

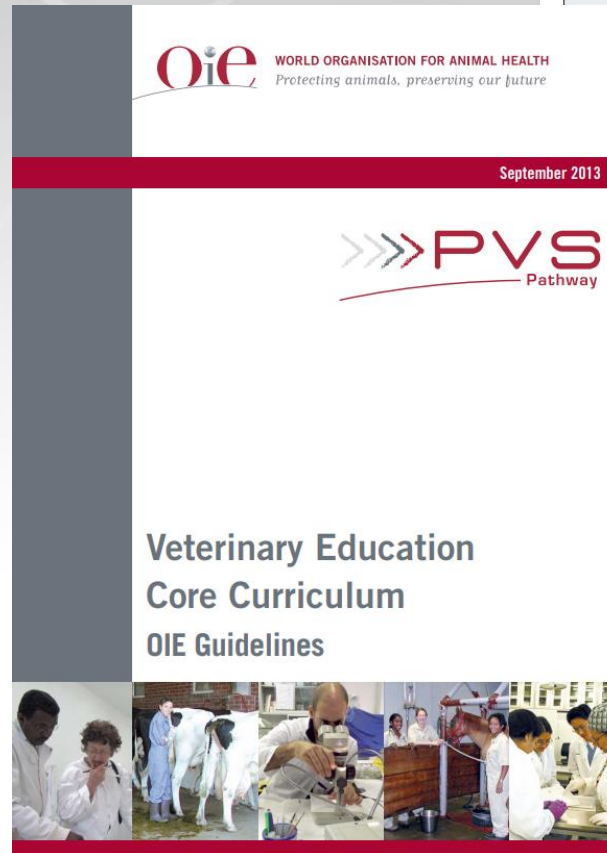
Day 1 Platform for Veterinary Education Project Overview



Day 1
Platform for
Veterinary Education

Background

- OIE Core Curriculum



Course or course content	Sequence in VEE Curriculum	Day 1 Competencies addressed			Description
		General	Specific	Assessed	
Herd health management and nutrition	Late	Veterinary products Animal welfare Epidemiology Zoonoses Disease prevention and control programmes Food hygiene	Management of contagious diseases Inspection and certification procedures Food hygiene Application of risk analysis		Course content should provide the veterinary student with a broad understanding of general principles of herd health management and nutritional needs of livestock and aquatic animal species. Topics to be addressed include development and maintenance of biosecurity measures, maintenance of animal hygiene, best practices in maintenance of medical records, prudent use of veterinary products, preventive medicine principles, application of principles of animal welfare and ethology, and assessment and mitigation of risk factors that contribute to incidence of disease and production inefficiencies. A variety of livestock and aquatic species should be covered, with a particular focus on major animal species of importance to the Member Country.
	Late	Zoonoses Disease prevention and control Food hygiene Veterinary products Management of contagious diseases Food hygiene	Organisation of Veterinary Services Inspection and certification procedures Management of contagious diseases Food hygiene		Veterinary public health is defined by the World Health Organization (WHO) as 'the sum of all contributions to the physical, mental and social well-being of humans through an understanding and application of veterinary sciences'. Course content will provide the veterinary student with a broad understanding of the basic principles of and programmes within public health, to include environmental health and safety, food inspection and safety, and biological waste management. Students should also gain an understanding and appreciation of the One Health concept, defined as the 'collaborative effort of multiple health science professions, together with their related disciplines and institutions – working locally, nationally, and globally – to attain optimal health for people, domestic animals, wildlife, plants, and our environment'. Focus should be on programmes of specific importance to the Member Country and the global community (i.e., OIE, Codex Alimentarius, WHO, FAO).
	Late	Zoonoses Disease prevention and control programmes Food hygiene Veterinary products Veterinary legislation and ethics General certification procedures	Inspection and certification procedures Food hygiene International trade framework		Course content should provide the veterinary student with a general understanding of the basic principles of food safety, to include development and enforcement of laws and regulations impacting food animal processing industries and food consumers (e.g., traceability and ante- and post-mortem inspection and certification requirements), approaches to microbiological and physical foodborne hazard identification, testing and sampling, and foodborne hazard prevention and control. Focus should be on practices relevant to the Member Country and those impacting international trade.



