AAVMC American Association of Veterinary Medical Colleges

CIVME Council on International Veterinary Medical Education

Federation of Asian Veterinary Associations 1978

AAVS Asian Association of Veterinary Schools

Veterinary Education Research

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AAVS Veterinary Education Research - Working Group 11-13

Message from the VER-WG Chair

Research conducted by the veterinary education community is crucial to constantly improving educational outcomes globally. However, by 2022, veterinary education research (VER) in Asia was a newer discipline when the AAVS Working Group on Veterinary Education Research (AAVS-VER-WG)was established. The main goal of AAVS-VER-WG was to impart awareness encompassing advancements in veterinary educational research and to establish a network of veterinary educational researchers in the region. The AAVS-VER-WG was started with 31 members in 2022, and currently it has 93 members, out of which 13 were designated as Core Group members representing different member institutions.

The inherent challenges such as lack of funding, time constraints and difficulties encountered when undertaking a research study such as obtaining ethics approval, data collection & analysis and publishing were considered by the Core Group when planning future activities. A consensus was reached to provide expertise and mentoring as the major theme to enhance the growing enthusiasm of VE researchers in AAVS member countries. Thus, AAVS-VER-WG has streamlined its activities to enhance the enthusiasm of members of AAVS countries to engage in VER by organizing four quarterly meetings a year, each of which consists of a progress review by the Core Group members followed by a CPD event for the general membership. The themes were carefully selected for the CPD calendar to cater to the development needs of the group members particularly in terms of building their capacity in the discipline of VER. This year, it was possible to deliver CPD sessions by world-renowned veterinary educationists on (i).Supporting scholarship and innovation in veterinary medical education (ii). Evaluation of veterinary students' perception of their day-1 competencies (iii). quantitative and qualitative approaches and analysis in veterinary education research (iv). questionnaire design in veterinary education research and (v)Case-based learning via modern virtual platform.

In addition, AAVS-VER-WG conducts a Journal Club quarterly where the members meet virtually to review and discuss a published research article in the field of veterinary education research. These activities have resulted in successful collaborations among the members of AAVS member institutions to write grant proposals and secure funding to commence educational research in Asia. Also, there have been improvements in protected research time, conducting writing workshops, and mentorship to assist with the production of meaningful VER.

Today, we celebrate the success of VER in Asia, hosting VetEd Asia 2024. The researchers and VER-WG members from the AAVS member institutions have contributed original research findings and teaching innovations to make the program of VER-WG session rich, diverse, educational and thought-provoking. We are indeed grateful to each one of them. We extend our sincere gratitude to the leadership of AAVS and the colleagues at the AAVS secretariat without whom the inception of VER-WG, smooth continuation of its' activities and the organization of VetEd Asia 2024 would not have been possible. I hope that stronger partnerships will emerge from this VER-WG session today, to enhance our shared commitment to carry out outstanding veterinary education research in the region and globally. Thank you again for participating in VetEd Asia 2024, we look forward to meeting you and wish you all a successful, invigorating and engaging conference!

With profound regards,

Prof. Nayana Wijayawardhane-Chair, VER-WG
Department of Veterinary Clinical Sciences
Faculty of Veterinary Medicine & Animal Science
University of Peradeniya, Sri Lanka.

Message from the CIVME Chair

Congratulations to AAVS Veterinary Education Research Working Group (AAVS VER-WG), and its Chair, Professor Nayana Wijayawardhane for organizing the 2nd Veterinary Education Research Session in the VetEd Asia 2024. Council on International Veterinary Medical Education (CIVME) is very proud of the excellent achievement of VER-WG during the short time since its inception in 2022. We are very honoured to work closely with AAVS-VER-WG to promote collaboration, foster innovation and share best practices on a worldwide scale to advance the quality of teaching and learning in veterinary medical education. Numbers of efforts have been conducted by VER-WG including regular core group meetings, regular CPD programs, to review and discuss pertinent published journal articles and to take the lead in organizing the 2nd Veterinary Education Research Symposium in Aisa. The central goal of the event is to promote VER in the region, open dialogue and knowledge-sharing within the AAVS community. CIVME is convinced that such great effort will accelerate breakthroughs in veterinary education research and teaching innovation. Let's acknowledge the significance of leadership of members of AAVS who are inspiring and promoting streamlined process and fostering innovation through research with undivided dedication to the field.

