

AAVS POST

The latest news and updates from Asian Association of Veterinary Schools



IN THIS ISSUE

MESSAGE FROM THE PRESIDENT -THE ROLE OF AAVS-

UPDATES ON ACTIVITIES & MESSAGE FROM SECRETARY GENERAL

MEMBERS' REPORTS

Veterinary Education in the Time of Covid-19

- Bogor Agricultural University (IPB), Indonesia
- University of the Philippines Los Baños, Philippines
- University of Veterinary Science, Yezin, Myanmar
- University of Veterinary and Animal Sciences, Lahore, Pakistan
- Universitas Brawijaya, Indonesia
- The University of Tokyo, Japan

Message from the President -The Role of AAVS-

by Prof. Masatoshi Hori, the University of Tokyo

I'm Masatoshi Hori from the University of Tokyo, the president of AAVS. AAVS is a group of Deans from veterinary colleges in Asian countries, founded in 2001. The University of Tokyo now has the secretariat, which receives support from the World Organisation for Animal Health (OIE) Regional Representation for Asia and the Pacific. When AAVS was established in 2001, it was functioning as the social and information exchange place for Deans of veterinary colleges in Asian countries. However, the social situation surrounding us has changed significantly over the last 20 years, and expectations for the role of AAVS have expanded.

(to the next page)

The pandemic that emerged in Wuhan, China in December 2019 quickly spread around the world as “COVID-19.” It is an infectious disease caused by SARS-CoV2 virus related to SARS (Severe Acute Respiratory Syndrome) caused by SARS-CoV1 that was first identified in Guangdong Province, China in 2002. In 2012, a similar MERS-CoV1, which causes MERS (Middle East Respiratory Syndrome), was reported in Saudi Arabia. All of these are bat-hosted viruses. On the other hand, in Japan and many other countries in the World, a large number of highly pathogenic avian influenza outbreaks occurred in poultry in the winter of 2020. There are no reported cases of human avian influenza infections in Japan, but infections in over 2,000 people have been reported in Asian countries over the years. In addition, African swine fever (ASF) has been confirmed as a livestock infectious disease in 59 countries and territories and has spread from Africa, to Eastern Europe, Russia, and Asia.

Considering the origin of these viral infectious diseases, the term "zoonoses" is no longer valid. All virus causing animal infectious diseases mutate through infections in different animals such as wild animals, potentially resulting in some viruses acquiring human infectivity and virulence. Therefore, controlling livestock infectious diseases in general contributes towards prevention of the emergence of zoonoses. In addition, since many of these pandemic-causing viruses originate in Asia, the social responsibility of veterinarians in Asian countries to prevent human viral infections is increasing year by year. The spread of livestock infectious diseases such as ASF also threatens food safety and security, given the global population growth.

Now is the time for AAVS to collaborate with international organizations such as the OIE to carry out educational activities related to epidemics, diagnosis and treatment of infectious diseases, and to train veterinarians who have acquired common high-quality education and skills for animal infectious diseases detection, control and prevention in Asian countries. I hope that veterinary colleges in Asian countries will work together to achieve the program. If these activities are realized, they will become a part of efforts to establish accreditation standards for veterinary education in Asian countries.



Message from Secretary General

by Prof. Takeshi Haga, the University of Tokyo

Updates on Past, On-going, and Upcoming Events

Welcome to the first issue of the AAVS Post, the e-Newsletter for AAVS Members!

The Newsletter is aimed to provide AAVS Members with various updates from AAVS Office, as well as a platform for information sharing among Members. The topic of this inaugural issue is “Veterinary Education in the time of Covid-19” – the same as the theme of our first virtual meeting organized in January 2021. On behalf of the AAVS, I would like to express my sincere appreciation to the AAVS Members who kindly contributed the stories on their experiences. For questions and comments about the newsletter, please contact AAVS Office.

AAVS Members are also invited to share information through [AAVS Website](#). Under “Opportunities,” announcements by AAVS Members such as scientific events and continuing professional education opportunities can be posted. I invite you to utilize the function. If you are interested in posing information, please contact the [AAVS Office](#).