Background (cont'd)

- OIE Competencies of Day 1 Graduates

2. Specific competencies

2.1. Epidemiology

Epidemiology is the study of factors affecting the health and illness of populations, and serves as the foundation and logic of interventions made in the interest of veterinary public health and preventive medicine.

Specific learning objectives for this competency include the Day 1 veterinary graduate being able to:

- know and understand the general principles of descriptive epidemiology, its application to disease control and the ability to access and use appropriate information sources;
- understand and participate appropriately in an epidemiological inquiry in case of occurrence of a reportable disease, including collection, handling, and transport of appropriate specimens or samples.

2.2. Transboundary animal diseases

Transboundary animal diseases (TADs) are epizootic diseases that are highly contagious or transmissible and have the potential to spread very rapidly irrespective of national borders. TADs agents may or may not be zoonotic, but regardless of zoonotic potential, the highly contagious nature of these diseases invariably impacts global economy, global trade and global public health. Examples of TADs include highly pathogenic avian influenza, rinderpest, classical swine fever and foot and mouth disease.

Specific learning objectives for this competency include the Day 1 veterinary graduate being able to:

- identify the clinical signs, clinical course, transmission potential (including vectors), and pathogen associated with TAD;
- describe the current global distribution of TADs or know where to find up-to-date distribution information;
- use or explain the collection and handling of samples and the rationale for the use of appropriate diagnostic and therapeutic tools to prevent and combat TADs and pathogens;
- understand regulatory implications of TADs and pathogens (e.g. the Official Veterinarian who should be contacted if an epizootic pathogen is identified or suspected) and know where to find relevant up-to-date information.

2.3. Zoonoses (including food borne diseases)

Zoonoses are diseases or infections that are naturally transmissible from animals or their products to humans. Many food borne pathogens are zoonotic and most emerging human pathogens have an animal (livestock or wildlife) origin. As such, zoonoses have major implications for human health and trade in animals and animal products.

Organisation
Mondiale
de la Santé
Animale

World
Organisation
for Animal
Health

Organización
Mundial
de Sanidad
Animal



May 2012



Recommendations on the competencies of graduating veterinarians ('Day 1 graduates') to ensure National Veterinary competencies of quality




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[https://www.oie.int/fileadmin/Home/eng/Support to OIE Members/Vet_Edu_AHG/DAY_1/DAYONE-B-ang-vC.pdf](https://www.oie.int/fileadmin/Home/eng/Support_to_OIE_Members/Vet_Edu_AHG/DAY_1/DAYONE-B-ang-vC.pdf)




Background (cont'd)

- Ohio State University (OSU) Curriculum Evaluation tool



Evaluation of OIE Day 1 Competencies
Session 2: Infectious Diseases



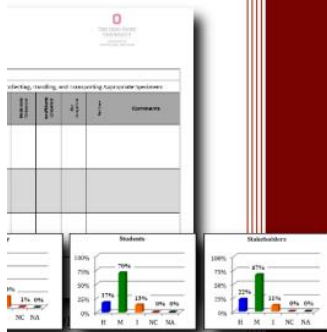
**Evaluation Tool for
OIE Day 1 Graduating
Veterinarian Competencies**

Day 1 Competency 2.3: Zoonosis (Including Foodborne Diseases)

a.) Disease Recognition

- Foodborne and Zoonotic Pathogens
- Transmission Routes in Animal Populations
- Clinical Signs

Is the average Day 1 DVM graduate able to:	Not in Curriculum	Highly Competent	Moderately Competent	Fairly Recently Competent	Not Competent	Not Sure	Comments
List and describe common and important zoonotic and foodborne pathogens? (i.e. rabies, brucellosis, <i>Salmonella</i> , <i>E. coli</i> , anthrax, TB, RVF, taeniasis, hydatidosis, toxoplasmosis, leishmaniasis, etc.)							
List the most common routes of transmission for zoonotic and foodborne agents in animal populations?							
List important animal clinical signs associated with both zoonotic and foodborne diseases?							



