

Curriculum Development : Drivers of Change and International Comparisons

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Veterinary Medical Education



- ❖ Current environment in which **veterinary medical education** is being taught is **one of profound change**
- ❖ Moving towards a **global society**
- ❖ **This will have an impact on veterinary education!**
- ❖ For example - education of US veterinarians now occurs **worldwide**
 - ✓ Countries with **AVMA accredited Vet Schools** or Schools whose graduates **feed into the US market**
 - ✓ Currently 9 accredited foreign schools but this number is growing!





Drivers of Curriculum Development

What **factors** have **driven** Veterinary Curriculum Development, both within the US and internationally, in the **past**?

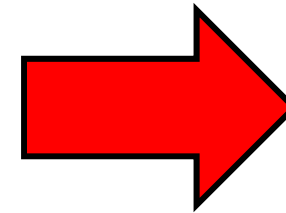
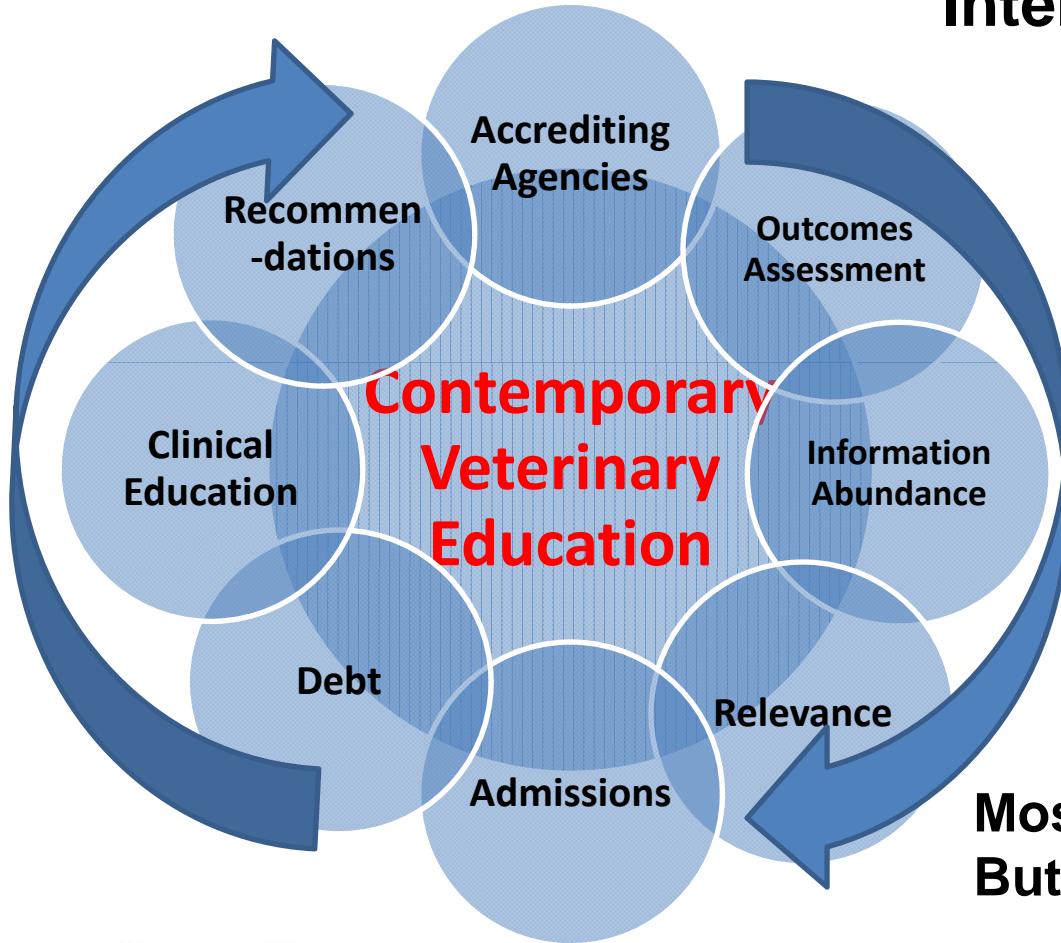
What factors are likely to drive Veterinary Curriculum Development in the **future**?