With support of AAVS Office, OIE Regional Representation for Asia and the Pacific, and AAVS Members, AAVS organized several **online events** since the beginning of the year. The details, including copies of the presentations, are available on the AAVS website.

- [AAVS Virtual Meeting on Veterinary Education in the time of Covid-19](#)
- [AAVS session in ICAVESS on Veterinary Education in Asia](#)
- [AAVS-OIE-UGM joint session in ICAVESS on Collaboration between VEEs and International Organisations](#)

Thank you, the AAVS Members, for your active participation in these events.

AAVS has also conducted a **survey of lecture and other learning/teaching materials needs and availability** in order to facilitate sharing of resources among AAVS Members. The collected information is currently being compiled and will be available on a password protected page of AAVS website by the end of May 2021.

SAVE THE DATE!

The next AAVS event is “**AAVS Symposium on Accreditation of Veterinary Schools in Asia**” to be organized virtually on **23 July 2021 15:00-17:00 JST**.

The 19th General Assembly of AAVS Members, which was postponed from last year, will be organized virtually on **24 September 2021 16:00-17:00 JST**.

If you know any veterinary education institutions in Asia which may be interested in applying to become AAVS Members this year, please inform them that an expression of interest should be submitted to the AAVS by the end of August 2021 along with supporting documents. For more information, please contact [AAVS Office](#).

Gross Anatomy Teaching in the Faculty of Veterinary Medicine Bogor Agricultural University (IPB) Indonesia during Covid-19 Pandemic

by Srihadi Agungpriyono, Nurhidayat, Heru Setijanto, Chairun Nisa', Savitri Novelina, Supratikno, Danang Dwi Cahyadi and Ikhsan Kadarusman, Faculty of Veterinary Medicine, Bogor Agricultural University (IPB), Indonesia

Since the first case reported in March 2020, now, after one year, it has been nearly 1.4 million people infected with Covid-19 in Indonesia. Entering the new year 2021, the cases are still increasing. Ministry of Education and Culture Indonesia decided that all teaching in the Indonesian universities has to be conducted online during this even semester (February-July 2021).

Veterinary anatomy is a very important subject in veterinary medical education to give the early semester students a better understanding of the animal structure, function, and behavior. In the Faculty of Veterinary Medicine, Bogor Agricultural University (IPB), the subject veterinary anatomy consists of gross anatomy, histology, and embryology. Gross anatomy is given to 2nd and 3rd-semester students, divided into Veterinary Anatomy I, Veterinary Anatomy II, and Topographic Anatomy. Basic understanding of anatomical terms, musculoskeletal system, and aesthesiology is given in Veterinary Anatomy I, while organ system and avian anatomy are given in veterinary anatomy II. Topographic Anatomy describes the anatomy of important regions in horses and dogs related to their clinical implications.

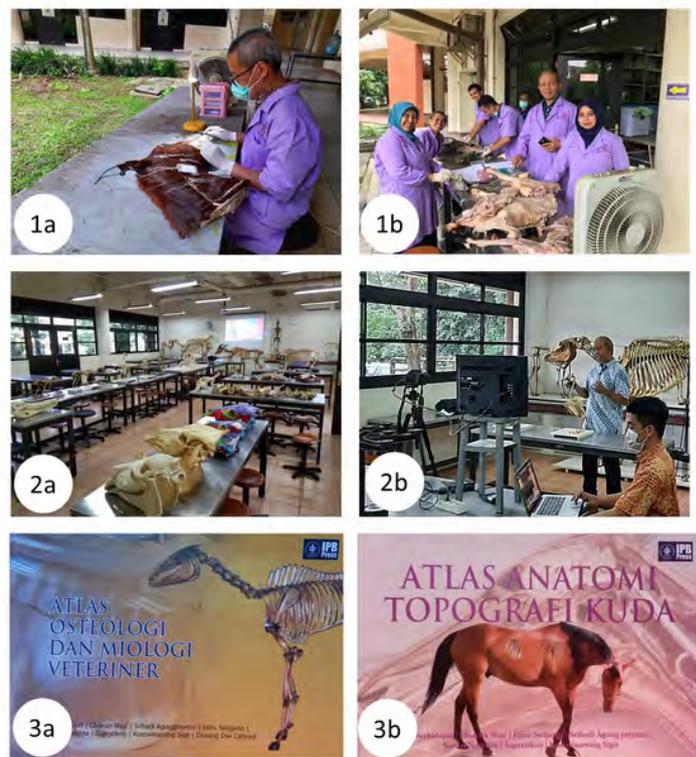


Image credit: Bogor Agricultural University (IPB)

