by experienced veterinary technicians on such skills as venipuncture, suturing, sterile surgical preparations, positioning for radiographs, animal restraint, and intubation
3. After the first eight weeks, the new curriculum includes all of these components *except* which one?
 - a. Three eight-week courses on "Structure and Function," with a more conventional lecture and lab format, but infused with a strong clinical focus, complete the first-year coursework
 - b. Coursework in the second year addresses "Pathobiologic Basis of Disease" but includes another eight weeks of week-long clinical rotations augmented with colloquia, online learning, and hands-on activities in the Clinical Skills

Learning Center

- c. A milestone examination designed to assess students' knowledge and identify areas for remediation will be administered in the second and third years of the program
- d. Students will spend a total of 10 months in a clinical setting over the four-year program
- e. Students pursue professional development to round out their education in areas they wish to strengthen or explore during the final eight weeks of the new curriculum

If you answered “e,” “a,” and “d,” you have an excellent grasp of the strategies and components used in the Illinois Integrated Veterinary Professional Curriculum.

In fact, you should consider getting more involved with students by becoming a mentor, inviting a student into your clinic through the primary care rotation program, and supporting students through donations to scholarships or sponsorship of the new Clinical Skills Learning Center.

To find out more about how you can be involved, please write to me at dean@vetmed.illinois.edu.