Students

Competency	Not in Curriculum	Highly Competent	Moderately Competent	Fairly Recently Competent	Not Competent	Not Sure
1.1	0%	100%	0%	0%	0%	0%
1.2	0%	100%	0%	0%	0%	0%
1.3	0%	100%	0%	0%	0%	0%
1.4	0%	100%	0%	0%	0%	0%
1.5	0%	100%	0%	0%	0%	0%
1.6	0%	100%	0%	0%	0%	0%
1.7	0%	100%	0%	0%	0%	0%
1.8	0%	100%	0%	0%	0%	0%
1.9	0%	100%	0%	0%	0%	0%
1.10	0%	100%	0%	0%	0%	0%
1.11	0%	100%	0%	0%	0%	0%
1.12	0%	100%	0%	0%	0%	0%
1.13	0%	100%	0%	0%	0%	0%
1.14	0%	100%	0%	0%	0%	0%
1.15	0%	100%	0%	0%	0%	0%
1.16	0%	100%	0%	0%	0%	0%
1.17	0%	100%	0%	0%	0%	0%
1.18	0%	100%	0%	0%	0%	0%
1.19	0%	100%	0%	0%	0%	0%
1.20	0%	100%	0%	0%	0%	0%
1.21	0%	100%	0%	0%	0%	0%
1.22	0%	100%	0%	0%	0%	0%
1.23	0%	100%	0%	0%	0%	0%
1.24	0%	100%	0%	0%	0%	0%
1.25	0%	100%	0%	0%	0%	0%
1.26	0%	100%	0%	0%	0%	0%
1.27	0%	100%	0%	0%	0%	0%
1.28	0%	100%	0%	0%	0%	0%
1.29	0%	100%	0%	0%	0%	0%
1.30	0%	100%	0%	0%	0%	0%
1.31	0%	100%	0%	0%	0%	0%
1.32	0%	100%	0%	0%	0%	0%
1.33	0%	100%	0%	0%	0%	0%
1.34	0%	100%	0%	0%	0%	0%
1.35	0%	100%	0%	0%	0%	0%
1.36	0%	100%	0%	0%	0%	0%
1.37	0%	100%	0%	0%	0%	0%
1.38	0%	100%	0%	0%	0%	0%
1.39	0%	100%	0%	0%	0%	0%
1.40	0%	100%	0%	0%	0%	0%
1.41	0%	100%	0%	0%	0%	0%
1.42	0%	100%	0%	0%	0%	0%
1.43	0%	100%	0%	0%	0%	0%
1.44	0%	100%	0%	0%	0%	0%
1.45	0%	100%	0%	0%	0%	0%
1.46	0%	100%	0%	0%	0%	0%
1.47	0%	100%	0%	0%	0%	0%
1.48	0%	100%	0%	0%	0%	0%
1.49	0%	100%	0%	0%	0%	0%
1.50	0%	100%	0%	0%	0%	0%
1.51	0%	100%	0%	0%	0%	0%
1.52	0%	100%	0%	0%	0%	0%
1.53	0%	100%	0%	0%	0%	0%
1.54	0%	100%	0%	0%	0%	0%
1.55	0%	100%	0%	0%	0%	0%
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1.71	0%	100%	0%	0%	0%	0%
1.72	0%	100%	0%	0%	0%	0%
1.73	0%	100%	0%	0%	0%	0%
1.74	0%	100%	0%	0%	0%	0%
1.75	0%	100%	0%	0%	0%	0%
1.76	0%	100%	0%	0%	0%	0%
1.77	0%	100%	0%	0%	0%	0%
1.78	0%	100%	0%	0%	0%	0%
1.79	0%	100%	0%	0%	0%	0%
1.80	0%	100%	0%	0%	0%	0%
1.81	0%	100%	0%	0%	0%	0%
1.82	0%	100%	0%	0%	0%	0%
1.83	0%	100%	0%	0%	0%	0%
1.84	0%	100%	0%	0%	0%	0%
1.85	0%	100%	0%	0%	0%	0%
1.86	0%	100%	0%	0%	0%	0%
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1.88	0%	100%	0%	0%	0%	0%
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1.96	0%	100%	0%	0%	0%	0%
1.97	0%	100%	0%	0%	0%	0%
1.98	0%	100%	0%	0%	0%	0%
1.99	0%	100%	0%	0%	0%	0%
1.100	0%	100%	0%	0%	0%	0%