Figs. 1a and 1b

Specimens for the practice are pre-dissected by lecturers and are recorded in the video. We use specimens from the horse (a) or dog and sheep/goat (b). The videos are placed in the University Lecture Management System (LMS) to be accessed by the students.

Fig. 2a

Specimens in the anatomy teaching including skeletons, muscles, and organ systems of domestic animals and some wild mammals. Skeletons and bones are prepared for video taking.

Fig. 2b

Lecturer records their lectures. The videos are placed in the University LMS and then accessed by students.

Fig. 3a and 3b

Examples of our atlas of anatomy. The atlas is sent to each student and used during online lecture and practice.

IPB receives around 200 students each year. About 10% of them are foreign students, mostly from Malaysia. To facilitate students with optimum learning in gross anatomy in the current situation, especially in the practice, we provide them with several learning materials, namely (1) video of cadaver dissection done by the lecturers, (2) an atlas book for each student, (3) video-recorded PowerPoint presentation of lecture explanation with lecturer's voice, (4) online meeting using zoom for lectures and exams, and for discussion on topics before the exams, and (5) student-lecture chat using WhatsApp. All materials of no. 1 and 3 are placed in IPB university's online teaching system called Learning Management System (LMS) so that the students can access them at any time they want. Atlas books are sent to each student, including our international students in Malaysia. We also provided students with a special lecture given by lecturers from abroad.



Fig. 4a
Special online lecture was given by Dr. A.A. Macdonald from the University of Edinburgh, UK

Students respond positively to the materials provided, reporting that they feel comfortable and enjoy the learning of anatomy. The result of the student exam was satisfactory. We realize, however, that this may not equal yet to the face-to-face learning and self and direct practice. For this, we have also prepared to be able to carry out enrichment practices at a possible time later.

