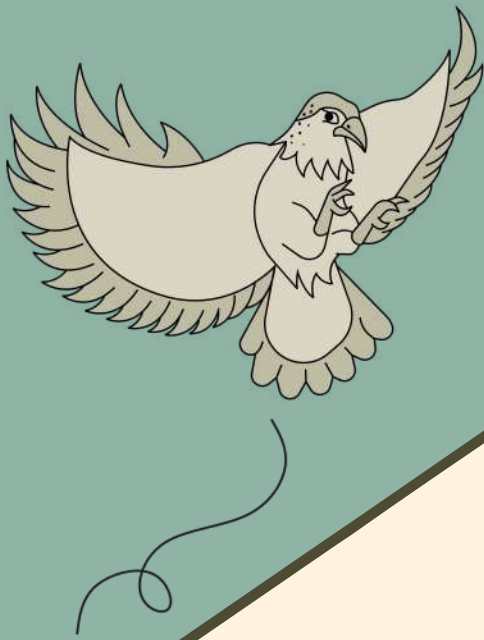


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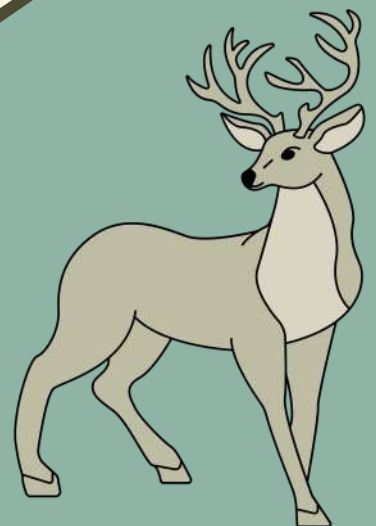
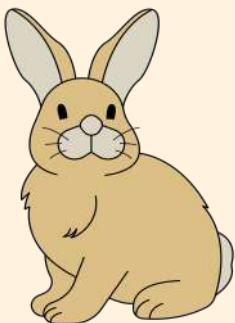
VetEd Asia 2025



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Designed by AAVS Office

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Message from the AAVS VER-WG Chair

It is my great pleasure to welcome you to this year's collection of abstracts, representing the diverse and dynamic scholarship within veterinary education. The work showcased here reflects our shared commitment to advancing teaching, learning, and assessment practices that prepare the next generation of veterinary professionals for an ever-evolving world.



Each abstract embodies curiosity, innovation, and a dedication to evidence-based improvement in veterinary training. Together, they highlight how educational research continues to bridge science and practice-fostering not only clinical excellence but also compassionate, reflective, and adaptive practitioners.

I extend my sincere appreciation to all contributors, reviewers, and organizing committee members whose efforts have made this publication possible. May the ideas within these pages inspire meaningful dialogue, collaboration, and continued progress in veterinary education research globally.

Warm regards,

Nayana Wijayawardhane
Chair, Veterinary Education Research Working Group
Asian Association of Veterinary Schools
& Professor in Veterinary Clinical Sciences
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Message from the Dean of FVM, Universitas Gadjah Mada



Warm greetings from the Faculty of Veterinary Medicine, Universitas Gadjah Mada.

It is an honor to welcome all contributors and participants of the VetEd Asia 2025, held as part of the Joint Meeting of the 3rd International Conference of Advanced Veterinary Science and Technologies for Sustainable Development (ICAVESS), in conjunction with the Asian Association of Veterinary Schools (AAVS), the Southeast Asian Veterinary Schools Association (SEAVSA), and World Organisation for Animal Health (WOAH) 2025.

This conference is more than a scientific forum. It is a celebration of collaboration, unity, and shared commitment to advancing veterinary science and education across the region. With participants representing academia, research institutions, government agencies, and industry, this event stands as a true embodiment of international cooperation and knowledge sharing.

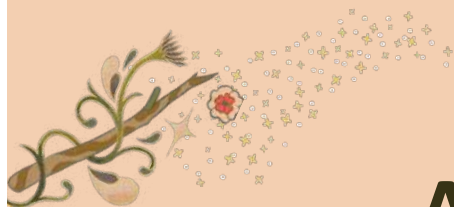
The Faculty of Veterinary Medicine, Universitas Gadjah Mada, strongly believes that sustainable progress in veterinary science can only be achieved through collaboration that transcends borders, integrates disciplines, and bridges research with real-world applications. In this spirit, ICAVESS and Faculty of Veterinary Medicine Universitas Gadjah Mada aim to strengthen our regional and global networks, foster new partnerships, and create an environment where ideas can be shared openly and transformed into meaningful action.

