

# Evaluation of OIE Day 1 Competencies using the OSU-UoG Evaluation Tool

**“AVSBN Virtual Workshop on  
VEE Accreditation Standards”**

**Thailand, 7 Dec 2020**

**Armando E. Hoet, DVM, PhD, DACVPM  
Director, Veterinary Public Health Program**



**THE OHIO STATE UNIVERSITY**

# Points to Cover:

- **Development of the tool to assess OIE Day 1 Competencies in the veterinary curriculum**
- **Hardcopy vs. Digital Version of the tool**
- **Basic Structure of the Evaluation Tool**
- **How to use it to self-assess your VEE**
- **Day 1 Platform for Veterinary Medicine**

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May 2012



**OIE recommendations on the  
Competencies of graduating  
veterinarians ('Day 1 graduates')  
to assure National Veterinary  
Services of quality**



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September 2013



**Veterinary Education  
Core Curriculum  
OIE Guidelines**





# TWINNING VET ERINARY EDUCATION

September 2013



## A Guide to Veterinary Education Twinning Projects

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**Candidate  
Institution**

**Experienced  
Institution**



**O**  
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COLLEGE OF  
VETERINARY MEDICINE



# TWINNING VET ERINARY EDUCATION

September 2013



## A Guide to Veterinary Education Twinning Projects



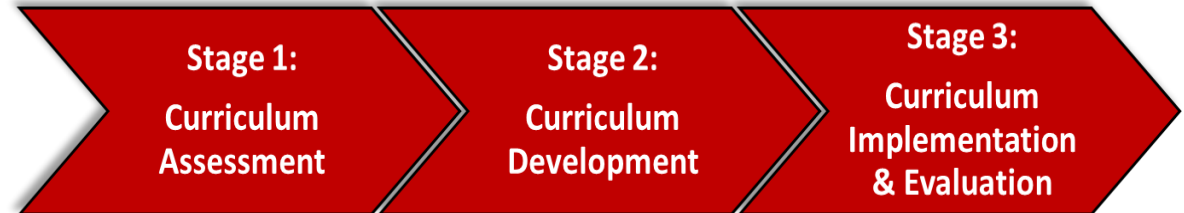
## University of Gondar –The Ohio State University OIE Veterinary Education Twinning Program



2015



### Task 1: Curriculum Assessment, Development, & Evaluation



### Task 2: Human Resource Development & Exchange



*“How do we **know** if our veterinary curriculum covers these competencies?”*

**&**

*“How **proficient** are our graduating veterinarians in the OIE Day 1 competencies?”*

# **No Specific Methodology to Evaluate Proficiency of OIE Day-1 Competencies in Graduating Veterinarians**





Evaluation of OIE Day 1 Competencies  
Session 1: Epidemiology and Food Hygiene

Day 1 Competency: 2.1 Epidemiology

a.) General Principles of Descriptive Epidemiology

- Measuring Disease
- Measuring Occurrence

Is the average Day 1 DVM graduate able to:	Not in Curriculum	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not Sure	Comments
Measure and describe disease? (i.e. calculate morbidity and mortality rates, attack rates, etc.)							
Calculate and describe disease occurrence? (i.e. incidence and prevalence)							
Describe the difference between the various temporal and spatial distributions of disease? (i.e. endemic, sporadic, and epidemic)							

1

If all Day 1 Competencies are included in your curriculum

2

How proficient your graduates are with regard to the OIE Day 1 competencies

University of Gondar-The Ohio State University  
OIE Veterinary Education Twinning Program

Evaluation Tool for  
OIE Day 1 Graduating  
Veterinarian Competencies



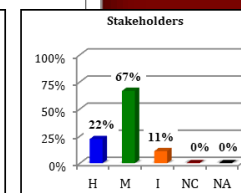
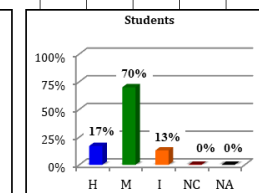
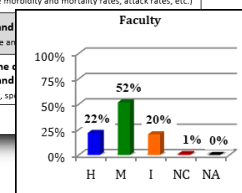
Evaluation of OIE Day 1 Competencies  
Session 1: Epidemiology and Food Hygiene

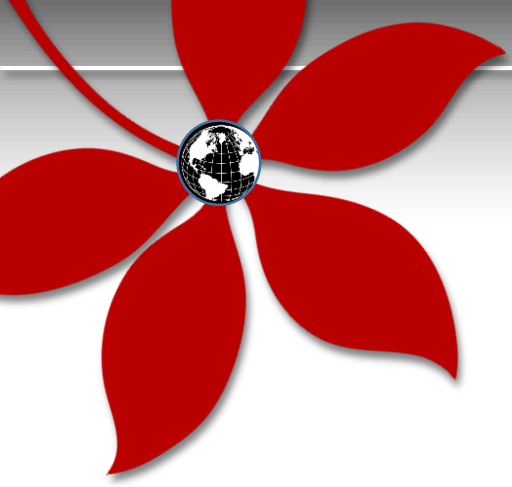
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Calculate and describe disease occurrence? (i.e. incidence and prevalence)							
Describe the difference between the various temporal and spatial distributions of disease? (i.e. endemic, sporadic, and epidemic)							





# **How was the Evaluation Tool developed?**



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## OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality



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## Veterinary Education Core Curriculum OIE Guidelines







Evaluation of OIE Day 1 Competencies  
Session 1: Epidemiology and Food Hygiene

**Day 1 Competency: 2.6 Food Hygiene**

**a.) Pre-Harvest**

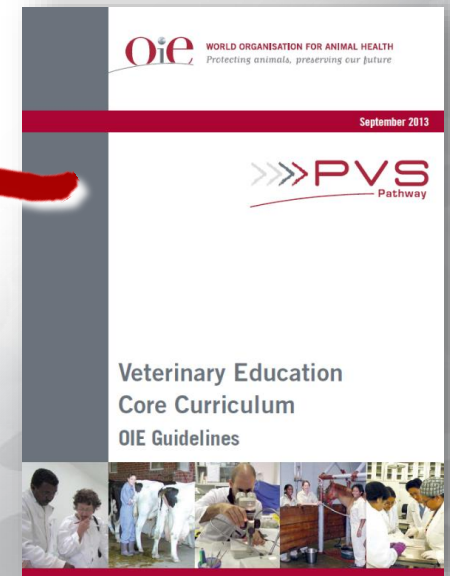
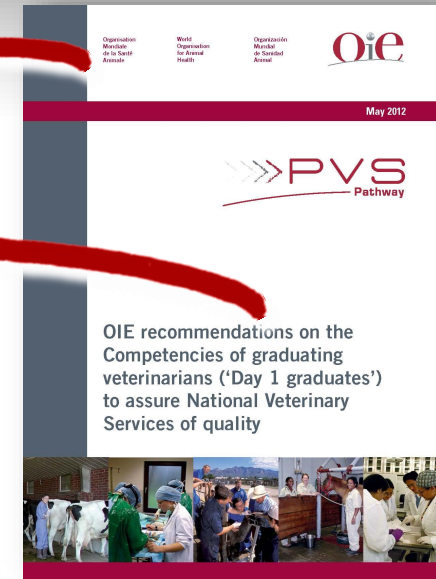
- Management Practices and Conditions to Ensure Safe and Wholesome Food

Is the average Day 1 DVM graduate able to:	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not In
<b>Assess on-farm food safety practices to ensure the safety and suitability of food of animal origin in different production systems?</b> (i.e. general hygienic practices, proper feed "sources", proper use of antibiotics and pesticides, pharmaceutical residues)					
<b>Understand and recognize safe preharvest management practices in animals to keep them free of zoonotic foodborne pathogens?</b> (i.e. Biosecurity, herd health checks, proper carcasses disposal, detection of important zoonotic foodborne diseases)					