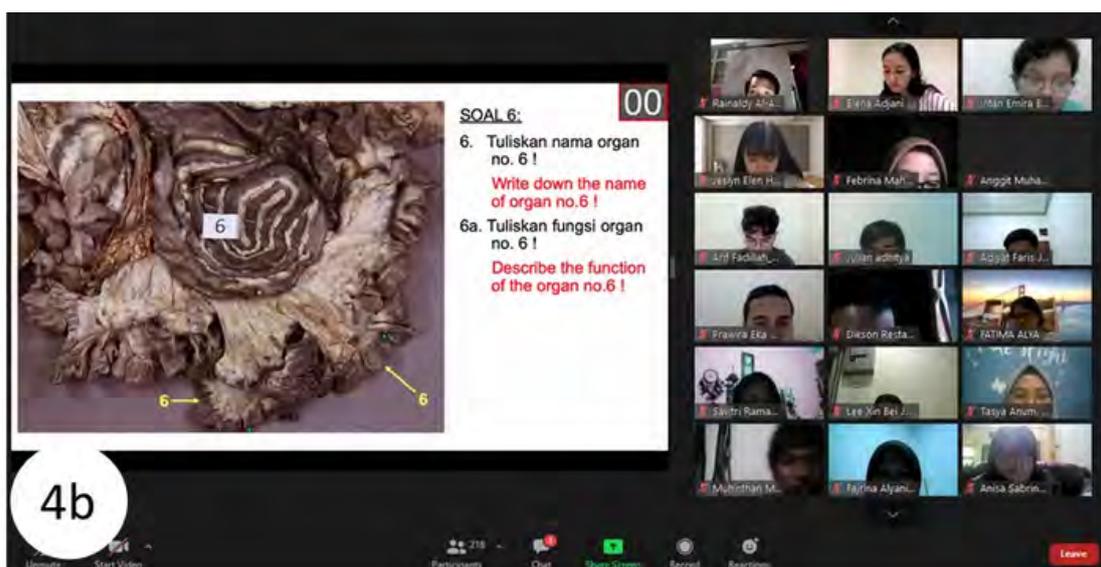


Fig. 4b
Exams are also given online using zoom meeting

Pursuing Quality Assurance in the Midst of the COVID-19 Pandemic

by Jezie A. Acorda, Professor and Dean, College of Veterinary Medicine, University of the Philippines Los Baños, Philippines

The College of Veterinary Medicine, University of the Philippines Los Baños, (CVM-UPLB) like other higher education institutions, struggled to cope with the challenges of the COVID-19 pandemic. Among the challenges faced were the transport of students stranded in the campus to their provinces, provisions for students stranded in the campus, conduct of remote learning, training in learning management systems, work from home arrangement for faculty and staff, provision of resources in terms of gadgets and internet connectivity, redesigning of the Doctor of Veterinary Medicine (DVM) curriculum, creativity in the holding of laboratory classes remotely and mental and emotional health of both faculty and students.



Fig. 1
Remote discussion with AUN-QA Assessors and UPLB officials.

In the midst of these conditions, CVM-UPLB braced itself and strove to improve its quality of education through both internal assessment and external assessment of its DVM program. Internal assessment was conducted within the college through the preparation of a Self-Assessment Report and within UPLB through evaluation by the Academic Assessment and Development Advisory Committee.



Fig.2
CVM-UPLB Complex showing the administration building and two departments.

External assessment was pursued through the ASEAN University Network - Quality Assurance (AUN-QA) remote assessment of the DVM program. The remote assessment took place on the 26-30 October 2020 through the concerted efforts of all CVM constituents: the faculty, staff, students, alumni, and employers. The College was ably supported during the one-year preparation and one-week conduct of remote assessment by the UPLB Administration through the Academic Assessment and Development Unit, Information Technology Center, Office of Public Relations, Department of Human Kinetics, Office of the Vice Chancellor for Academic Affairs, Office of the Vice Chancellor for Student Affairs, University Main Library, University Health Service and Learning Resource Center.



Fig. 3
CVM-UPLB Library. The assessors were impressed by the library facilities, which include a lounging area.

Veterinary Education for Continuous Professional Development in the Time of COVID-19 in Myanmar

by Prof. Ye Htut Aung*1 and Prof. Hlaing Myint*2

*1 Pro-rector for Academic Affairs, University of Veterinary Medicine, Yezin, Myanmar

*2 Department of Medicine, University of Veterinary Medicine, Yezin, Myanmar

The University of Veterinary Science (UVS) is the only Veterinary Education Establishment (VEE) in Myanmar since 1957. It is solely responsible for the development of human resources for Performance of Veterinary Services, sustainable development of Livestock Sector and Rural Development in Myanmar. Students of UVS come from throughout the country.



Fig. 1
Myanmar Universities' Research Conference 2020, UVS

The initiation of the second wave of COVID-19 in Myanmar led to the suspension of veterinary undergrad and postgraduate programmes on 24 March 2020. Due to the limitations in the internet connection and the delay in establishment of electronic learning management system (eLMS), we have not offered any virtual courses for the undergrad students yet. However, the education programmes for veterinarians, particularly for the postgraduate students, were transitioned to virtual platform and talks on several topics were completed during the COVID-19 period for continuous professional development. In addition to the virtual talks, the Myanmar Universities' Research Conference 2020 (MURC 2020) for the Agriculture, Livestock and Forest sector was held on 25-27 June 2020 in UVS by following the COVID-19 regulations of the Ministry of Health and Sport.