I am proud to feature this event as one of the best examples to showcase the benefits of flow of information between CIVME and AAVS-VER-WG to collectively push the boundaries of knowledge and improve the veterinary profession.

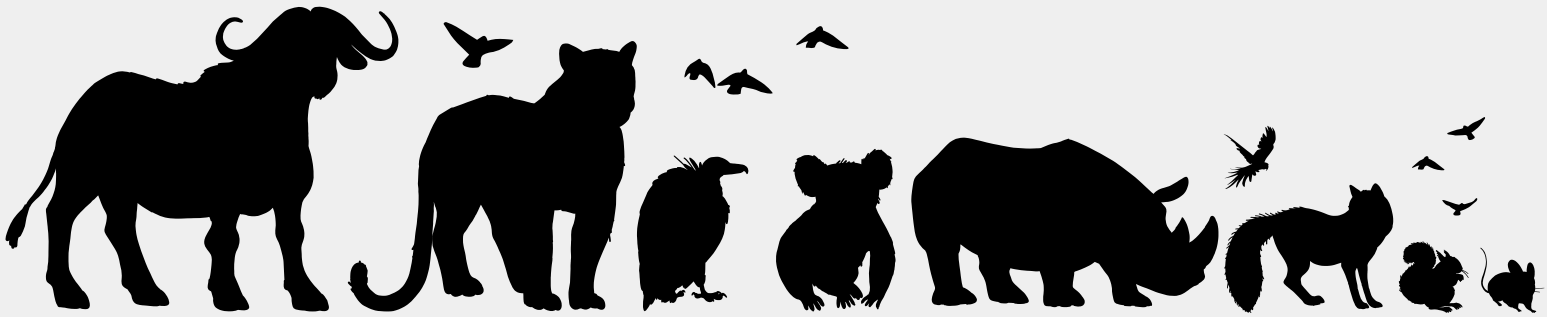
All the best for a productive VetEd Research Symposium 2024!

Pan Dong Ryu, DVM, PhD
Chair, Council on International Veterinary Medicine Education
Professor, College of Veterinary Medicine, Seoul National University

Acknowledgement

We would like to acknowledge the support provided by the World Organisation for Animal Health (WOAH) Regional Representation for Asia and the Pacific.

We are also grateful to the Council on International Veterinary Medicine Education (CIVME), Federation of Asian Veterinary Associations (FAVA) and Seoul National University (SNU), for being our active partners for the VetEd Asia 2024.



World Organisation for Animal Health
Founded in 1924

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FAVA 2024

Exploring veterinary perspectives on artificial intelligence in education and practice

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Abstract

Artificial Intelligence (AI) is rapidly transforming various sectors, including veterinary medicine. Its applications in this field are relatively recent. Therefore, we conducted a cross-sectional study to evaluate the knowledge, attitudes, and practices (KAP) of Jockey Club College of Veterinary Medicine faculty and students, as well as veterinarians in Hong Kong towards AI use in teaching and practices. The study aimed to identify any gaps in KAP among faculty (Professors and clinical educators), students and veterinarians concerning AI and explore potential AI applications for integration into veterinary education and practice. A web-based survey with 37 open- and close-ended questions was emailed to the target participants. The survey consisted of four sections covering demographic information, AI knowledge, attitudes toward AI and AI applications in veterinary medicine.

The response rate was 71.6% (83/116), with 56.6% females and 67% under 35 years-old. Students represented 58% (48.1% BVM and 9.9% PhD) of participants, while faculty and veterinarians represented 21% and 18.5%, respectively. Most respondents were unfamiliar with AI, rating their knowledge of AI in veterinary medicine as low to none, with no significant difference between groups. However, over 60% of respondents indicated that understanding AI concepts in their education was important to very important. Attitudes ranged from agreement to strong agreement that AI can enhance veterinary teaching and practice. Participants expressed a willingness to incorporate AI tools in their veterinary teaching and practices, but felt inadequately prepared to work with AI technologies. Although, AI applications in veterinary medicine were limited, the majority agreed that AI could enhance teaching and improve diagnostic accuracy, with the caveat that it must be flexible and transparent.