**Competency**

**Topics**

**Targeted Questions to specific Themes**





**Evaluation of OIE Day 1 Competencies  
Session 1: Epidemiology and Food Hygiene**

**Day 1 Competency: 2.6 Food Hygiene**

**a.) Pre-Harvest**

- **Management Practices and Conditions to Ensure Safe and Wholesome Food**

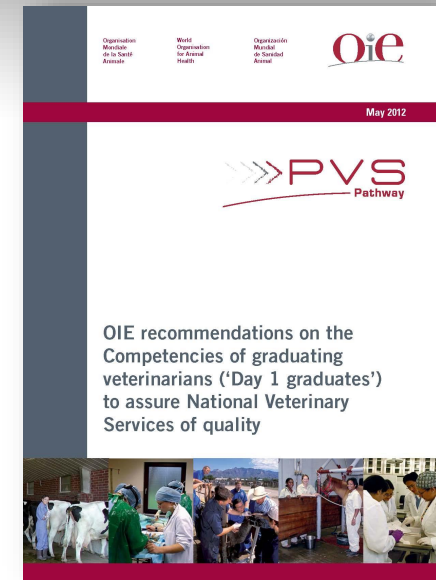
Is the average Day 1 DVM graduate able to:	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not In
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**Competency**

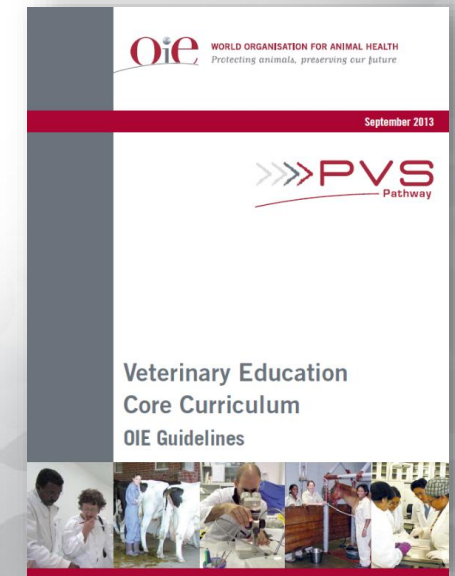
**Topics**

**Targeted Questions to specific Themes**

**157 TOPICS AND THEMES**



OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality



Veterinary Education  
Core Curriculum  
OIE Guidelines



## Evaluation of OIE Day 1 Competencies Session 1: Epidemiology and Food Hygiene

Day 1 Competency: 2.6 Food Hygiene							
a.) Pre-Harvest							
• Management Practices and Conditions to Ensure Safe and Wholesome Food							
Is the average Day 1 DVM graduate able to:	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not in Curriculum	Not Sure	Comments
<b>Assess on-farm food safety practices to ensure the safety and suitability of food of animal origin in different production systems?</b> (i.e. general hygienic practices, proper feed "sources", proper use of antibiotics and pesticides, pharmaceutical residues)		X					
<b>Understand and recognize safe preharvest management practices in animals to keep them free of zoonotic foodborne pathogens?</b> (i.e. Biosecurity, herd health checks, proper carcasses disposal, detection of important zoonotic foodborne diseases)							

## University of Gondar-The Ohio State University OIE Veterinary Education Twinning Program

### Evaluation Tool for OIE Day 1 Graduating Veterinarian Competencies







### FINAL ASSESSMENT OF FOOD HYGIENE

	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not in Curriculum	Not Sure	Comments
In conclusion, is the average Day 1 DVM graduate competent in <u>Food Hygiene</u> ?		X					

#### \*Definitions:

**DVM:** Doctoral graduates of the veterinary medicine program

**Highly Competent:** The average new DVM graduate is very knowledgeable/skillful about the topic and is able to perform the task/activity without additional support or guidance.

**Moderately Competent:** The average new DVM graduate is knowledgeable/skillful about the topic and is able to perform this task/activity with some support or guidance.

**Insufficiently Competent:** The average new DVM graduate is aware of the topic but is unable to perform the task/activity without substantial assistance.

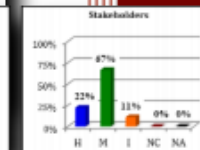
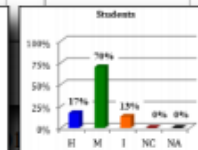
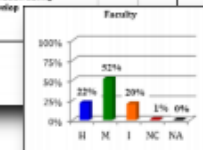
**Not Competent:** While this topic is covered in the DVM curriculum, the average new DVM graduate is unaware of the topic and is unable to perform this task without further training or education.

**Not in Curriculum:** This topic is currently not covered in the veterinary curriculum.

**Not Sure:** Do not know how the average DVM graduate is able to perform this competency.

## University of Gondar-The Ohio State University OIE Veterinary Education Twinning Program

### Evaluation Tool for OIE Day 1 Graduating Veterinarian Competencies



# High Specificity



# **Task 1:** Curriculum Assessment, Development, & Evaluation

## **Stage 1:** Curriculum Assessment

### **Activity:** Faculty Retreat

**Date:**

**February 20<sup>th</sup>, 2016**

**Location:**

**Bahir Dar**

**Objective:**

**Perform a self-evaluation of the level of proficiency of recent veterinary graduates in regard to OIE Day One Competencies**

**Purpose:**

**To identify potential gaps in the Veterinary Curriculum**



# Task 1: Curriculum Assessment, Development, & Evaluation

## Stage 1: Curriculum Assessment

### Activity: Faculty Retreat



#### OIE Day 1 Competencies for Review During each Session

Session 1: Epidemiology and Food Hygiene	Session 2: Infectious Diseases	Session 3: Regulatory Medicine	Session 4: General Topics
2.1 Epidemiology	2.2 Transboundary Animal Diseases	2.9 Vet Legislation and Ethics	2.8 Animal Welfare
2.6 Basic Food Hygiene	2.3 Zoonosis (including Food Borne Diseases)	2.10 General Certification	2.11 Communication Skills
2.7 Veterinary Products	2.4 Emerging and Re-Emerging Diseases	3.2 Inspection and Certification Procedures	3.8 Administration and Management
3.4 Advance Food Hygiene	2.5 Disease Prevention and Control Programmes	3.1 Organization of Vet Services	3.6 Research
	3.3 Management of Contagious Diseases	3.7 International Trade Framework	3.5 Risk Analysis

	Session 1	Session 2	Session 3	Session 4
Group 1	2.1 Epidemiology	2.2 Transboundary Animal Diseases	2.9 Vet Legislation & Ethics 3.1 Veterinary Services	2.8 Animal Welfare
Group 2	2.1 Epidemiology	2.2 Transboundary Animal Diseases	2.9 Vet Legislation & Ethics 3.1 Veterinary Services	2.8 Animal Welfare
Group 3	2.1 Epidemiology	2.3 Zoonosis (including Foodborne Diseases)	2.9 Vet Legislation & Ethics 3.1 Veterinary Services	2.11 Communication Skills 3.8 Administration and Management
Group 4	2.6 Basic Food Hygiene	2.3 Zoonosis (including Foodborne Diseases)	2.10 General Certification 3.2 Inspection & Certification	2.11 Communication Skills 3.8 Administration and Management
Group 5	2.6 Basic Food Hygiene	2.4 Emerging and Reemerging Diseases 2.5 Prev. & Control Prog.	2.10 General Certification 3.2 Inspection & Certification	2.11 Communication Skills 3.8 Administration and Management
Group 6	2.6 Basic Food Hygiene	2.4 Emerging Diseases 2.5 Prev. & Control Prog.	2.10 General Certification 3.2 Inspection & Certification	3.5 Risk Analysis 3.6 Research
Group 7	2.7 Veterinary Products 3.4 Advance Food Hyg.	2.4 Emerging Diseases 2.5 Prev. & Control Prog.	3.7 International Trade Framework	3.5 Risk Analysis 3.6 Research
Group 8	2.7 Veterinary Products 3.4 Advance Food Hyg.	3.3 Management of Contagious Diseases	3.7 International Trade Framework	3.5 Risk Analysis 3.6 Research
Group 9	2.7 Veterinary Products 3.4 Advance Food Hyg.	3.3 Management of Contagious Diseases		