Stateholders

Competency	Not in Curriculum	Highly Competent	Moderately Competent	Fairly Recently Competent	Not Competent	Not Sure
1.1	0%	100%	0%	0%	0%	0%
1.2	0%	100%	0%	0%	0%	0%
1.3	0%	100%	0%	0%	0%	0%
1.4	0%	100%	0%	0%	0%	0%
1.5	0%	100%	0%	0%	0%	0%
1.6	0%	100%	0%	0%	0%	0%
1.7	0%	100%	0%	0%	0%	0%
1.8	0%	100%	0%	0%	0%	0%
1.9	0%	100%	0%	0%	0%	0%
1.10	0%	100%	0%	0%	0%	0%
1.11	0%	100%	0%	0%	0%	0%
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1.14	0%	100%	0%	0%	0%	0%
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1.17	0%	100%	0%	0%	0%	0%
1.18	0%	100%	0%	0%	0%	0%
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1.21	0%	100%	0%	0%	0%	0%
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1.82	0%	100%	0%	0%	0%	0%
1.83	0%	100%	0%	0%	0%	0%
1.84	0%	100%	0%	0%	0%	0%
1.85	0%	100%	0%	0%	0%	0%
1.86	0%	100%	0%	0%		

Funded Project

- Development of a “Day 1 Platform for Veterinary Education” to house educational resources and teaching tools for use by veterinary faculty around the world
- Funded by the Bill and Melinda Gates Foundation



Project Purpose

- To enhance and harmonize the quality of veterinary education in developing countries
 - Quality of veterinary education major contributor to disparity of veterinary services in developing countries (OIE)
- The Day 1 Platform complements and will synergize with the OIE eLearning Platform (CPE) by providing training resources for veterinary faculty to improve pre-service education.



Project Purpose (cont'd)

- Reduce inequality in veterinary education due to
 - Variability in faculty training
 - Differential access to educational resources
 - Variability in student engagement, problem-solving skills, and critical thinking
 - Disparities in resources addressing gender disparities, smallholder farmers



Digital Platform Development

- Curriculum Evaluation Tool and guidance
- Teaching content and resources



Day 1
Platform for
Veterinary Education

Welcome

Please choose one of the resources below.

Welcome,

There are a variety of resources available to you on this site.

- Digital Curriculum Evaluation Tool
- Teaching Content Based on OIE Core Curriculum and Day 1 Competencies