Keywords: Artificial intelligence, KAP survey, veterinary education research

Early introduction of courses related to communication to develop client communication skills in veterinary undergraduates

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Abstract

Client communication (CC) is an essential skill for veterinarians. BVSc. curriculum of University of Peradeniya, Sri Lanka was recently revised, and one new feature was incorporation of courses to improve CC skills from the beginning of the curriculum. Therefore, a Google form-based survey was conducted to evaluate students' knowledge and skills in CC, of batch A (old curriculum; Year-4) and batch B (new curriculum; Year-3). Volunteers from both batches participated in the survey which focused on demographics, opportunity to learn CC, and levels of knowledge (LoK) and skills in CC. Skill levels and LoK of two batches were compared using Mann-Whitney U test. Response rates of A and B were 79.1% (57/72) and 76.25% (61/80) respectively. More than 90% of B agreed that they had the opportunity to formally learn CC whereas that of A was 19.3%. Although students' LoK was significantly higher in B than A ($p<0.05$), there was no difference between the level of confidence in obtaining history at practical grounds. Although the LoK in communicating with angry clients was significantly higher in B, A's confidence in the same skill was significantly higher than B. Between two batches, there was no difference in the LoK in informing decisions, breaking bad news and nonverbal communication clues. But confidence in reading client's body language, handling emotional clients and careful listening to the clients even if they provide irrelevant information was comparatively higher in A. More than 85% of B and 46% of A stated that empathy and sympathy differ in meaning. Similarly, B's ability to correctly identify empathy and sympathy was significantly higher than A. Lower confidence of B in some skills may be due to less clinical exposure which is received at their final-clinical-year. In conclusion, introduction of courses to deliver knowledge in CC together with exposure at the real-world clinical set-up is identified as a way-forward to improve CC skills in day-one-veterinary graduates.

Keywords: Client communication, day-one veterinary graduates, veterinary education research

Exposing veterinary students to community extension programs: embracing the One Health approach

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Abstract

Community extension programs enhance awareness of resources, improve education, and strengthen community relationships. This paper showcases the integration of community extension programs into veterinary education, conducted across diverse settings such as high schools, rural community centers, and shopping malls. These programs aimed to enhance knowledge of zoonotic diseases, effective public health strategies, the significance of wildlife conservation, and the role of veterinarians, providing students with an avenue to bolster knowledge, skills, confidence and sense of community. These programmes actively engaged veterinary students as organizers and speakers, leading interactive sessions featuring discussions, forums, quiz contests, and they designed educational materials like infographics and pamphlets. In some seminars, senior veterinary students provided free rabies vaccination for pet owners. The university provided logistical and media support. Guided by instructor supervision and feedback, students played integral roles in every aspect of the program from planning, social media promotion, to executing activities and assessing their impact. These initiatives fortified the students' 4Cs—communication, collaboration, coordination, and capacity building which are crucial for veterinarians' preparedness in diverse professional settings.

A 10-question Google form, answered by 56 students (2nd to 4th year DVM) at the semestral end, assessed their post-activity confidence in the 4Cs, appreciation and awareness of One Health, and interest in future involvement. The majority strongly agreed with the positive impacts, with minimal neutral responses and none disagreeing. The results suggest that students felt capable of engaging with diverse audiences, communicating complex health concepts, and had an increased appreciation for the One Health Approach and the community.

In conclusion, integrating community extension into the veterinary curriculum enriches students' educational experiences, strengthens community bonds, and promotes the One Health approach. By championing collaborative and outreach efforts, these activities emphasize the pivotal role of the future veterinary workforce in addressing global health challenges and fostering community well-being.

Keywords: Community extension, One Health, veterinary students, veterinary education research

Incorporating ethnoveterinary medicine in the instruction of veterinary student clinicians

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Abstract

The World Organization for Animal Health recently stated a 2% alarming increase in antimicrobial use from 2019-2021 after significant steady decrease for several consecutive years. This current trend, if continued, will lead to more challenges in the global fight against antimicrobial resistance. Ethnoveterinary medicine is the discipline of traditional practices, knowledge, and beliefs to maintain animal health using locally available resources like medicinal plants. Its practice is a good tool in helping prevent antimicrobial resistance.