# Faculty

# Current Students + Recent Graduates

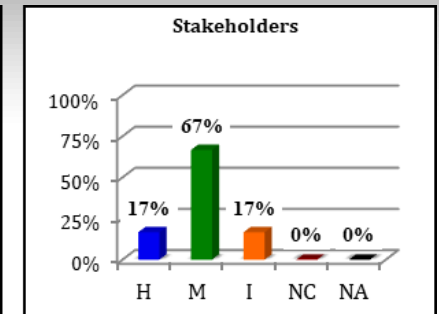
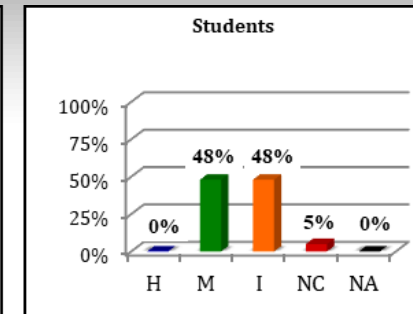
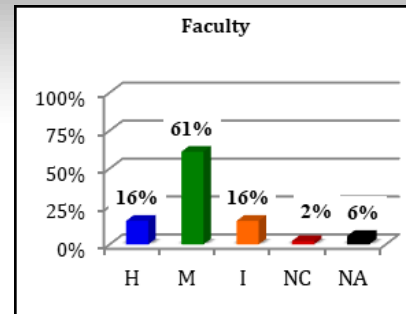
# Boundary Partners

## Session 1

<b>Group 1</b>	2.1 Epidemiology
<b>Group 2</b>	2.1 Epidemiology
<b>Group 3</b>	2.1 Epidemiology
<b>Group 4</b>	2.6 Basic Food Hygiene
<b>Group 5</b>	2.6 Basic Food Hygiene
<b>Group 6</b>	2.6 Basic Food Hygiene
<b>Group 7</b>	2.7 Veterinary Products 3.4 Advance Food Hyg.
<b>Group 8</b>	2.7 Veterinary Products 3.4 Advance Food Hyg.
<b>Group 9</b>	2.7 Veterinary Products 3.4 Advance Food Hyg.



**Overall Assessment of 2.2 Transboundary Animal Diseases (TADs) Competency** ranked from High [H], Moderate [M], Insufficient [I], Not-Competent [NC], or Not in the Curriculum [NA] by faculty, students and stakeholders





## Overall Results of the University of Gondar Veterinary Curricular Mapping

Table 1: Coverage of Specific OIE Competencies in the UoG Veterinary Curriculum

OIE Day 1 Competencies that should be Covered	OIE Day 1 Competencies Actually Covered in UoG Curriculum
Epidemiology (2.1)	Yes
Transboundary Diseases (2.2)	Yes
Zoonoses (2.3)	Yes
Emerging and Re-emerging Diseases (2.4)	Yes
Disease Prevention and Control Programs (2.5)	Yes
Food Hygiene (2.6)	Yes
Veterinary Products (2.7)	Yes
Animal Welfare (2.8)	Yes
Veterinary Legislation and Ethics (2.9)	Yes
General Certification Procedures (2.10)	No
Communication Skills (2.11)	Yes

Table 2: Coverage of Advance OIE Competencies in the UoG Curriculum

OIE Day 1 Competencies that should be Covered	OIE Day 1 Competencies Actually Covered in UoG Curriculum
Organization of Veterinary Services (3.1)	Yes
Inspection and Certification Procedures (3.2)	No
Management of Contagious Diseases (3.3)	Yes
Food Hygiene (3.4)	Yes
Application of Risk Analysis (3.5)	Yes
Research (3.6)	Yes
International Trade Framework (3.7)	No
Administration and Management (3.8)	Yes

University of Gondar  
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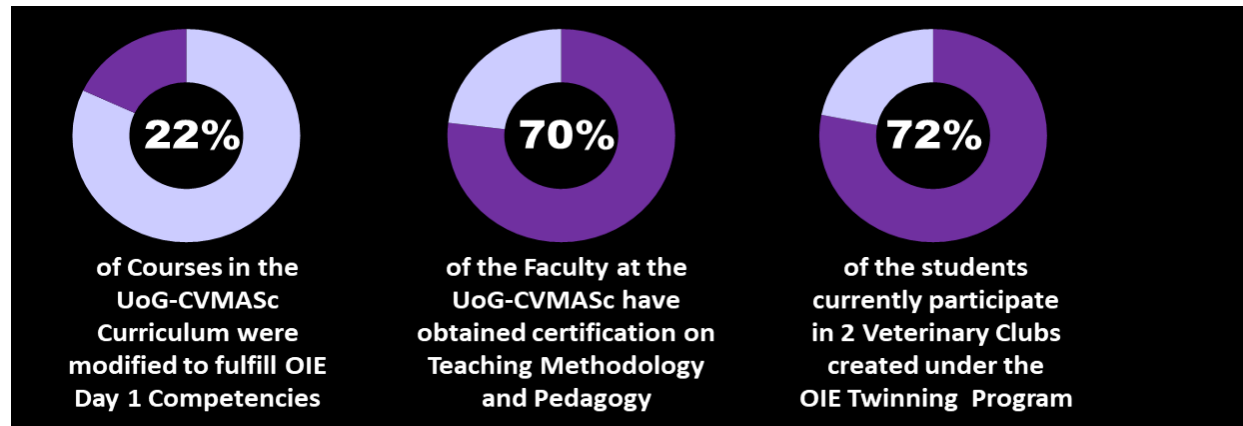
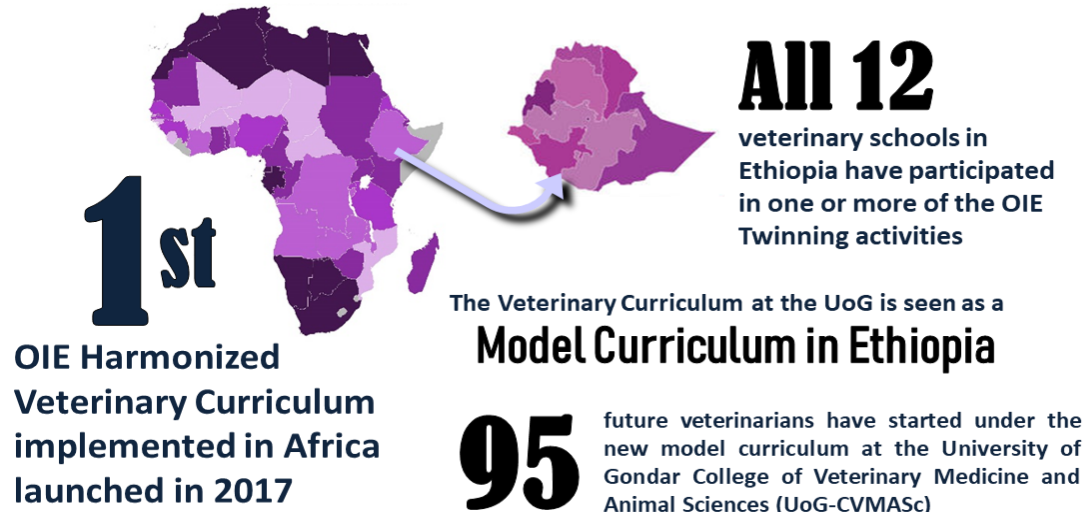
OIE Veterinary Education  
Twinning Program