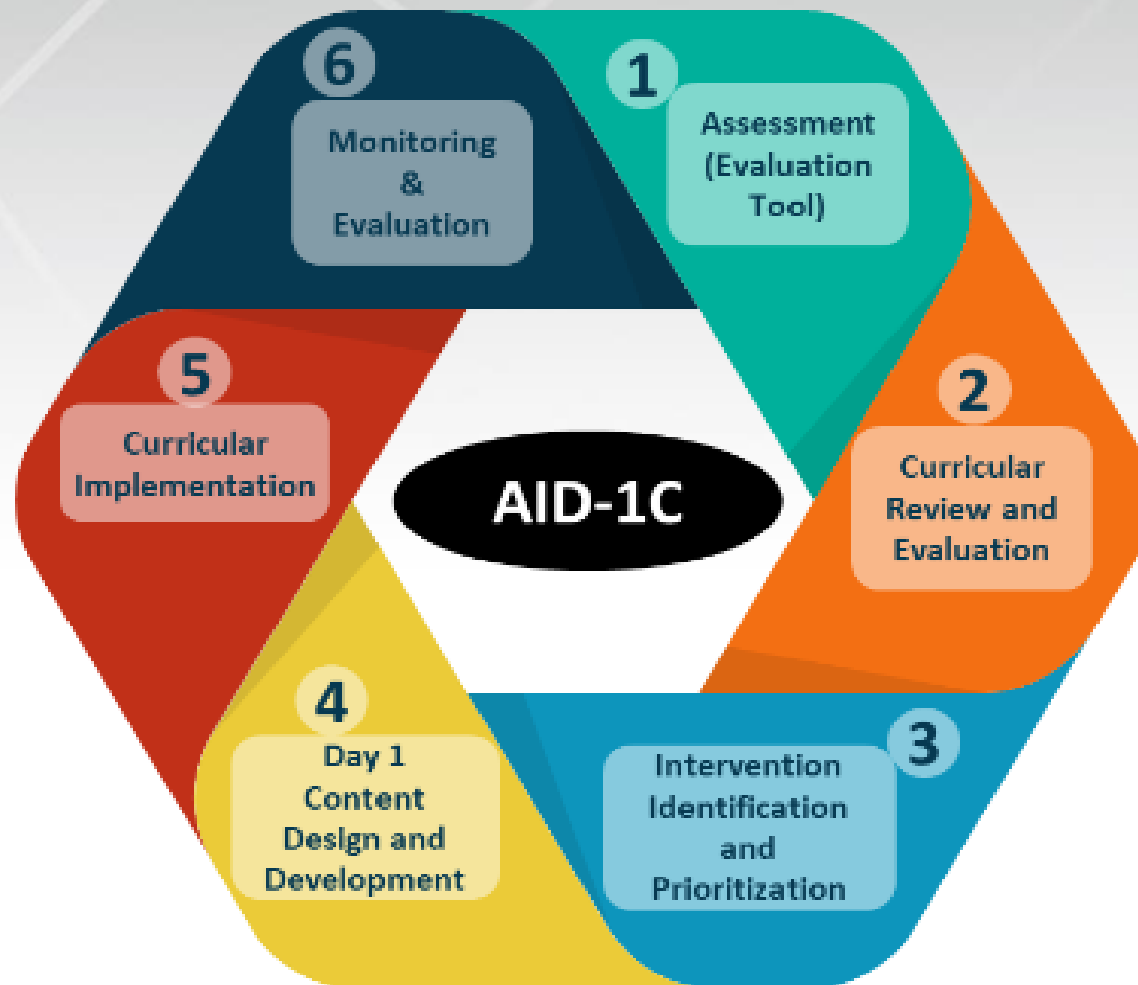
Questions / Suggestions for Improvement? Please email us at day1@iastate.edu.



