NAVMEC

“It is not going to waste!”

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NAVMEC FIVE STRATEGIC GOALS

1. Graduate career-ready veterinarians who are proficient in and have the confidence to use an agreed-upon set of core competencies.

2. Ensure that admissions, curricula, accreditation, and testing/licensure are competency driven.

3. Share resources to ensure veterinary medical education is of the highest quality and maximally cost-effective.

4. Promote an economically viable education system for both CVMs and veterinary students.

5. Stimulate a profession-wide focus on innovation, flexibility, and action.
Core Competencies of All Graduating Veterinarians

- Multi-Species Knowledge and Clinical Competency in One of More Species or Disciplines
- One Health Knowledge: Animal, Human, and Environmental Health
- Professional Competencies
  - Communication
  - Collaboration
  - Management (Self, Team, System)
  - Lifelong Learning, Scholarship, Value of Research
  - Leadership*
  - Diversity** and Multicultural Awareness
  - Adapt to Changing Environments

* Leadership is the ability to take direct action and influence others to take action

** Diversity refers to differences among people with respect to race, gender, age, ethnicity, sexual orientation, mental/physical ability, religion, job level, personality traits, education, health, stature, culture, language, and other human differences.
NAVMEC is Working!
Veterinary Medical Economics Takes Center Stage, Students Stand to Benefit from Expanded Economic Educational Opportunities

- AAVMC and the American Veterinary Medical Association (AVMA) have joined forces to address mutual concerns.
- Address issues such as student debt, promoting veterinary visits, and generating financial support by building awareness of the important work veterinarians perform.
- Partnership for Preventive Pet Healthcare has been established.
- NIH has indicated that veterinarians will specifically be included as qualified for clinical NIH loan repayment programs.
Groundbreaking Partnership between Academia and Industry Aims to Provide an Unparalleled Online Learning Experience to Help Meet the Needs of an Evolving Veterinary Profession

The Cornell University College of Veterinary Medicine and Texas A&M College of Veterinary Medicine and Biomedical Sciences announced a groundbreaking partnership with Pfizer Animal Health to offer veterinarians convenient, web-based educational products using the latest advances in educational technologies.
New Goal-Setting Initiatives, Stakeholder Input Reaffirm NAVMEC's Goals

- The Ohio State University Focus-Forward Weekend on The Financial Future of Veterinary Medicine
- Building new business models for veterinary education and the College of Veterinary Medicine
- Improving business success for private practices
- Addressing student debt and marketability of new graduates
- Creating new economic opportunity by driving demand
Working Together — Universities Form Consortium to Share Ideas and Resources

- The Consortium of Western Regional Colleges of Veterinary Medicine is a regional “think tank” committed to strategic planning, action and collaboration.
- Identify areas of potential collaboration and to share ideas and resources in support of educating veterinarians who are well-prepared to enter practice.
- OSU, CSU, UC Davis, WSU, and Western U plan to create a regional teaching academy that would offer advanced instruction for faculty on the latest innovations and research in veterinary medicine.
- Removing the gaps between societal needs and selected career tracks among veterinarians
- Recruitment of veterinary students and professional readiness of graduating veterinarians
- Learning and application of “soft skills,” such as communication and veterinarian-client interactions
- Creating rich and innovative learning environments for students.
NAVMEC Recommendations: Baseline Progress Metrics
Stakeholders Invited to Respond

Responders:
2,485 NA Students (20%)
144 All Other Stakeholders (36%)
Core Competencies: Responses

- 48% of Assoc. Deans report progress in defining the NAVMEC core competencies; 57% willing to share progress

- 88% of employers consider these some/all these NAVMEC competencies to be useful skills for new DVM graduates

- 70% of Curricular Chairs are using core competencies in their curricular development, and report these are ‘very similar’ to NAVMEC’s

- 80% of Curricular Chairs, 65% of Assoc. Deans report that the NAVMEC core competencies are either very valuable or quite valuable

- Extensive use of NAVMEC core competencies in curricular dev. plans:
  - Multispecies Knowledge: 60%
  - One Health: 10%
  - Professional Competencies: 30%

- 50% of Assoc. Deans report that all core competencies are taught in each curricular year; 75% are developing plans for more integration
Core Competencies: Responses (cont’d)

- CoE members report that the NAVMEC competencies are partially integrated into the standards of accreditation. Plans to fully integrate in next 1-3 years.

- 88% of NBVLE members report partial optimization of the evaluation of the NAVMEC core competencies. 25% expect to fully optimize evaluation in next 1-3 years; 38% don’t know.
One Health Responses

- 52% of Assoc. Deans report major progress in developing plans to incorporate One Health in their curriculum

  29% have already extensively incorporated One Health concepts

  24% are having lots of interaction with partner institutions

- 22% of DVM students report extensive incorporation of One Health concepts into the curriculum

  5% of students have experienced lots of exposure to partner medical institutions
Sharing Resources: Assoc. Deans’ Responses

Would you be interested in participating in an expert panel to review ways to share education resources?

- Definitely YES: 40%
- To some extent: 40%
- Definitely NO: 10%
- Don't know: 10%

Would you be interested in participating in the early stages of the creation of an inventory of shareable educ. resources?

- Definitely YES: 24%
- To some extent: 57%
- Definitely NO: 9%
- Don't know: 10%
Economically Viable Education System Responses

- 65% of deans reported that they are ‘extremely active’ in identifying cost-efficiencies and additional revenue streams.

- 10-15% of deans reportedly have specific annual targets.

- Executive Directors of AAVMC and AVMA report that plans are being created to:
  
a) Jointly promote the value of veterinary medicine to human, animal & environmental health, policy makers, etc.

  b) Convene a employers-educators workshop to look for new ways to address the issue of student debt to starting salary.
Implementation: Feedback

- 21% of Deans report that they have collaborative teams functioning at their CVM, to provide a focus on NAVMEC implementation

  16% of Deans would like AAVMC to facilitate/help in this area

- 10% of Assoc. Deans report that they are involved in or planning to be involved in open forums to share best practices among CVMs

- Regarding the Implementation Plan, a spectrum of responders report:
  a) Refining recommendations thru s/holder feedback    Signif. progress
  b) Defining metrics for success                  Some progress
  c) Creating a schedule, milestones         Insuff. progress
  d) Creating an implementation budget No progress

- There has been No Progress in seeking financial support to help with the implementation of NAVMEC recommendations
Financial Counseling in Every Year: Associate Deans’ Responses

- Already adopted in each year: 47%
- Next academic year: 5%
- Adopt some time in the future: 29%
- No plans: 14%
- Don’t know: 5%
Financial Counseling in Every Year: DVM Students’ Responses

- Very useful: 17%
- Moderately useful: 20%
- Basic info only: 16%
- No counseling: 11%
- Don’t know: 28%
- High quality: 8%
Where do we go from here?