The informal university-based clinical program was done to introduce, and practice ethnoveterinary medicine to veterinary student clinicians to help lessen their on-farm use of antimicrobials as when they become practitioners.Since the program adaptation of the International Training Center for Pig Husbandry in 2018, ethnoveterinary medicine was included in the instruction of fifth and sixth-year veterinary students taking their ruminant veterinary clinical clerkship or clinical internship, respectively in the University of the Philippines Los Baños. A total of 355 students from 2018 to 2023 attended an interactive lecture discussing ethnoveterinary medicine followed by a demonstration and workshop on the preparation of the different ethnoveterinary medicinal products. Students by groups were asked to video document their work which ends with their hands-on application of their finished product to the sheep housed in the veterinary teaching farm. Students were graded using the clinical skills checklist and their video outputs were evaluated using the rubric for assessing video projects. During the pandemic, virtual learning was employed wherein lectures and demonstrations were made available online. The students again video documented making their assigned ethnoveterinary medicinal product at home and applied said product on a ruminant illustration, stuffed toy, or on their own animals. Students were graded the same way. Additionally, students' knowledge were tested using the kahoot! online application wherein, they had to play the interactive game among their groupmates on alternative medicine. The passing rate for all of the aforementioned evaluation tools isat 70%. All video outputs were uploaded in the YouTube channel "Vet Info Channel" which was intended for other students and stakeholders such as farmers to access for continued learning. To date, there are 54 video tutorialsavailable using various languages with English subtitles.

This program was accepted positively by students and stakeholders alike as they have quick access to apprehensible materials that offer free alternative animal treatment methods thus lessening on-farm use of antibiotics. Students are starting to be more interested with this modality that 11% (8/74) of the sixth-year veterinary students took their veterinary clinical case conference classeshandling field veterinary cases ranging from neonatal care, internal medicine, reproduction, and production using ethnoveterinary medicine as the mode of prevention, control, and/or treatment. Five of these case studies were accepted for poster or oral presentation in various national and international veterinary conferences.

Keywords: Antimicrobial resistance, ethnoveterinary medicine, veterinary education research, Vet Info Channel

Integrating virtual reality farm and facility tours into a veterinary curriculum to improve student outcomes in an interactive environment

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Abstract

Understanding livestock husbandry is essential for veterinary students but Hong Kong has few farms. Therefore, it is essential that our students are well-prepared to maximise learning opportunities provided during field-trips, extramural studies and clinical placements. Technology is increasing in veterinary education and the COVID-19 pandemic highlighted the value of diversity in educational delivery techniques, particularly remote options. Online resources, including virtual farms, allow for preparedness for and continuity of learning, even when farm visits are not feasible. We hypothesized that virtual reality would facilitate student learning.

Alongside a local technology company, we developed virtual tours for local dairy cattle, poultry and swine farms, and an equine facility. These were integrated into our Year One Livestock Husbandry course; the cattle tour was available before the in-person farm visit and the poultry tour after. Students did not visit the swine or equine facilities in-person. Enrolled students (n=36) were anonymously surveyed using an online platform about their learning experience and outcomes; with 17, 14, 12 and 12 responding for cattle, equine, swine and poultry respectively.

Few students had prior experience; none had visited a cattle, pig or poultry farm and only three had visited an equine stable before joining the program. The majority of students spent approximately 10 – 20 minutes working in the virtual reality landscape (50.0 to 66.7%), although 42.9% spent >20 minutes on the equine tour. Students were positive about the impact of the virtual tours on their learning experience, with the majority agreeing or strongly agreeing that the virtual tours were useful for their learning (76.5 to 100%), were a good use of their time (82.4 to 91.7%), and would be utilized in a self-directed manner to prepare for future practical placements (91.7 to 100%). We show students perceive benefits from the use of virtual reality as an educational tool.

Keywords: Veterinary education research, virtual reality, virtual farms, virtual tours

Clinical exposure of BVM student volunteers involved in a veterinary ambulatory service for ruminants in Hong Kong SAR

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Abstract

The Jockey Club College of Veterinary Medicine and Life Sciences, City University of Hong Kong, started a ruminant ambulatory service (RAS) in August 2023. The study objective was to describe the clinical exposure of BVM (Bachelor of Veterinary Medicine) student volunteers involved in the RAS.

This was a retrospective observational study performed between August 1, 2023, and June 5, 2024. Reports of veterinary visits carried out as part of the RAS involving BVM student volunteers were reviewed. The description and number of farms, animals, students, and procedures performed were collected. Reports on visits carried out as part of the curriculum-based teaching activities were excluded.