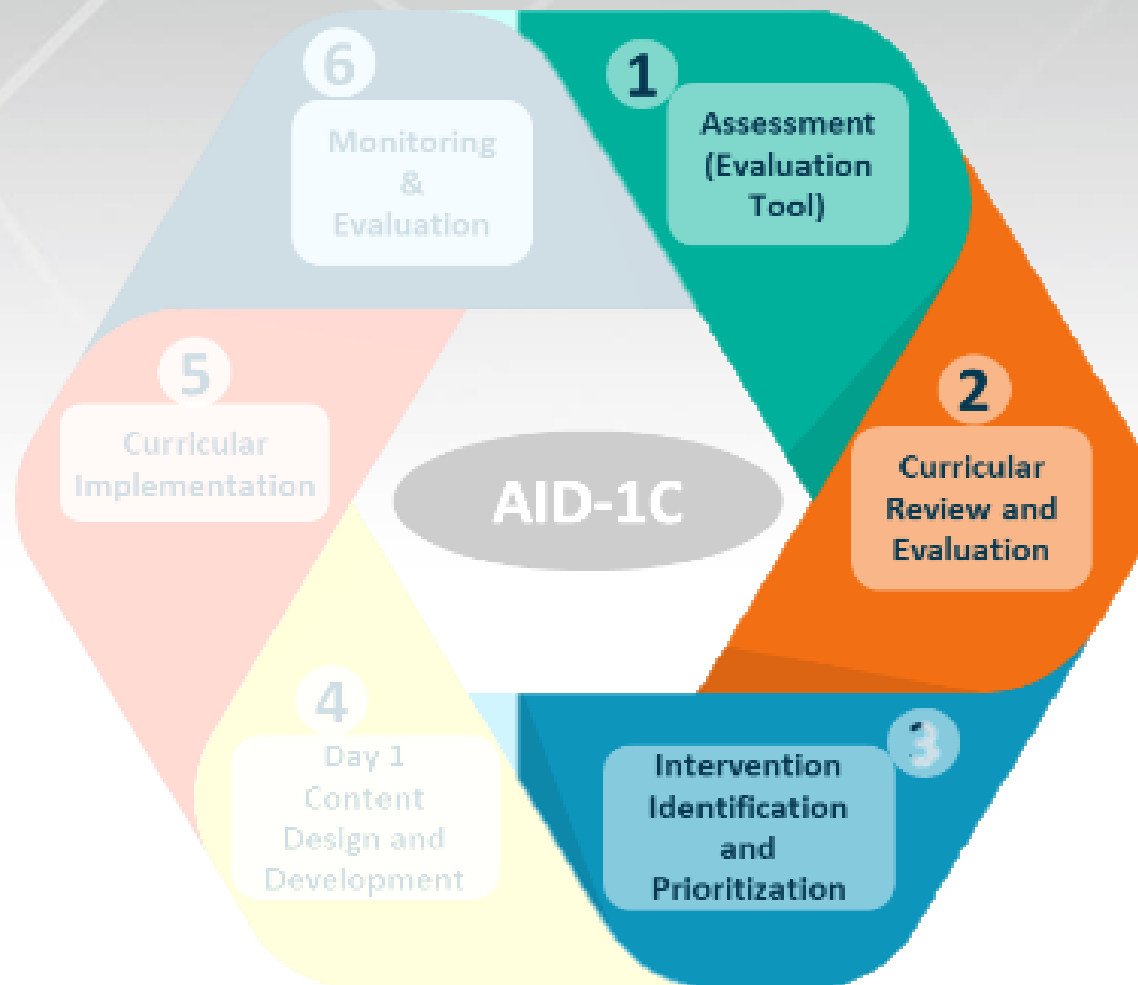
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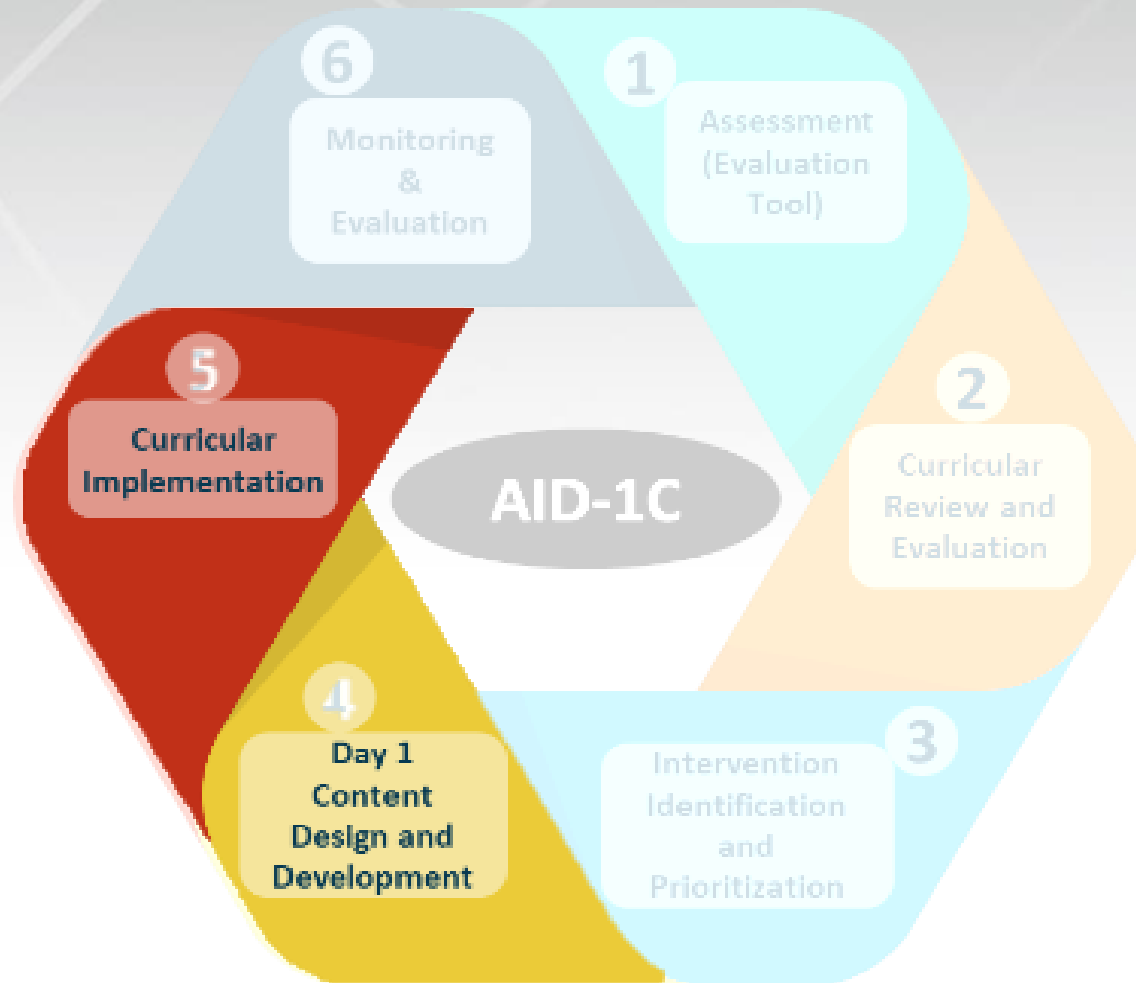
Assessment & Implementation of Day 1 Competencies