Drivers of Curriculum Development

Inter-related



Drivers of Curriculum Review and Renewal

Most affect Colleges worldwide
But may have different emphases





Drivers of Curriculum Development

1. Accrediting Agencies

- ❖ Significant input into curriculum development
 - ✓ mostly **indirect** input, but occasionally **direct**!
- ❖ **North America (US and Canada)**
 - ✓ AVMA – Council on Education (AVMA – COE)
- ❖ **Australia and New Zealand**
 - ✓ Australasian Veterinary Board Council (AVBC) - Veterinary Schools Accreditation Advisory Committee
- ❖ **United Kingdom**
 - ✓ Royal College of Veterinary Surgeons (RCVS) + European Association of Establishments for Veterinary Education (EAEVE)



STANDARDS





Drivers of Curriculum Development

Accreditation

AVMA-COE

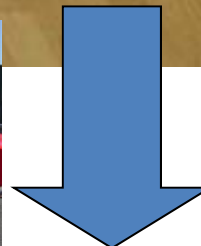
AVBC

RCVS

EAEVE

Harmonization

Global Curricula





Drivers of Curriculum Development

2. Outcomes Assessment

- ❖ Recent focus of the accrediting agencies on an **↑ accountability** by the Vet Colleges in demonstrating the **competence of graduates**

Vet Rec. 2004

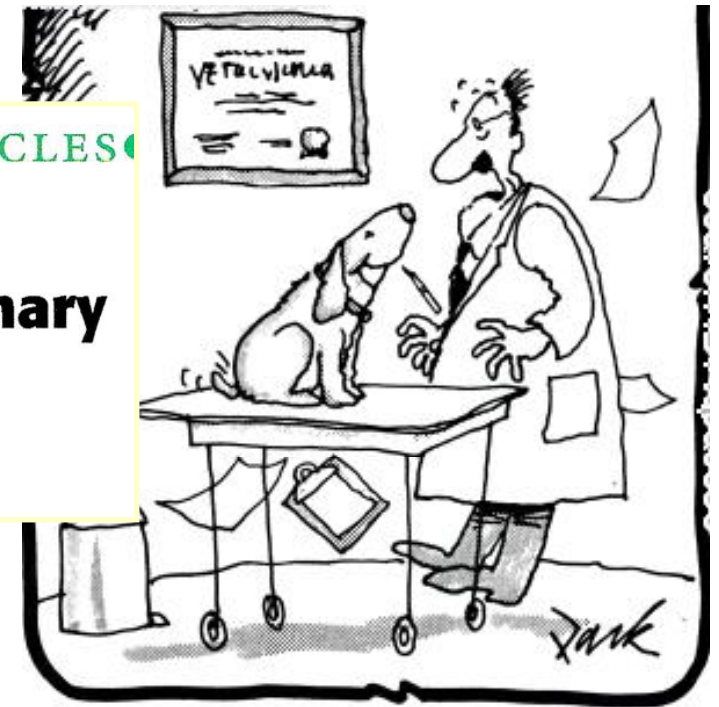
PAPERS & ARTICLES

Survey of mistakes made by recent veterinary graduates

R. J. MELLANBY, M. E. HERRTAGE



**Impact on
curriculum
development**



Suddenly Dr. Fogney realized this simple spaniel knew more about veterinary medicine than he did.



Drivers of Curriculum Development

2. Outcomes Assessment

❖ Competencies - Knowledge, Skills and Attributes

✓ Knowledge (Cognitive Skills)

- Ever-expanding!
- Who defines these? NAVLE – Job Analysis?