University of Gondar, Faculty of Veterinary Medicine  
Curriculum Mapping and OIE Day-1  
Competency Evaluation Report



# University of Gondar - The Ohio State University OIE Veterinary Education Twinning Program Major Accomplishments 2017 - 2019



## Successful Twinning Program



Paper-based



Digital

FINAL ASSESSMENT OF DISEASE PREVENTION AND CONTROL PROGRAMMES							
	Not in Curriculum	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not Sure	Comments
In conclusion, is the average Day 1 DVM graduate competent in <u>Prevention and Control Programmes Important in Veterinary Preventive Medicine and Public Health?</u>							

**\*Definitions:**

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**Highly Competent:** The average new DVM graduate is very knowledgeable/skillful about the topic and is able to perform the task/activity without additional support or guidance.

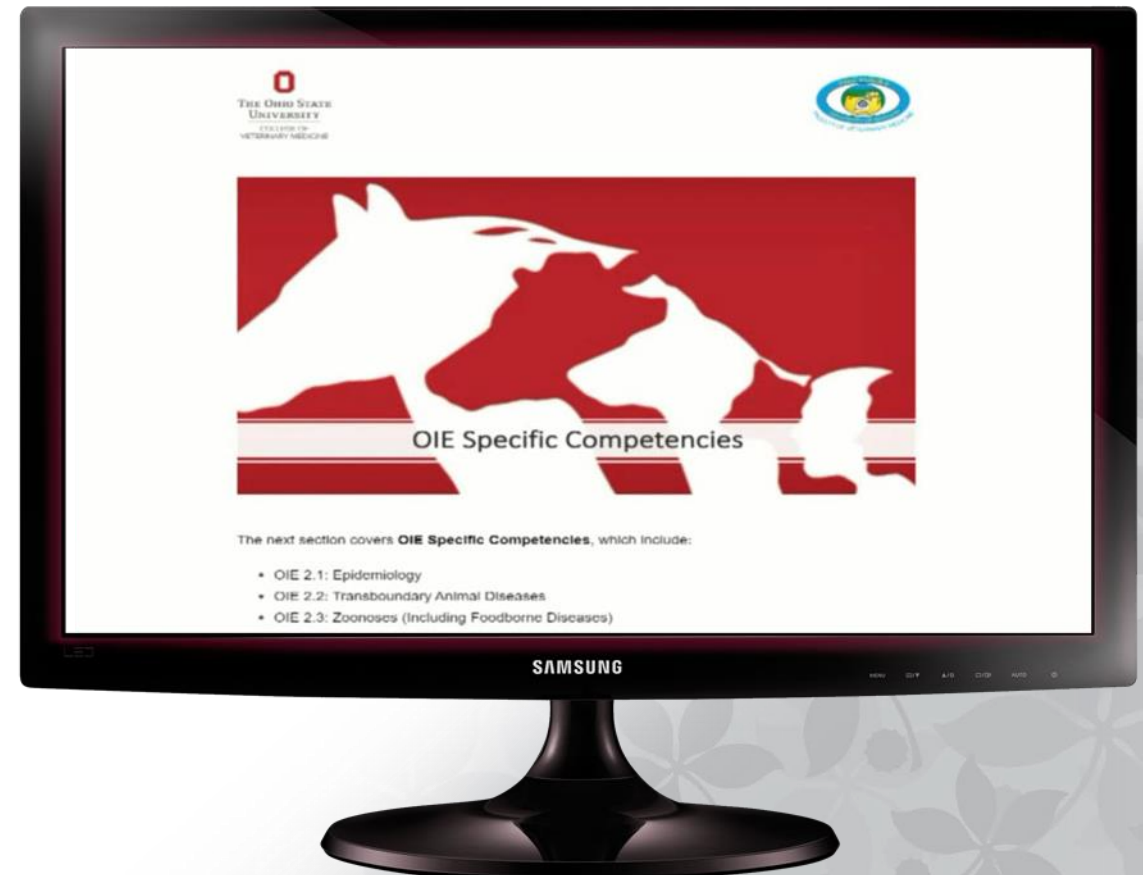
**Moderately Competent:** The average new DVM graduate is knowledgeable/skillful about the topic and is able to perform this task/activity with some support or guidance.

**Insufficiently Competent:** The average new DVM graduate is aware of the topic but is unable to perform the task/activity without substantial assistance.

**Not Competent:** While this topic is covered in the DVM curriculum, the average new DVM graduate is unaware of the topic and is unable to perform this task without further training or education.

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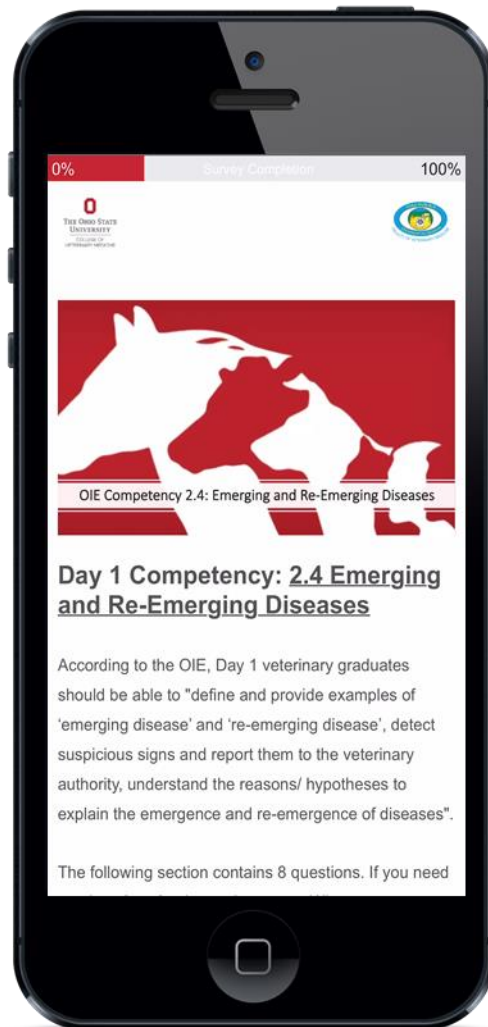
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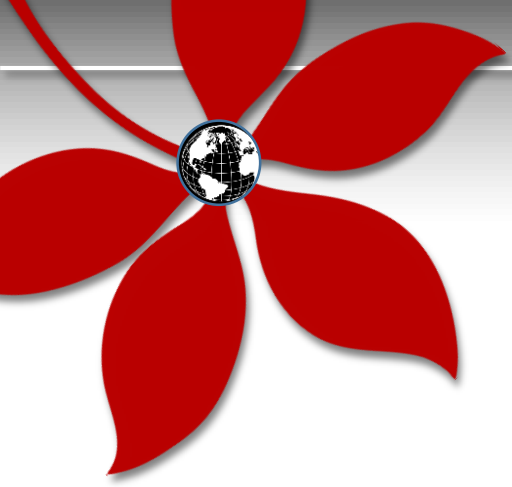