This year's conference theme, "Current Technology in Veterinary Science for Advancing Animal Health, Therapeutics, Sustainable Agriculture, and Managing Emerging Diseases," highlights our shared responsibility in ensuring a healthier future for animals, people, and the environment. It also reflects the Faculty's continuous effort to promote innovation, scientific integrity, and community engagement in veterinary education and research.

On behalf of the Faculty of Veterinary Medicine, I extend my deepest gratitude to all partner organizations, keynote speakers, presenters, and participants for their invaluable contributions. May this conference inspire new collaborations, strengthen our collective mission, and spark innovations that will drive veterinary science toward a more resilient and sustainable future.

Prof. drh. Teguh Budipitojo, M.P., Ph.D
Dean of the Faculty of Veterinary Medicine
Universitas Gadjah Mada





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) and International Conference of Advanced Veterinary Science and Technologies for Sustainable Development (ICAVESS) Secretariat for being our active partners for the VetEd Asia 2025.



World Organisation
for Animal Health

SPRIDIVE: STUDENT PRESENTATION IN DIGITAL INNOVATION FOR VETERINARY EDUCATION

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SPRIDIVE (Student Presentation in Digital Innovation for Veterinary Education) is a transformative teaching strategy introduced in the Ruminant Medicine course at Universiti Malaysia Kelantan to enhance student engagement and knowledge retention through digital tools. The initiative involved 46 fourth-year veterinary students in their clinical phase, who had completed pre-clinical and para-clinical training. These students, selected through purposive sampling, were divided into groups and assigned to create educational videos on 15 exotic and neurological ruminant diseases, which are often viewed as complex and less engaging due to their rarity in clinical practice.

Over a 10-week period, students conducted literature reviews, developed scripts, and produced videos using digital platforms incorporating animations, voiceovers, infographics, editing tools, and in many cases, roleplay or acting to simulate real-life clinical scenarios. In week 8, lecturers monitored progress to identify challenges and provide formative feedback. In week 9, students presented draft videos for peer and lecturers' critique, which guided final refinements. The completed videos were uploaded to YouTube to support asynchronous peer learning and repeated access beyond classroom sessions.

To evaluate the impact, a Knowledge, Attitude, and Practice (KAP) questionnaire was administered before and after the intervention. Post-intervention results showed a notable increase in knowledge and a positive shift in student attitudes toward the subject. Although practical skills were not directly assessed, students demonstrated greater applied understanding and readiness for clinical situations. Reflections revealed gains in communication, teamwork, digital content creation, self-directed learning, and confidence in roleplaying clinical encounters. Suggestions for improvement included clearer guidelines, longer preparation time, and enhanced technical support.

In conclusion, SPRIDIVE effectively enhanced cognitive and affective learning outcomes, as demonstrated by the KAP results. While hands-on competencies were not evaluated, the approach fostered digital literacy, critical thinking, creativity, and performance-based expression, all of which are essential for twenty-first-century veterinary professionals.

Keywords: digital learning, innovative pedagogy, student engagement



Comparing AI Tools and Human-Graded Literature Review Scores in a Veterinary Research Course

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The integration of Artificial Intelligence (AI) in education, particularly for assessment, presents both opportunities and challenges. This study evaluates the efficacy of various AI tools in grading literature reviews assignments, and compares their performance against traditional human grading. It also explores the reliability of AI-driven assessment and students' perceptions of its use in veterinary education. This study involved 5th-year BVM students from City University of Hong Kong research project course over three academic years. Literature review assignments were graded by four AI tools (ChatGPT-4o, Qwen, DeepSeek, and Copilot) and two human academic reviewers. Statistical analysis assessed the correlation and agreement between AI- and human-graded scores using Pearson correlation and Bland-Altman plots. Additionally, a survey was conducted to evaluate students' perceptions regarding the integration of AI tools into the assessment process.