✓ Clinical Skills – Clinical/Technical

- US – currently trying to define these (VEC, NAVMEC)
- UK – Day 1 and Year 1 competencies and ongoing required CPD
- Australia “borrowed” the UK’s Day 1/Year 1 competencies

✓ Attributes (Non-Cognitive Skills)

- All struggling to define these let alone assess them!!!
- Increasingly seeing themes for “professional development” which are introduced longitudinally into curricula



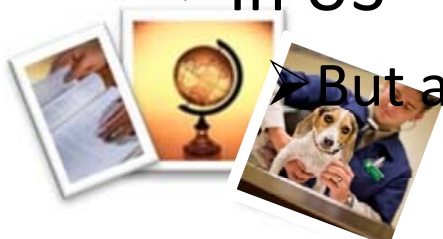


Drivers of Curriculum Development

3. Information Abundance

❖ How do we fit it all in?

- ✓ We don't!
- ✓ **Curriculum Reviews** are now deciding what is **core** information and what may be **additional**
 - Who is defining core information? NAVLEs? Accreditors?
- ✓ **Additional information** taught in some programs
 - **Tracking and Streaming** – limited licensure???
- ✓ Is the core/additional program the same at **all schools**?
- ✓ In US - has to fit into **4 years**
 - But are we really? ↑ no. of students doing **internships**





Drivers of Curriculum Development

3. Information Abundance

❖ How do the students make sense of it?

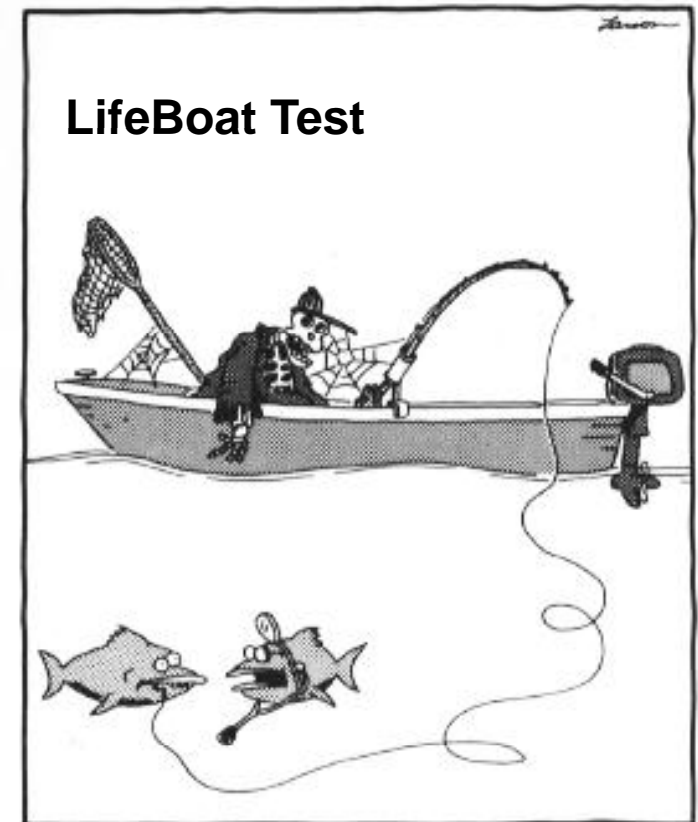
- ✓ They don't! "Academic bulimia"
- ✓ **Future direction** - training student differently using **different pedagogical approaches**
- ✓ Train students to navigate through the information abundance: how to make good decisions on where to go, what to access, and what to dismiss ("**factual relevance**")
- ✓ ↑ focus on "**just-in-time**" versus "**just-in-case**"
- ✓ ↑ focus on **critical thinking, problem solving, and reflection** (self-directed learning)



Drivers of Curriculum Development

4. Relevance

- ❖ Are we addressing societal needs?
 - ✓ Veterinary medicine and the **lifeboat test**: a perspective on the social relevance of the veterinary profession in the 21st century : FA Leighton *J Vet Med Educ* **2004**; 31: 329-333.
 - ✓ **Serving society first: a time for change in veterinary medicine.** P Eyre, O Nielsen, JEC Bellamy *JAVMA* **2004**, 225: 40-42.