On June 5, 2024, the RAS had 20 regular farms. The median size of goat herds was 8.5 goats ([min: 1; Max: 250]). A total of 68 veterinary visits were carried out with 72.1% (49/68) open to voluntary student participation and a participation rate of 75.5% (37/49). The median number of visits per student was 2 ([min: 1; Max: 10]). Students were able to observe and participate in several procedures categorized as Day 1 competencies, such as “handle and restrain safely and humanely” (n = 771), “administer subcutaneous and intramuscular injections” (n = 448), and “drench” (n = 202) (Wood S. et al., 2023).

These results confirmed the RAS's importance in exposing BVM student volunteers to goat medicine (including Day 1 competencies). Further studies may involve an objective questionnaire to investigate the outcomes of the RAS on learning, education, and career pathways.

Keywords: Ruminant ambulatory service, Day 1 competencies, veterinary education research

Challenges of animal welfare and ethics for veterinary graduates in Pakistan

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Abstract

Animal welfare ensures the provision of food, space, and treatment to animals, while animal ethics deal with human handling and interactions with animals. Veterinarians, as Servants of Two Masters, have to cope with animal welfare and ethics in different sectors of society. Thus, we aimed to assess the knowledge related to animal welfare and ethics of our veterinary undergraduates and to evaluate their perception of the existing DVM curriculum. A Google survey form with 14 questions was used to collect data. Out of 500 veterinary undergraduates from 2nd year to 5th year at our institute, 116 students voluntarily participated in the current survey. Data analysis was done through SPSS for descriptive statistics. 40 % of the respondents did not know the difference between animal welfare and ethics. 29.7 % of students have witnessed that animals are being treated inhumanely due to lack of treatment, over-crowding during transportation, and over-work loading of draught animals. 18.8 % of students think that animals are being treated as unethical during surgical procedures like castration and dehorning. 11.7 % of students think that animals should not be used for entertainment purposes (gaming, hunting, and exhibition). 9.4 % of students have observations that animals are being mishandled during laboratory work. 46.6 % of students believe more than one course should be taught related to animal welfare and ethics during the program. However, animal behavior is not taught currently. The majority of the respondents are in agreement with inculcating knowledge of legislation related to local laws for animal welfare and ethics. In conclusion, our curriculum is not delivering enough scientific knowledge in ethical reasoning and advocacy related to animal welfare and ethics. Thus, teaching this course as a multidisciplinary subject linked to related topics in animal behavior, ethics, legislation, professional responsibilities, and socioeconomics, is proposed.

Keywords: Animal welfare, veterinarians, veterinary education research

AAVS VER-WG

Objective

The working group on Veterinary Education Research (VER-WG) of the Asian Association of Veterinary Schools (AAVS) was established on January 2022 to foster collaboration and networking among veterinary educational researchers in the region, and to support AAVS member institutions towards developing evidence-based policies.

Members

To date, there are a total of 96 members of the group from 25 veterinary institutions in Asia and one veterinary school in the United Kingdom.

CPD Sessions

Meet the AAVS VER-WG Core Team

Name	Position	Affiliation
Dr. Nayana Wijayawardhane	Chair	University of Peradeniya
Dr. Lalanthi De Silva	Deputy Chair	University of Peradeniya
Dr. Hafsa Zaneb	Immediate Past Chair	University of Bristol
Dr. Waraporn Aumarm	Deputy Chair	Kasetsart University
Dr. Maho Urabe	AAVS Office Support	World Organisation for Animal Health
Dr. Fajar Shodiq Permata	Head, Journal Club	Universitas Brawijaya
Dr. Ronalie B. Rafael	Secretary	Central Luzon State University
Dr. Gayathri Thevi Selvarajah	Member	University Putra Malaysia
Dr. Mark Jaypee Gonzales Dr. Ilene Mirabiles	Member	Central Bicol State University of Agriculture
Dr. Pan Dong Ryu	Member	Seoul National University
Dr. Akos Kenez	Member	City University of Hong Kong
Dr. Rezin C. Bahia	Member	Cavite State University
Dr. Ma. Suzanette Lola	Member	University of the Philippines-Los Banos

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Srihadi Agungpriyono

Abdul Ahad

Ali Ahmad

Ishtiaq Ahmed

Santiago Alonso Sousa

Alvin-William Alvarez

Abdur Rahman Ansari

Rochelle Arrabis

Saima Ashraf

Nuzul Asmilia

Waraporn Aumarm

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Asif Idrees

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