The scientific paper readings of the postgraduate students were conducted virtually on 25-27 August 2020 as public defense for their degree theses. As a commemoration of World Antimicrobial Awareness Week 2020, a whole day virtual education-talks were performed in UVS on 21 November 2020 for “enhancing awareness on antimicrobial resistance in livestock in Myanmar” in collaboration with the Myanmar Veterinary Association (MVA). The annual virtual conference of MVA was accomplished in UVS on 19-20 December 2020. The veterinarians and postgraduate students of UVS throughout Myanmar participated in the above-mentioned activities of UVS virtually.



Fig. 2
Public Defence of PhD and Master Students, UVS

Improvement in internet connection and establishment of eLMS are still to be done for the transitioning of conventional teaching to blended learning system for the undergrad and postgraduate students in UVS, Myanmar.



Fig. 3
World Antimicrobial Awareness Weeks, UVS

Veterinary university extended a helping hand against COVID-19 in Pakistan: One Health approach

by Prof. Tahir Yaqub, Assoc. Prof. Muhammad Nawaz, Assoc. Prof. Muhammad Zubair Shabbir, Lect. Muhammad Asad Ali

Institute of Microbiology, University of Veterinary and Animal Sciences, Lahore, Pakistan

At a time when COVID-19 left the world paralyzed, isolated and reeling in crisis, the University of Veterinary and Animal Sciences (UVAS) in Lahore extended a helping hand in the fight against COVID-19 in Pakistan.

UVAS is working in close collaboration with the Punjab Health Department in various ventures ranging from providing technical services and capacity building, to running COVID-19 diagnostics and determining sewage water-based epidemiology of SARS-CoV-2.



Fig. 1
COVID-19 Testing Team at BSL-3 Laboratory for Emerging Pathogens, UVAS

UVAS primarily deals with issues and problems in the veterinary sector. However, in the current situation where COVID-19 has changed our concept of boundaries, the Vice-Chancellor, Prof Dr Nasim Ahmad, took an initiative early in the pandemic under the One Health approach, and fast-tracked the development of a laboratory for diagnosis of COVID-19 in human samples. The resulting “Biosafety Level-3 Laboratory for Emerging Pathogens” was evaluated and approved for conducting diagnostic tests of COVID-19 by Punjab Healthcare Commission. Since April 2020, this laboratory has conducted more than 140,000 PCR based COVID-19 diagnostic tests on human samples.

It is noteworthy that Prof Dr Tahir Yaqub, Director at the Institute of Microbiology at UVAS, along with other faculty members and post-graduate students at the institute, undertook this task as volunteers. They continue to contribute to the best of their abilities.



Fig. 2
COVID-19 Testing Team at Institute of Microbiology, UVAS

In collaboration with the Health Department in Punjab, UVAS also optimized SARS-CoV-2 detection and quantification protocols from sewage water at different localities to develop a “Smart Surveillance Strategy for Smart Lockdown”. Quantification of the SARS-CoV-2 genome from sewage water and its association with the actual COVID-19 burden in the human population was useful in execution and implementation of the “smart lockdown” strategy in Pakistan.

This team is mapping the sewage water based epidemiology of COVID-19 in Lahore, a second largest city of Pakistan, and on weekly/fortnightly basis. The team has been successful in early identification of crests and troughs in the COVID-19 waves in Lahore, Pakistan. Since second week of March, 2021, Pakistan is experiencing third wave of COVID-19, which was identified and communicated to the authorities by this team. Now the team has expanded its work to other cities of Punjab as well i.e Gujranwala. Their approach is very useful in implementing broader and specific COVID-19 control strategies in developing and under-developed countries where COVID-19 testing capacity is still not enough.

This team is also monitoring the SARS-CoV-2 specific antibodies and COVID-19 in pet and captive animals in Lahore, Pakistan but has not identified any COVID-19 case or SARS CoV-2 antibodies in captive or pet animals.

This provides an update on an article originally posted on OIE Regional Representation for Asia and Pacific (OIE RRAP) website page featuring COVID-19 experiences of member countries. The page also provides links to various OIE Resources on COVID-19. Please visit the page by URL below.