Assessment & Implementation of Day 1 Competencies



Assessment & Implementation of Day 1 Competencies



Curricular Content

- Aligned with D1Cs and Core Curricula
- Inquiry and case-based, student-focused learning
- Shift from didactic teaching style to experiential and problem-based learning
- Short course for faculty on how to use and adapt the resources
- Include gender issues; address disparities and enhance women's participation



Development Process

- Local and international expertise
 - Subject matter
 - Scientific, clinical
 - Pedagogical practices
 - Resource development
- Creation, review, updates



Collaboration with VEEs

- Ensure alignment with needs, ability to use, integrate with IT infrastructure
- Seek stakeholder buy-in
- Content review by VEE faculty
- Training in use of Platform
- VEE faculty complete survey before use
- Usage tracking, feedback mechanisms



Content Development-Applications

- Species-specific
- The Day 1 competencies are applied to that species throughout the scenario in a practical way
- Engaging and customizable
- Based on disease processes and/or real-world activities



Content Development- Foundations

- Series of short PowerPoint presentations as supporting materials
- Many applicable to all species; some species-specific
- Additional disease-specific resources



Proposed Reinvestment



Day 1
Platform for
Veterinary Education

Bridge Reinvestment

1. Broaden inventory of educational resources
 - Additional species, core course
 - Short course to assist faculty w/ content mod.
2. Expand AID-1C model into all VEEs in Ethiopia to prioritize D1Cs for future development
3. Expand and test this model in SE Asia



Bridge Reinvestment (cont'd)

4. Design the infrastructure to develop materials for all of the OIE Day 1 competencies and Model Core Curriculum and manage expanded global use of the Platform over a comprehensive multi-year project



Longer-Term Reinvestment

- Expand educational content
 - All OIE Core Curriculum courses
 - Will inherently address all Day 1 competencies
 - All species
 - Poultry, swine, small ruminants, cattle, working equids
- Expand geography
- Process for content review/update



Project Development Team

- Iowa State University (ISU) Center for Food Security & Public Health (CFSPH), USA
 - Project lead
 - Content development- Herd Health Management and Nutrition
 - Content development- teaching and learning resources
- Other ISU Faculty
 - Subject Matter Expert review
- The Ohio State University, USA
 - Evaluation Tool
 - Content Development- Infectious Disease Epidemiology
 - Gender support
- Massey University, New Zealand
 - Teaching and learning assessment at RUA
- Royal University of Agriculture, Cambodia
- University of Gondar, Ethiopia
- Other schools of veterinary medicine



Questions/ Comments?



Day 1
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Thank You!



Day 1
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