# BILL & MELINDA GATES *foundation*

**2019****Paper-based****Digital**

## Digital





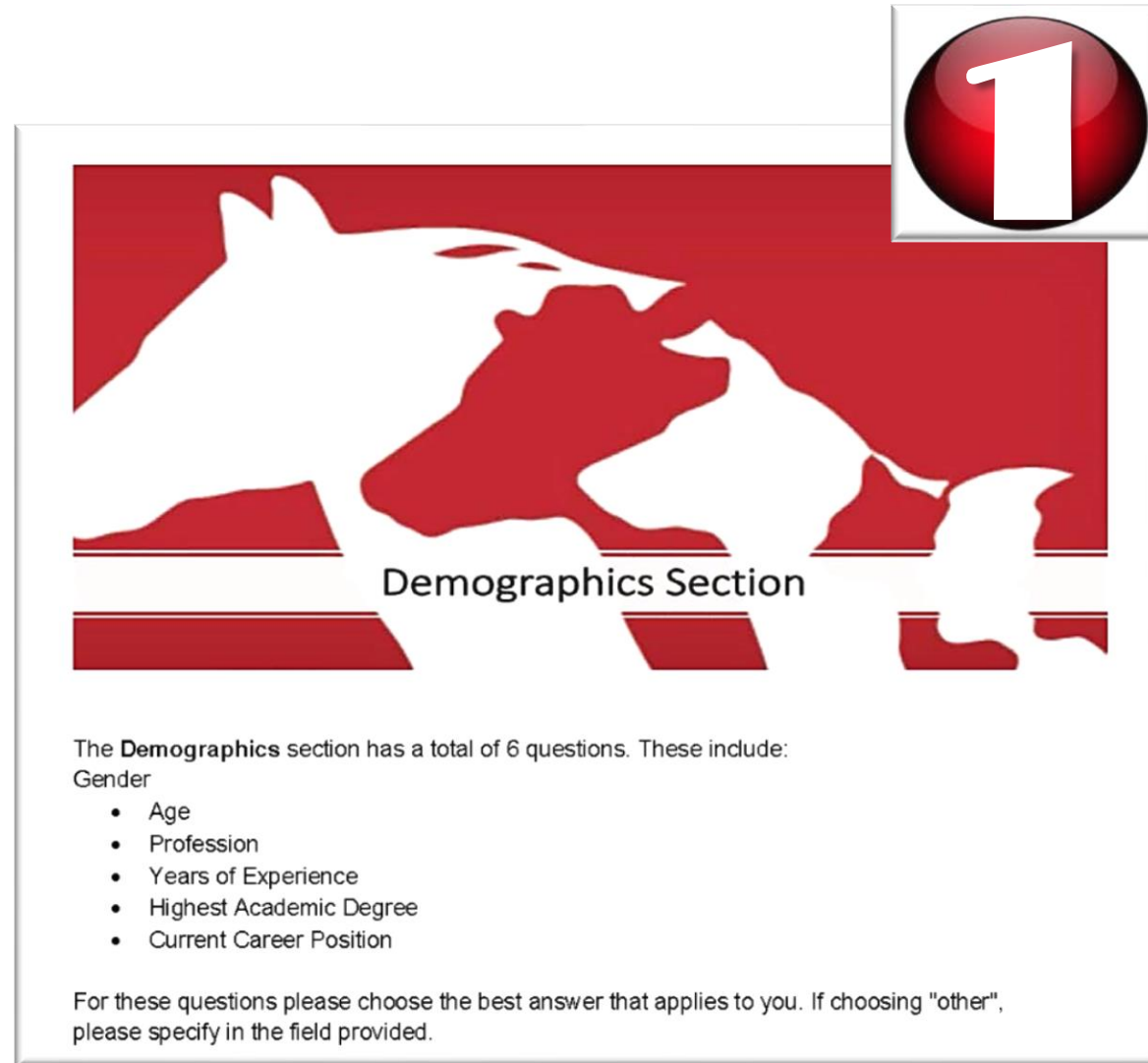
# **Basic Structure of the Evaluation Tool**





# The Evaluation Tool is **divided** in three major sections

The first section  
is focused on  
collecting  
**Demographic  
Information**





The next section covers **OIE Specific Competencies**, which include:

- OIE 2.1: Epidemiology
- OIE 2.2: Transboundary Animal Diseases
- OIE 2.3: Zoonoses (Including Foodborne Diseases)
- OIE 2.4: Emerging and Re-emerging Diseases
- OIE 2.5: Disease Prevention and Control Programmes
- OIE 2.6: Basic Food Hygiene
- OIE 2.7: Veterinary Products
- OIE 2.8: Animal Welfare
- OIE 2.9: Veterinary Legislation and Ethics
- OIE 2.10: General Certification Procedures
- OIE 2.11: Communication Skills

## Section 2 is focused on the **OIE Specific Competencies**

# Section 3 is focused on the **OIE Advanced Competencies**



This section covers **OIE Advanced Competencies**, which include:

- OIE 3.1: Organisation of Veterinary Services
- OIE 3.2: Inspection and Certification Procedures
- OIE 3.3: Management of Contagious Disease
- OIE 3.4: Advanced Food Hygiene
- OIE 3.5: Application of Risk Analysis
- OIE 3.6: Research
- OIE 3.7: International Trade Framework
- OIE 3.8: Administration and Management

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OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality



## Specific competencies

- 2.1 Epidemiology*
- 2.2 Transboundary animal diseases*
- 2.3 Zoonoses (including food borne diseases)*
- 2.4 Emerging and re-emerging diseases*
- 2.5 Disease prevention and control programmes*
- 2.6 Food hygiene*
- 2.7 Veterinary products*
- 2.8 Animal welfare*
- 2.9 Veterinary legislation and ethics*
- 2.10 General certification procedures*
- 2.11 Communication skills*

## Advanced competencies

- 3.1. Organisation of Veterinary Services*
- 3.2. Inspection and certification procedures*
- 3.3. Management of contagious disease*
- 3.4. Food hygiene*
- 3.5. Application of risk analysis*
- 3.6. Research*
- 3.7. International trade framework*
- 3.8. Administration and management*



# How to READ the question?





### Day 1 Competency: 2.1 Epidemiology

According to the OIE, Day 1 veterinary graduates should "understand the principles of descriptive epidemiology and its application to disease control, epidemiological inquiry and specimen or sample collection, handling, and transport". The following section contains 12 questions. If you have time, please do so now.

#### a.) General Principles of Descriptive Epidemiology

- Measuring Disease
- Measuring Occurrence

Is the average Day 1 DVM graduate able to:

1. Measure and describe disease? (i.e. calculate morbidity and mortality rates, attack rates, etc.) (1)
2. Calculate and describe disease occurrence? (i.e. incidence and prevalence) (1)

## Question

Is the average Day 1 DVM graduate able to:

1. Measure and describe disease? (i.e. calculate morbidity and mortality rates, attack rates, etc.)

**Is the average Day 1 DVM graduate able to:  
Measure and describe disease?  
(i.e. calculate morbidity and mortality rates,  
attack rates, etc.)**

# How to READ the question?

# How to ANSWER the question?

Is the average Day 1 DVM graduate able to:

Not in  
Curriculum

Highly  
Competent

Moderately  
Competent

Insufficiently  
Competent

Not  
Competent

Not Sure

1. Measure  
and  
describe  
disease?  
(i.e. calculate  
morbidity and  
mortality  
rates, attack  
rates, etc.)



# How to ANSWER the question?

Is the average Day 1 DVM graduate	Not in Curriculum	Is Topic covered in the curriculum?					
1. Measure and describe disease? (i.e. calculate morbidity and mortality rates, attack rates, etc.)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# How to ANSWER the question?