The AI tools demonstrated varying levels of agreement with human reviewers. All showed significantly higher mean scores compared to human graders (P -value < 0.01). Correlations between AI and human scores were generally low, ranged from 0.03 (DeepSeek) to 0.39 (Copilot). The largest mean score difference was -4.1 (95% CI: -19.7 to 11.6) for DeepSeek, and the smallest was 2.5 (-9.5 to 14.5) for ChatGPT. Student perceptions indicated that while 89% of students rated AI-generated feedback as clear, 61% rated its depth of analysis as average, and 77.8% considered human feedback more personalized. Half of the students found AI feedback slightly worse than that from human reviewers.

These findings suggest that AI tools can provide quick and clear feedback, but currently lack the depth and personalization of human assessment. The low correlations highlight a disparity in grading approaches between AI and human assessors. Despite this, students recognized the clarity of AI feedback, supporting its potential as a supplementary tool rather than a replacement for human grading.

Keywords: artificial intelligence, assessments, veterinary education



A Facts, Issues, Law, and Application (FILA) approach to teaching critical analysis in veterinary animal welfare, jurisprudence and ethics.

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The intricate landscape of animal welfare, veterinary jurisprudence and animal ethics presents significant challenges for veterinary students, requiring not only theoretical knowledge but also robust analytical and decision-making skills. Current veterinary curricula often lack a systematic framework, making traditional lecture-based methods insufficient for developing the analytical skills needed to address complex scenarios beyond simple factual recall. This abstract outlines a discussion focused on integrating the FILA (Facts, Issues, Law/Ethics, Application/Analysis) table as a structured pedagogical tool for DVM 3 students at the Faculty of Veterinary Medicine (FPV), Universiti Putra Malaysia (UPM). To address this, the FILA table will be applied directly to diverse case studies and scenarios drawn from veterinary practice and contemporary animal welfare challenges. This methodical approach will guide students to: 1) Identify and categorize key facts presented within each scenario; 2) Articulate the core issues pertaining to animal welfare, legal obligations, or ethical dilemmas embedded in the case; 3) Recall and apply relevant laws, regulations, and ethical principles (e.g., Five Freedoms, Animal Welfare Act 2015, guide to professional codes of conduct) pertinent to the specific situation; and 4) Analyze the case comprehensively, leading to reasoned conclusions or proposed interventions. This discussion aims to demonstrate how the FILA framework, when used with practical case studies, can empower DVM 3 students to develop a more holistic understanding of multifaceted situations, enhance their critical thinking abilities, and prepare them for ethically sound and legally compliant decision-making in their future professional practice. Ultimately, the adoption of the FILA table with real-world scenarios is envisioned to bridge the gap between theoretical learning and practical application, fostering a generation of veterinarians equipped to navigate the complexities of animal welfare with confidence and competence.

Keywords: animal welfare education, FILA framework, critical thinking



Clinical Skill Learning and Objective Assessment in Veterinary Medical Education: A Perspective from Long-Term Practice

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Clinical skills are foundational to competent veterinary practice, demanding a deliberate and structured approach to both teaching and assessment (Malone et al. 2019; Bok et al. 2015). Drawing upon 34 years of academic, clinical, and leadership experience at the University of Veterinary and Animal Sciences (UVAS), Lahore, during which multiple pedagogical frameworks were designed, implemented, and refined, this study aimed to evaluate the impact of structured clinical skill assessment, particularly Objective Structured Clinical Examinations (OSCEs)—on the performance and confidence of Doctor of Veterinary Medicine (DVM) students in both small and large animal practice. A retrospective observational design was employed, analyzing performance data from 1,150 students across four consecutive DVM cohorts (2019–2022). Data sources included institutional performance records, direct supervision logs, and structured student feedback. OSCEs were introduced as a core assessment tool, supplemented with simulation-based teaching, field case rotations, and real-time formative feedback. Statistical analysis revealed a significant improvement in skill performance scores post-OSCE implementation (mean score increase: 8.4%, $p < 0.05$), alongside self-reported gains in procedural accuracy and clinical reasoning. These improvements were consistent across both small and large animal modules. The findings support that standardized, feedback-driven assessment methods, when integrated with simulation and authentic case exposure, substantially enhance psychomotor skill acquisition and confidence. The study concludes that alignment of curriculum delivery with structured, reproducible assessments such as OSCEs can measurably improve graduate competence, thereby strengthening veterinary clinical education.