"Well, first the bad news — you're definitely hooked."





Drivers of Curriculum Development

4. Relevance – Underserved Areas

❖ United States

- ✓ development of specific areas of focus in curricula
- ✓ ↑ funding for under-served areas (e.g., VMLRP)

❖ United Kingdom

- ✓ more emphasis on Public Health/Food Safety within veterinary curricula in UK Vet Colleges

❖ Australasia

- ✓ opened two new veterinary colleges which emphasize either FA medicine or Public Health/One Health

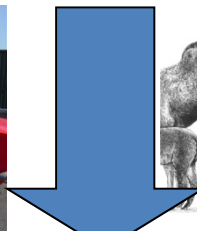




Drivers of Curriculum Development

5. Admissions

- ❖ Many veterinary schools have ↑ student numbers (UK & Australia) or are planning to do so (USA)
 - ✓ **Number** of students we admit to veterinary schools will impact on **what** we can teach and **how** we teach it
- ❖ But we have **stagnant admissions numbers**
 - ✓ AAVMC Sponsored Survey (March, 2008) reported admission applications to Veterinary Colleges have “flatlined” and ↑ need for veterinarians not being reflected in increasing application pools





Drivers of Curriculum Development

6. Money!

❖ Increasing cost of veterinary education

✓ Student Debt

- Median student debt – 2009 graduates
 - \$84,828 - \$162,851
- Student debt increasing out of proportion with potential incomes

✓ Universities Broke!

- Progressive ↓ funding for Higher Education including Veterinary Education





Drivers of Curriculum Development

6. Money

❖ Impacts veterinary curricular development:

- ✓ Length of time of courses & prevet requirements
 - 4 (undergrad) + 4 (DVM) years in US (=8 years)
 - 5-6 years total in UK and Australasia
- ✓ Courses offered & faculty hired to teach
- ✓ Clinical training – very expensive





Drivers of Curriculum Development

7. Clinical Education

❖ Clinical Training is very expensive!

❖ New curricular models:

✓ **Distributive Model**

- where **all** clinical teaching is undertaken outside the College and don't have Veterinary Teaching Hospital
- Western (US), Calgary (Canada), Nottingham (UK)

✓ **Hybrid models (Partially Distributive)**

- some inside/some outside





Drivers of Curriculum Development

8. Recommendations from Studies/Reports

- ❖ Number of foundational studies and reports that have impacted the direction of curricula - **though sometimes not as much as some would like!**
 - ✓ Pew Report - 1989
 - ✓ KPMG or “mega” study – 1999
 - ✓ Veterinary Education & Training: A framework for 2010 and Beyond – ESSG 2003
 - ✓ European Veterinary Education – Structuring Future Development - 2004
 - ✓ Foresight Report – 2007





Drivers of Curriculum Development

8. Recommendations from Groups

❖ Other Professional Organizations

- ✓ “Tomorrow’s Doctors” – U.K.
- ✓ Brown University Alpert Medical School
- ✓ Dentistry

➔ Professional Benchmarking

❖ Student Evaluations!

- ✓ “how much curricular change would occur without student evaluation to drive it?”





Drivers of Curriculum Development

8. Recommendations from Groups

- ❖ Groups recently formed to help direct change
 - ✓ **Veterinary Educator Collaborative (VEC)**
 - ✓ **North American Veterinary Medical Education Consortium (NAVMEC)**
 - ✓ **Education Strategy Steering Group (ESSG) - UK**
 - ✓ **WikiVet**
 - ✓ **Veterinary Schools Accreditation Advisory Committee (VSAAC)**

“Creative & forward thinking individuals with a collective passion for the profession”





Curriculum Development

Still a Journey



Haven't arrived at our destination!!!