How proficient is the  
graduating veterinarian  
in the topic/theme?

2

Is the average Day 1 DVM	Not in Curriculum	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not Sure
1. Measure and describe disease? (i.e. calculate morbidity and mortality rates, attack rates, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Definitions of these categories...

## Highly Competent

The average new DVM graduate is very knowledgeable/skillful about the topic and is able to perform the task/activity **without additional support or guidance**

## Moderately Competent

The average new DVM graduate is knowledgeable/skillful about the topic and is able to perform this task/activity **with some support or guidance**

## Insufficiently Competent

The average new DVM graduate is aware of the topic but is unable to perform the task/activity **without substantial assistance**

## Not Competent

While this topic is covered in the DVM curriculum, the average new DVM graduate is **unaware of the topic and is unable to perform this task without further training or education**

## CATEGORIES DEFINITIONS

**Not in Curriculum**  
This topic is not in the curriculum

UoG Course Code UoG Course



## CATEGORIES DEFINITIONS

**Highly Competent**  
The average DVM graduate is able to perform this competency with support or guidance

The recent graduate would be able to perform this competency with additional documentation

## CATEGORIES DEFINITIONS

**Moderate Competence**  
The average DVM graduate is able to perform this competency with guidance



## CATEGORIES DEFINITIONS

**Insufficient Competence**  
The average DVM graduate is unable to perform this competency

The recent graduate is unable to perform a competency and needs to get additional training

## CATEGORIES DEFINITIONS

**Not Competent**  
While this DVM graduate is unable to perform this competency, they are able to perform a related task without this competency

The recent graduate is unable to perform a competency and needs to get additional training

## CATEGORIES DEFINITIONS

**Not Sure:**  
Do not know how the average DVM graduate is able to perform this competency





How do we  
used them?



# How to ANSWER the question?


Topic/skill **NOT** in the  
curriculum

Is the average	Select	Graduate able to:					Not Sure
	Not in Curriculum	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent		
1. Measure and describe disease? (i.e. calculate morbidity and mortality rates, attack rates, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

# How to ANSWER the question?

... is able to perform this  
task/activity with some support  
or guidance

Is the average Day 1 DVM graduate able to	Not in Curriculum	Highly Competent	Select Moderately Competent	Insufficiently Competent	Not Competent	Not Sure
1. Measure and describe disease? (i.e. calculate morbidity and mortality rates, attack rates, etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 
- Their answers are **automatically recorded and saved** before going to the next competency...

**How does the output  
look like and what do  
you do with it?**





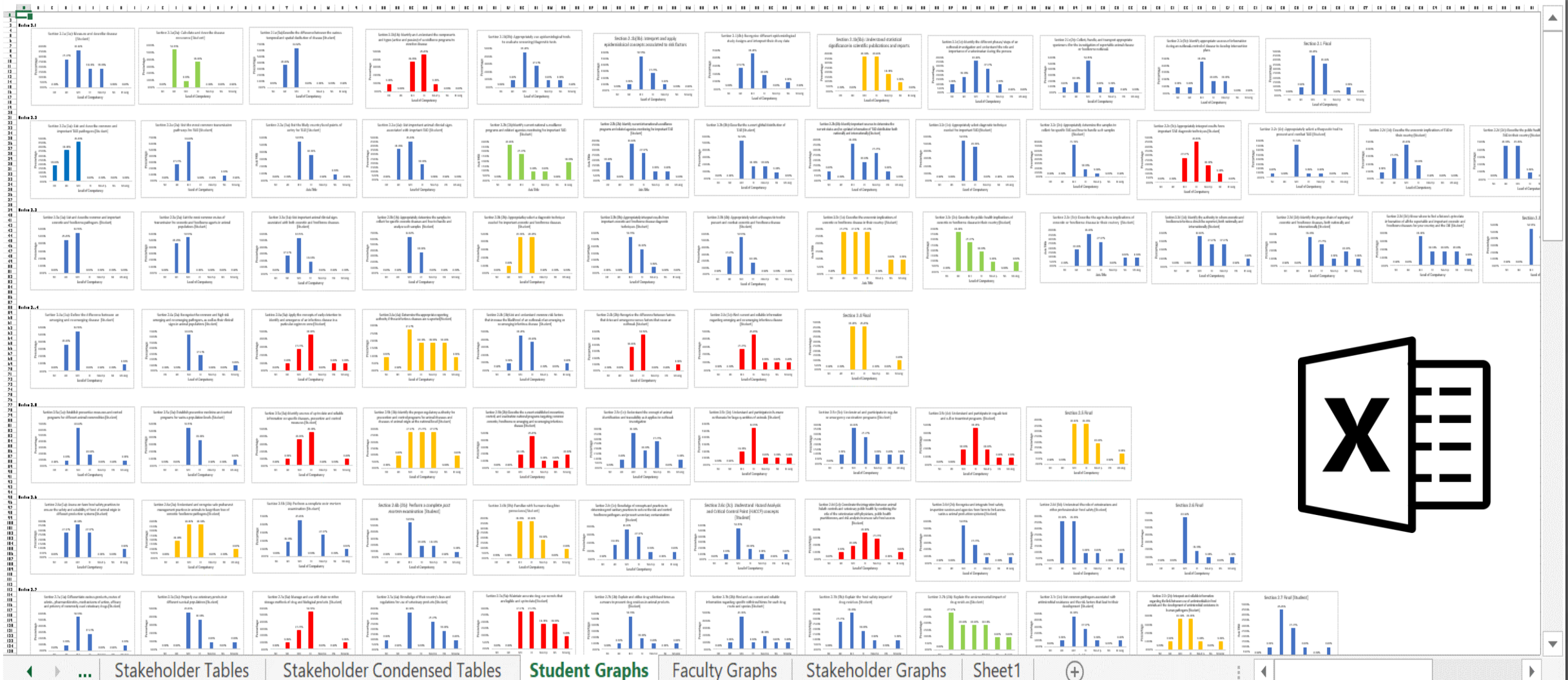
Faculty

Current Students + Recent Graduates

Boundary Partners



Overall

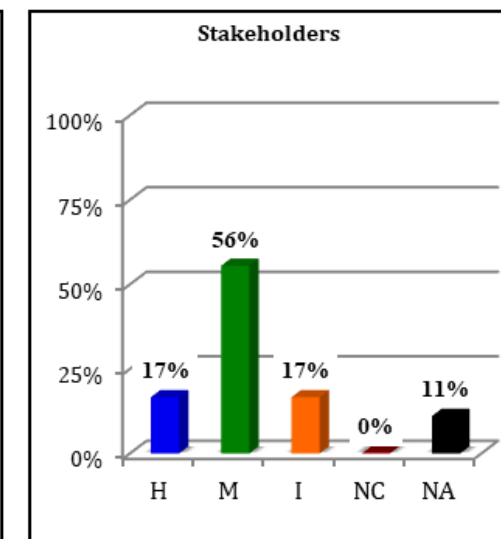
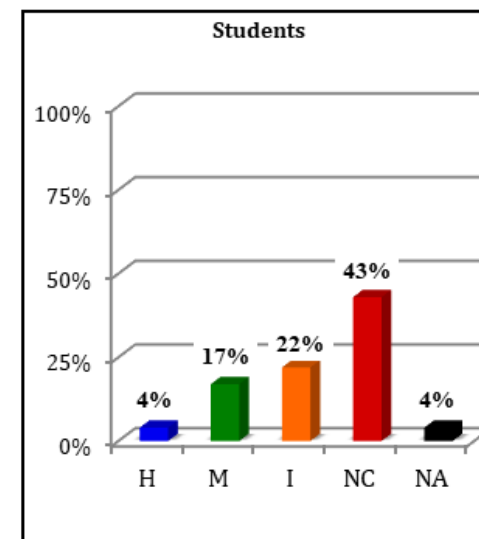
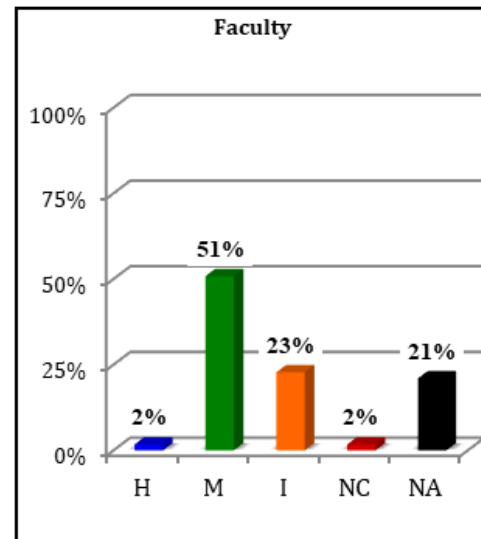