Keywords: clinical skills assessment, OSCE, simulation-based learning, case exposure



Gamification in Small Animal Oncology: Enhancing Engagement, Learning and Critical Thinking Through InGNeoSA™

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Educational games are becoming increasingly valuable in veterinary education. Gamification—the application of game-design elements in non-game contexts—is emerging as an innovative educational tool in veterinary medicine. InGNeoSA™ is an interactive digital tool developed at the Faculty of Veterinary Medicine, Universiti Putra Malaysia (UPM), to support teaching and learning in small animal oncology for final-year Doctor of Veterinary Medicine (DVM) students. Prerequisites for gameplay include completion of core courses such as anatomy, physiology, radiology, clinical pathology, histopathology, and diagnostic imaging. Built using Unity® 2017.1, InGNeoSA™ is a 2D web-based application incorporating real oncology cases from the UPM University Veterinary Teaching Hospital. The game features background music, score tracking, time management, and a leaderboard that fosters competitive learning. Players use individual login credentials for flexible access. The game includes six themed rooms: CANCHIST (cancer history and terminology), TUMBIOL (cancer biology), GUESS THE TUMOUR (differential diagnoses), IMAGINE (diagnostic imaging), HISCYTO (histopathology and cytology), and CHEMOX (chemotherapy and case studies). Each room has a maximum score of 100. Images used are anonymised from real cases. Students can play individually or in pairs. Following pilot testing, 118 final-year students played the game as part of VPD4971: Problem Solving in Diseases. A pre-intervention survey showed 44.9% preferred digital learning, 28.2% favoured lectures, and 26.9% chose self-learning. None had prior experience with gamified veterinary topics. Post-intervention feedback indicated 70.5% found the game useful for oncology revision, and 76.9% expressed interest in similar tools for other topics. The most popular rooms were HISCYTO and IMAGINE; CHEMOX was the most challenging. Scores contributed 10% to course assessment. Students described the experience as engaging, colourful, and motivating. InGNeoSA™ is a promising tool to complement oncology education in the veterinary curriculum.

Keywords: gamification, oncology instruction, web-based application



Evaluating an AI-Enhanced Assessment Framework in Veterinary Education

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Despite rapid advances in artificial intelligence (AI) in clinical practice, veterinary curricula rarely offer structured approaches to develop students' AI literacy, critical thinking, or clinical reasoning. This gap leaves graduates unprepared for real-world, AI-augmented practice. To address this, we evaluated the impact of the AI-Enhanced Learning and Assessment Framework (AIELAF), a structured assessment integrating AI-driven role-play consultations, case analyses, and case critique exercises, on veterinary students' clinical reasoning and higher-order cognitive skills. All fifth-year students ($n = 23$) enrolled in an equine medicine course during 2024/2025 participated in four cycles of AI-supported assessments using ChatGPT (GPT-4o and 3.5), with preparatory sessions on responsible AI use and prompt engineering to ensure a baseline skill level. Student performance was measured through traditional case-based final exams and a 51-item validated survey covering critical thinking, problem-solving, creativity, motivation, engagement, and self-efficacy. Final exam scores were compared between groups using linear mixed-effects models, and associations between survey responses and exam performance were analysed using Chi-Square tests and Kendall's tau-b coefficients.

Students exposed to AIELAF achieved significantly higher exam scores than controls (mean difference: 14.3 percentage points vs historical, $p < 0.001$; 5.5 points vs concurrent, $p = 0.02$). Survey data revealed strong engagement with critical thinking, reflection, and creativity; over 90% reported evaluating AI suggestions before making decisions. Intrinsic motivation and self-efficacy were key predictors of students' confidence in AI-assisted problem-solving. The AIELAF design required students to critique AI outputs, justify clinical decisions, and reflect on ethical considerations. Assessment rubrics rewarded independent reasoning and critical appraisal, mitigating risks of superficial learning or over-reliance on AI.

These findings indicate that thoughtfully designed AI-enhanced assessments can deepen learning, promote originality, and support professional readiness in veterinary education. Our results advocate for moving beyond restricting AI in veterinary education, towards responsible, reflective integration that cultivates both AI literacy and higher-order cognitive skills. Further research should assess long-term impact and broader application across curricula.

Keywords: AI literacy, higher order thinking skills, veterinary education



Assessment of freshman veterinary undergraduates' understanding of behavioral indicators of welfare in cats and dogs

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Animal welfare assessment has evolved significantly over the past fifty years, initially focusing on farm animals and later extending to laboratory and companion animals. Despite the growing attention toward companion animals, the welfare of pet dogs and cats has often been overlooked, based on the assumption that they are always in an optimal welfare condition. However, increasing reports of surrendered pets suggest that this assumption may not reflect the reality.

