

Book Reviews



Case Studies in Veterinary Technology: A Scenario-Based Critical Thinking Approach

By Jody Rockett & Chani Christensen, 2010, 452 pages, illustrated, Rockett House Publishing, 407 S 800 W, Heyburn, ID 83336, ISBN: 978061543-505-3. 2010, \$44.00.

Case Studies in Veterinary Technology: A Scenario-Based Thinking Approach does an exceptional job of filling a void that, up until now, existed within textbooks used by veterinary technician students. This textbook provides guidance to veterinary technician students by helping them learn critical thinking skills via a case-based format. The textbook is organized into chapters that closely coincide with the AVMA Veterinary Technology Student Essential and Recommended Skills List, which veterinary technology programs use when developing a curriculum to ensure critical skills are included in instruction.

The book begins with an introductory chapter that explains what critical thinking is and how to apply critical thinking skills to veterinary patients as well as an introduction to and examples of subjective-objective-assessment-plan (ie, SOAP) notes and the concept map. The next 13 chapters each contain several examples of cases on the chapter topic. These chapters include communication-documentation, restraint, surgical nursing, anesthesia, diagnostic imaging techniques, medical nursing and behavior, clinical laboratory procedures, pharmacology, nutrition, emergency medicine, zoonotics, and laboratory animals-exotics. The subsequent chapter contains examples of cases that allow veterinary technology students to practice developing SOAP notes and concept maps. The final chapter includes photographs of case studies. Among other items, the appendix contains tables that reference the AVMA essential and recommended skills with the case studies, and vice versa.

In addition to the numerous case studies, this book contains many other excellent features. First, the authors have seamlessly incorporated the individual skills from the AVMA Veterinary Technology Student Essential and Recommended Skills Lists into case studies throughout this textbook, which makes this an extremely practical book for instructors to integrate into many courses within a veterinary technology program. Second, the list of references included at the end of each case provides guidance for veterinary

technology students as they work through the cases. A third feature of this paperback book is its reasonable price.

Overall, the authors do an outstanding job of providing veterinary technology students with a variety of case studies pertinent to contemporary veterinary medicine that will encourage them to further develop their problem-solving skills. With its outstanding content and affordable price, I believe this would be an excellent textbook to incorporate into the curriculum of veterinary programs.

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Founded in 2001, the Journal of the Scholarship of Teaching and Learning (JoSoTL) is a forum for the dissemination of the Scholarship of Teaching and Learning in higher education for the community of teacher-scholars. This peer reviewed Journal promotes SoTL investigations that are theory-based and supported by evidence. JoSoTL's objective is to publish articles that promote effective practices in teaching and learning and add to the knowledge base. The themes of the Journal reflect the breadth of interest in the pedagogy forum. The themes of articles include:

1. Data-driven studies: formal research projects with appropriate statistical analysis, formal hypotheses and their testing, etc. These studies are either with a quantitative or qualitative emphasis and authors should indicate the appropriate domain. Acceptable articles establish a research rigor that leads to significant new understanding in pedagogy.

2. Reflective essays: integrative evaluations of other work, essays that challenge current practice and encourage experimentation, novel conclusions or perspectives derived from prior work.

3. Reviews: Literature reviews illuminating new relationships and understanding, meta-analysis, analytical and integrated reviews, etc.

4. Case studies: These studies illustrate SoTL and its applications, usually generalizable to a wide and multidisciplinary audience.

5. Comments and communications: Primarily, these are comments based on previously published JoSoTL articles, but can also include book reviews, critiques and evaluations of other published results in new contexts or dimensions.

Authors are encouraged to submit work in one of the following submission categories:

- Traditional Research Reports: data driven studies with either a quantitative or qualitative emphasis
- Reflective Essays on SoTL
- Reviews of current themes in SoTL research including meta-analysis
- Case studies illustrating SoTL and its applications
- Comments and Communications on previous JoSoTL articles, or book or software reviews

All submissions must be prepared following the JoSoTL Style Sheet. While there is no formal page limit, authors should adhere to recent article lengths, typically 20 pages or less. Authors are expected to include proper citation and referencing for their sources following APA style.

Enhancing Learning through the Scholarship of Teaching and Learning: The Challenges and Joys of Juggling

By Kathleen McKinney, 2007, 224 pages, Jossey-Bass, ISBN-13: 978-1933371290, \$38.00

A growing demand exists for workshops and materials to help those in higher education conduct and use the scholarship of teaching and learning. This book offers advice on how to do, share, and apply SoTL work to improve student learning and development. Written for college-level faculty members as well as faculty developers, administrators, academic staff, and graduate students, this book will also help undergraduate students collaborating with faculty on SoTL projects. Though targeted at those new to the field of SoTL, more seasoned SoTL researchers and those attempting to support SoTL efforts will find the book valuable. It can be used as an individual reading, a shared reading in SoTL writing circles, a resource in workshops on SoTL, and a text in seminars on teaching. Contents include:

- Defining SoTL
- The functions, value, rewards, and standards for SoTL work

- Working with colleagues, involving students, writing grants, integrating SoTL into your professional life, and finding useful resources
- Practical and ethical issues associated with SoTL work
- Making your SoTL public and documenting your work
- The status of SoTL in disciplinary and institutional contexts
- Applying the goals of SoTL to enhance student learning and development.

This book is a concise yet comprehensive single resource for anyone interested in what we have come to call 'the scholarship of teaching and learning.' It is packed with practical information on the essentials - how to frame research questions, gather evidence, and go public with the findings - but it also offers much, much more. It provides a brief history of SoTL, explains why faculty should consider doing it, discusses the practical and ethical issues involved in doing SoTL work, and suggests how faculty can fit their SoTL work into their institutions' reward structure. It also contains eight appendices that provide additional information on everything from SoTL-oriented Journals and Newsletters to examples of Tenure and Promotion language. Although it is the perfect entry point for faculty new to SoTL (in fact, there is a whole chapter titled "How Do I Get Started"), even faculty who have been involved in SoTL for years will gain new insights and find much useful information.

E. Barkley
Amazon.com

Blueprint for Learning: Creating College Courses to Facilitate, Assess and Document Learning

By Laurie Richlin, 2006, 160 pages, Stylus Publishing, ISBN-13: 978-1579221430, \$25

An acclaimed educator presents hands-on advice on teaching that meets today's emphasis on learning outcomes and assessment. Informed by the up-to-date research on how people learn. This book is for all instructors in higher education--as well as high school teachers

Laurie Richlin has been running a workshop on course design for higher education for over fifteen years, modifying and improving it progressively from the feedback of participants, and from what they in turn have taught her.

Her goals are to enable participants to appropriately select teaching strategies, to design and create the

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conditions and experiences that will enable their students to learn; and in the process to develop the scholarly scaffold to document their ongoing course design and achievements.

This book familiarizes readers with course design elements; enables them to understand themselves as individuals and teachers; know their students; adapt to the learning environment; design courses that promote deep learning; and assess the impact of the teaching practices and design choices they have made. She provides tools to create a full syllabus, offers guidance on such issues as framing questions that encourage

discussion, developing assignments with rubrics, and creating tests.

The book is packed with resources that will help readers structure their courses and constitute a rich reference of proven ideas.

What Laurie Richlin offers is an intellectual framework, set of tools and best practices to enable readers to design and continually reassess their courses to better meet their teaching goals and the learning needs of their students.

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