## Day 1 Competency: 2.6 Food Hygiene

## b.) Harvest

- *Ante Mortem* Exam
- *Post Mortem* Exam
- Humane Slaughter

Is the average Day 1 DVM graduate able to:	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not in Curriculum	Not Sure	Comments
Perform a complete <i>ante mortem</i> examine? (i.e. identification of ill animals that might have been on pharmaceutical treatment, decrease contamination on the killing floor, ensure that animals are treated humanely, identify reportable disease)							
Perform a complete <i>post mortem</i> examine? (i.e. carcass inspection, proper disposal of condemned carcasses, facility and equipment inspection to prevent contamination)							
Familiar with humane slaughter procedures? (i.e. use of captive bolt, gas (CO <sub>2</sub> ), etc.)							





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## OIE Veterinary Education Twinning Program



### University of Gondar, Faculty of Veterinary Medicine Curriculum Mapping and OIE Day-1 Competency Evaluation Report



## Specific Competencies:

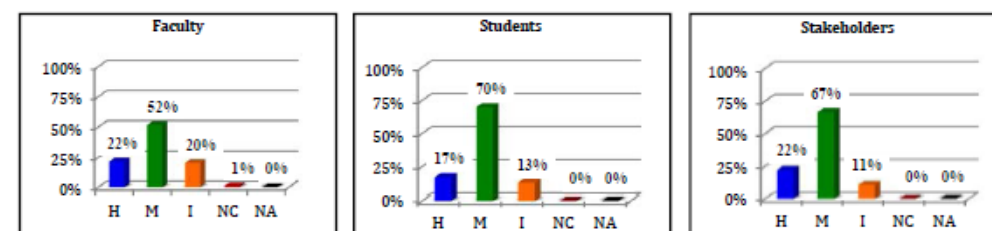
### OIE Day 1 Competency: 2.1 Epidemiology

An understanding of epidemiology will allow veterinarians to study the factors that affect the health of animal populations and use this information to make scientifically sound judgments for preventive medicine and veterinary public health. To be competent in epidemiology, a new veterinary graduate needs to grasp the general principles of descriptive epidemiology including measuring and describing disease occurrence and spatial distributions. Day 1 veterinary graduates should be aware of the disease control applications of epidemiology such as disease surveillance, evaluating and interpreting screening or diagnostic tests, and understanding risk factors. Lastly, a veterinarian competent in epidemiology should know the steps of a basic outbreak investigation.

#### Results:

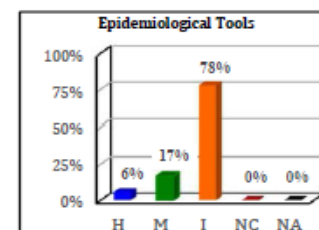
- More than 73% of the faculty, students, and stakeholders considered the average Day 1 University of Gondar DVM graduate to be competent (highly or moderate competent) in epidemiology based on the current needs of the country.

*Figure 1: Overall Assessment of 2.1 Epidemiology Competency ranked from High [H], Moderate [M], Insufficient [I], Not-Competent [NC], or Not in the Curriculum [NA] by faculty, students, and stakeholders.*



- Nevertheless, 77.8% of the faculty still estimate that the average UoG DVM graduate is insufficiently competent in using epidemiological tools to evaluate screening/diagnostic tests.

*Figure 2: The competency level of the average UoG DVM graduate for appropriately using epidemiological tools to evaluate screening or diagnostic tools as ranked by the faculty.*





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## OIE Veterinary Education Twinning Program



### University of Gondar, Faculty of Veterinary Medicine Curriculum Mapping and OIE Day-1 Competency Evaluation Report



Create an ACTION PLAN  
to address identified  
deficiencies in regards to  
OIE Day-1 Competencies

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## OIE Veterinary Education Twinning Program



### UoG FOCUS FORWARD EVENT Twinning Action Plan



UoG-OSU Twinning  
ACTION PLAN

Action Item	Description
<input type="checkbox"/> 3. Revise current courses to incorporate missing Day-1 Competency (3.7) <b>International and Trade Framework</b> to an existing class(es).	Theory concepts will be incorporated into 4 <sup>th</sup> year Animal Health Economics (Vetm5234) course.

Comments:

### OIE Missing Content

► **GAP:** Significant content from the OIE Veterinary Education Core Curriculum were identified as missing during the UoG College of Veterinary Medicine curricular mapping, among them:

- Risk analysis.
- Drug withdrawals times and drug residues (including testing and impact).
- Environmental health and biological waste management.
- Outbreak investigation and outbreak management.

Action Item	Description
<input type="checkbox"/> 4. Incorporate <b>Risk Analysis</b> through expanding content already in the UoG Veterinary Curriculum and add a practical oriented teaching component.	Two main approaches will be utilized: A. Theory concepts will be incorporated into the 5 <sup>th</sup> year Veterinary Epidemiology (Vetm5232) course. B. Practical portions will be incorporated in the same course via assignments which could include: case based scenarios, group homework assignments, and/or risk analysis exercises.

Comments:

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## OIE Veterinary Education Twinning Program

### UoG FOCUS FORWARD EVENT Twinning Action Plan



What should be done to improve students ability to recognize, diagnosis and manage TAD and ED? (Pick up to 3)