<https://rr-asia.oie.int/en/projects/covid-19-in-asia-and-the-pacific/>

Innovation of Veterinary Education during COVID-19 Pandemic in Faculty of Veterinary Medicine, Universitas Brawijaya, Malang, Indonesia

by Dyah Ayu Oktavianie Ardhiana Pratama, Fajar Shodiq Permata, Herlina Pratiwi, Analis Wisnu Wardhana, Indah Amalia Amri, Nofan Rickyawan

Faculty of Veterinary Medicine, Universitas Brawijaya, Puncak Dieng Eksklusif, Kalisongo, Dau, Malang, East Java, Indonesia, 65151

Contact: pskh_ub@ub.ac.id

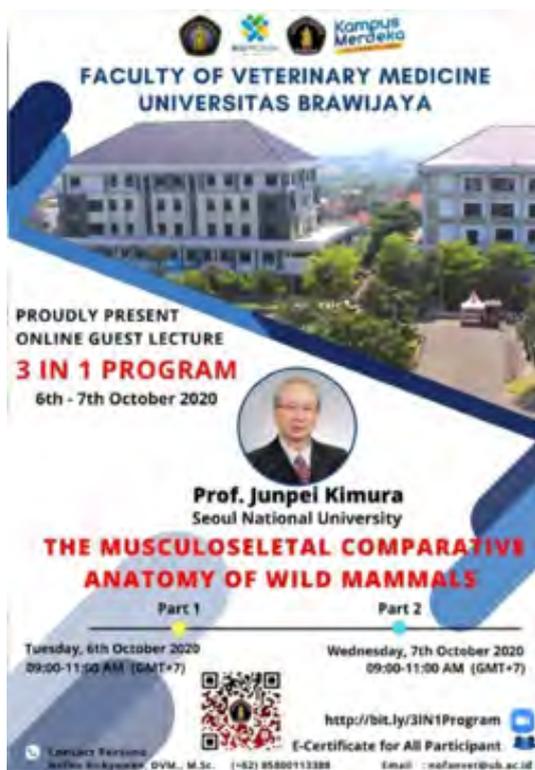


Fig. 1
Example of Visiting Professor by Prof. Junpei Kimura from Seoul National University, South Korea coordinated by FVM UB. He gave a lecture to both undergraduate students and students of the DVM program

Faculty of Veterinary Medicine Universitas Brawijaya (FVM UB) is located in Malang city. Malang city is one of the red zones of Covid-19 in Indonesia because the death rate due to Covid-19 in Malang is higher (8.1%) than the national rate (4.7%). Therefore the activities of veterinary education have to be conducted virtually in FVM UB. FVM UB responded quickly to transit to the virtual platform through a close collaboration of IT and academic units. FVM UB used Virtual Learning Media which is a platform from Universitas Brawijaya (VLM UB) to share unsynchronized materials (video, PowerPoint, etc). FVM UB subscribed to five Zoom premium accounts to facilitate virtual classes for teaching.

In 2020, FVM UB invited 9 (nine) professors from University Partners in overseas to enrich education for students (Fig. 1).

FVM UB also conducted Virtual Student Exchange Program which was participated by students from Faculties of Veterinary Medicine in Vietnam and the Philippines (Fig. 2). The lecturers of each course made videos on related practical subjects, both for undergraduate and professional DVM programs, for example video of practical session such as Necropsy technique, microbiological identification technique, etc. Students of DVM programs also created a video about the practical sessions as a compulsory task and the lecturer assessed students' competencies based on the video. The main competency evaluated through such means was how students performed a physical examination on a patients. The good things about Virtual Platform were the flexibility of teaching time, the easiness of sharing the lecture materials and the possibility to meet with various Visiting Professor from overseas through online media. However, the digital assessment was challenging to guarantee that the students gained every subject's learning outcomes.



Fig. 2 Information flyer of Virtual Exchange Students which was organized by FVM UB and joined by students of FVM UB Indonesia, Faculty of Veterinary Medicine and Animal Science, Nong Lam University, Vietnam and College of Veterinary Medicine, Tarlac Agricultural University, Philippines.

As a contribution to the prevention of Covid-19, FVM UB also take a role through community service activities in the form of giving masks, hand sanitizers and water barrel to the citizens around the Campus location (Fig 3). Another contribution of FVM UB is providing public education about healthy lifestyles for the prevention of Covid-19 and education about how to handle pet animals during the Covid-19 pandemic through social media.



Fig. 3 Community outreach in the Kalisongo area by FVM UB as a social responsibility to prevent COVID-19 spreading

OIE Veterinary Education Twinning Project between Japan and Cambodia in the time of COVID-19

by Assoc. Prof. Kozue Miura & Prof. Masayoshi Kuwahara*, the University of Tokyo, Japan, and Dr. Keo Sath, Vice-Dean & Prof. Kang Kroesna, Dean, Royal University of Agriculture, Cambodia
*Contact: akuwam@g.ecc.u-tokyo.ac.jp

A 2-year OIE Veterinary Education Twinning project between the University of Tokyo (UTokyo), Japan and the Royal University of Agriculture (RUA), Cambodia began in December 2018. The objectives were 1) Strengthening of curriculum implementation and curriculum enrichment including the intensive lectures at RUA, 2) Strengthening of academic and technical staff capacity at RUA (by enhancing the subject knowledge and didactic skills of teaching staff), and 3) Establishment of video conference and distance learning systems.

In order for us to enhance the knowledge and didactic skills of RUA teaching staff (objective 2), we invited all the RUA teaching staff in the Faculty of Veterinary Medicine to UTokyo as part of the twinning project and the last group of RUA staff members went back to Cambodia on 1st February, 2020, the day after the declaration of COVID-19 as a Public Health Emergency of International Concern by WHO. Because UTokyo and RUA had no choice but to concentrate on our own education systems under the COVID-19, the project was stopped for about 6 months. Although initially, our project was to complete in September 2020, OIE accepted that the project to be extended until September 2021.

Fortunately for the project, the remaining objectives are providing intensive lectures and the establishment of distance learning systems, neither of which require any face-to-face activity. Now, UTokyo team has restarted to provide intensive lectures using an online platform. In addition, we prepared some virtual slides for histology and pathology lectures and provided them to RUA. The virtual slides are very useful for lectures and practice courses because students are able to practice histology and pathology without microscopes.

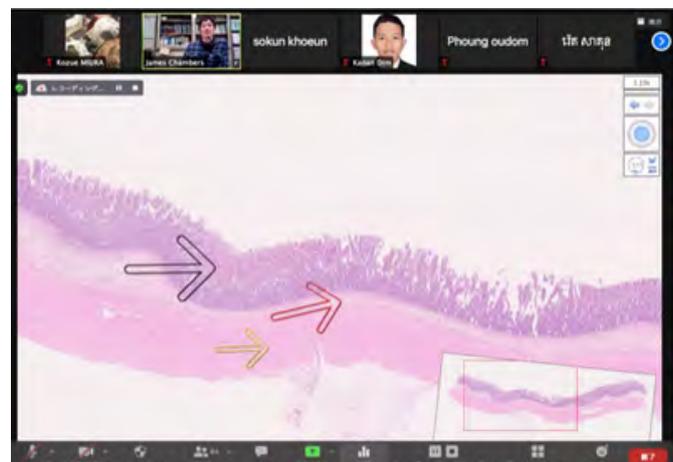


Fig. 1
Zoom lecture of histology and pathology using virtual slides



Fig. 2
Recording a surgical operation for Virtual Reality materials

Now, UTokyo is trying to make virtual realities (VR) materials of surgical operations for teaching at UTokyo. In the future, we will make the VRs of diagnosis of livestock animals and more and explore how they can be used/ adapted for the twinning project. In conclusion, we learned that we could adapt and develop our information technology literacy to provide veterinary education under COVID-19. We hope that together, we can continue to advance veterinary education in our institutions even under the COVID-19 situation.

-----end-----

FOR MORE INFORMATION ABOUT AAVS

Please visit AAVS [website \(https://aavs.jp/\)](https://aavs.jp/)

FOR COMMENTS AND QUESTIONS

Please contact us via [AAVS website contact form](#) or secretary@aavs.jp