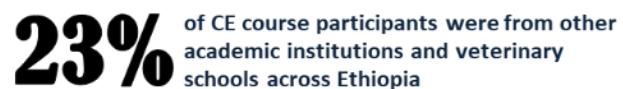
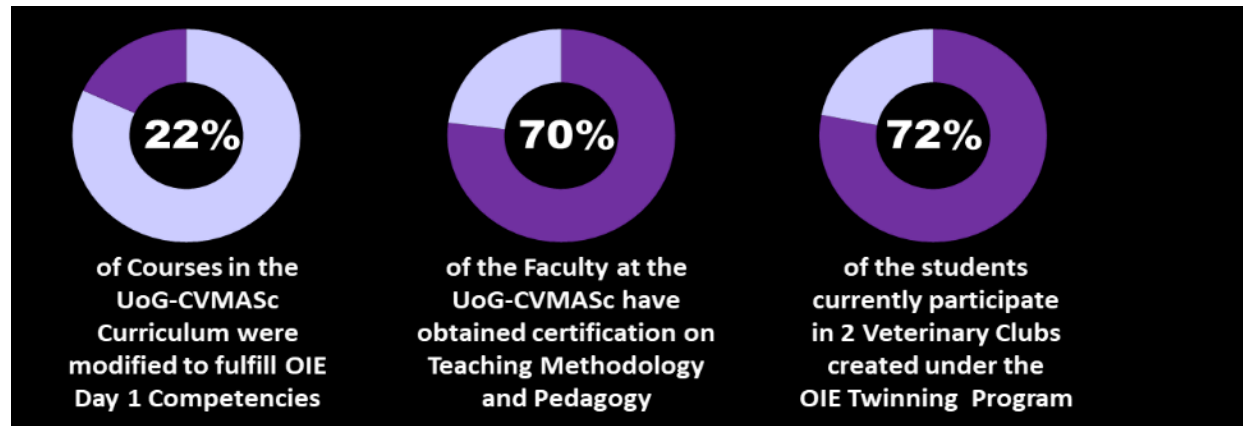
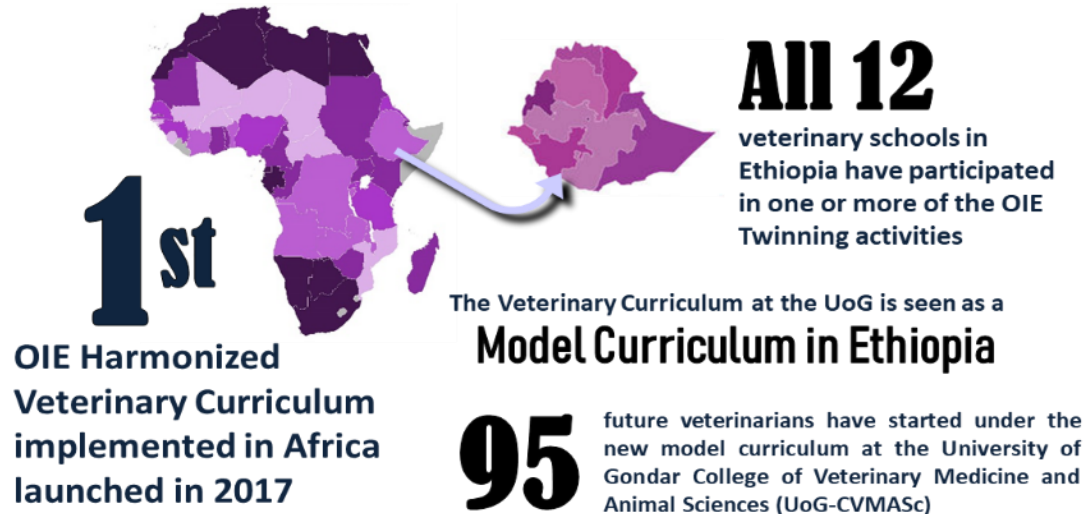
1. Add practical components to current classes
2. Increase collaboration with most dishevelled veterinarians
3. ID key diagnostic techniques (TAD/ED/Zoon) to develop lab capacity
4. Have a specific core rotation off site
5. Invest in the curriculum case-based outbreak scenarios
6. Create video-library of TAD/ED



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University of Gondar - The Ohio State University  
OIE Veterinary Education Twinning Program  
Major Accomplishments 2017 - 2019



UoG Veterinary students participated in the Veterinary Preventive Medicine Rotation in Ohio



Successful  
Twinning  
Program



Day One

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Day 1 Platform for Veterinary Education

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Curriculum Evaluation Tool for OIE Day 1 Graduating Veterinarian Competencies

This tool provides a structured way for schools to evaluate the competency of their graduating veterinarians in each of the OIE Day 1 competencies. The tool is formatted as an online survey that allows users to efficiently capture and summarize evaluator responses.

What are the OIE Competencies?

Video 1 - What are the OIE Day 1 Competencies

In this video, we discuss...

From Theory to Practice - Part 1: Tool Development

Video 2 Part 1: From Theory to Practice - Part 1: Tool Development

In this video, we discuss...

From Theory to Practice - Part 2: Using the Tool

Video 2 Part 2: From Theory to Practice - Part 2: Using the Tool

In this video, we discuss...

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FINAL ASSESSMENT OF DISEASE PREVENTION AND CONTROL PROGRAMMES

	Basic Competency	Advanced Competency	Intermediate Competency	Competency	Competency	Competency	Comments
In conclusion, is the average Day 1 DVM graduate competent in Prevention and Control Programmes (important in Veterinary Preventive Medicine and Public Health)?							

Definitions:

**Basic:** Technical graduate of the veterinary medicine program.

**Highly Competent:** The average new DVM graduate is expected to be able to perform the competencies without additional support or guidance.

**Intermediate Competent:** The average new DVM graduate is expected to be able to perform the competencies with some support or guidance.

**Advanced Competent:** The average new DVM graduate is expected to be able to perform the competencies with minimal support or guidance.

**Not Competent:** The average new DVM graduate is not expected to be able to perform the competencies.

**Not in Competency:** This topic is currently not covered in the curriculum.

**Not Done:** Does not have the average DVM graduate is not expected to perform the competency.



Basic Competency Evaluation

How do I get access to the tool?

Use our online form to request access to the tool just for your school. We will send you a link to the tool just for your actual data.

Request Access to Tool

Instructions and Materials

Not available unless You belong to Instructions and Materials

This section is only available to those who have requested to use the Curriculum Evaluation tool and who have been approved. It contains the information needed to implement the evaluation tool.

For Technical Help (answered M-F, 8-5 Central): Contact the Help Team

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Day 1 Platform for Veterinary Education





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Student Demo Account

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In this video, we discuss...

From Theory to Practice  
Part 2: Using the Tool

Video 2 Part 2: From Theory to Practice - Part 2: Using the Tool  
In this video, we discuss...

# DAY SCHEDULE

Segment 1:	Segment 2:	Segment 3:	Segment 4:
<b>Demographics</b> 2.1 Epidemiology 11 Assessment Topics 2.2 Transboundary Animal Diseases 20 Assessment Topics 2.3 Zoonosis (including Food Borne Diseases) 13 Assessment Topics	<b>OIE Day 1 Competency:</b> <b>2.1 Epidemiology</b> <b>MAJOR TOPICS</b> a) General Principles b) Disease Control c) Outbreak Investigation	<b>Day 1 Competency:</b> <b>2.4 Emerging and Re-Emerging Diseases</b> <b>MAJOR TOPICS</b> a) Definitions b) Risk Factors c) Use of Approaches	<b>Day 1 Competency:</b> <b>2.8 Animal Welfare</b> <b>MAJOR TOPICS</b> a) Animal Welfare b) Standards and Guidelines

Basic Structure of the Evaluation Tool

Video 3 - Basic Structure of the Evaluation Tool  
In this video, we discuss...

### How do I get access to the tool?

Use our online form to request access to the tool. We will create a version of the tool just for your school. We will send you a link to both a practice version and a version to collect your actual data.

[Request Access to Tool](#)

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**Day 1 Competency:**  
**3.3 Management of Contagious Diseases**  
**MAJOR TOPICS**  
 a) Animal Welfare  
 b) Standards and Guidelines

## LET'S GO TO THE SURVEY TO ANSWER THE QUESTIONS!

[CLICK NEXT](#)

Day 1  
Platform for  
Veterinary Education





You can then  
perform your own  
self-assessment at  
your Veterinary  
Education  
Establishment





**Guidance and recommendations** on how to transform your **results** into an action plan that you can implement at your institution

**Harmonize** your **curriculum** to adequately address each of the **OIE Day 1 Competencies** in your **professional program**



# Questions????

**Armando E. Hoet, DVM, PhD, DACVPM**  
**Director, Veterinary Public Health Program**

**Hoet.1@osu.edu**



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