As veterinary education increasingly incorporates animal welfare science, the ability of veterinarians to interpret behavioral signs becomes crucial. This study assessed the baseline understanding of freshman veterinary undergraduates regarding behavioral indicators of welfare in cats and dogs through a questionnaire. Descriptive and statistical analyses were performed to evaluate students' understanding and to identify demographic and opinion-based factors associated with their ability to assess animal welfare accurately.

Results revealed moderate to high levels of student understanding, along with a fair ability to assess the welfare status of their own pets. Several key behaviors, particularly those indicating stress or subtle discomfort, were frequently misinterpreted. These findings highlight the importance of early and comprehensive welfare training in veterinary curricula. By establishing a baseline of student understanding, this research underscores the importance of incorporating follow-up studies to monitor students' progress and support the development of veterinarians capable of providing accurate welfare assessments, identifying behavioral problems, and delivering improved care for companion animals.

Keywords: animal welfare assessment, companion animal, behavioral indicators



High-fidelity bovine vulva model for teaching Day-1 competence to veterinary students

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Buhner suturing is considered an essential skill for newly graduated farm animal veterinarians (Miller et al., 2004). This project aimed to develop a high-fidelity bovine vulva model. The model had to meet several key criteria: it had to be the correct size and orientation, and it had to provide a realistic sensation of entering the subcutaneous layer. Inspiration for this model was initially drawn from a presentation on an equine Caslick suture model (Collingsworth and Hunt, 2022). A realistic-size replica of a bovine vulva region was modeled freehand out of air-dry clay and sealed with acrylic primer. A mold was then created using MoldStar™ 15 SLOW^A. To differentiate the anatomical layers, the model was cast in layers: vaginal mucosa (thickened^B Ecoflex™ 00-30^A, 1mm, blood colour^C), skin (Ecoflex™ 00-30^A reinforced with powermesh, 2mm, brown colour^C), subcutaneous tissue (Ecoflex™ GEL^A, 10mm) and muscles (Ecoflex™ 00-30^A, 15mm). Strips of power mesh were added to reinforce the needle skin insertion sites. A final gel layer (Ecoflex™ GEL^A, 5mm) was added to temporarily secure the model to a smooth, vertical surface. The use of the model only requires a Buhner needle, a scalpel blade, and umbilical tape. The teaching experience is enhanced with a written and illustrated skill sheet and/or a tutorial video. Between students, the model could be successfully repaired using additionally applied Ecoflex™ 00-30^A. A realistic-sized, vertical bovine vulva model that accurately reproduces the tissue layers has been successfully developed for better teaching of Buhner's suture to veterinary students.

^A Smooth-On, Macungie, United-States

^B THI-VEX™, Smooth-On, Macungie, United-States

^C SilcPig™, Smooth-On, Macungie, United-States

Keywords: Day 1 competency, high-fidelity simulation, veterinary education



The *Kambing at Tupa* [Goat and Sheep] Extension Program as a Platform for Clinical Skills Development in Veterinary Students

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The *Kambing at Tupa* (KaTE) Program is an ongoing initiative of the College of Veterinary Medicine, University of the Philippines Los Baños, delivering free basic veterinary services to underserved small ruminant raisers in the province of Laguna in cooperation with the local government units. Beyond its community impact, the program serves as a platform for veterinary clinicians to gain clinical exposure outside the traditional hospital setting under close faculty mentorship. This study examined how program participation influences students' clinical skills. A descriptive research design was used, with post-semester data collected through a structured questionnaire based on the Knowledge-Skills-Attitudes (KSA) framework. Quantitative data were analyzed using descriptive statistics, while qualitative responses underwent thematic analysis. A total of 49 respondents reported high self-assessed gains in knowledge on small ruminant health, technical skills (physical examination, restraint, collection and processing of tissue samples in the laboratory), and attitudes (communication, empathy). Thematic analysis revealed three main outcomes: enhanced clinical confidence, appreciation for grassroots veterinary service, and strengthened commitment to public service. Students noted that working with farmers in resource-limited settings fostered adaptability, problem-solving, and teamwork. The KaTE Program effectively integrates delivery of outreach services with veterinary training, enhancing students' technical proficiency, interpersonal abilities, and professional identity. Findings support the inclusion of structured community extension work as a complementary component of clinical education in veterinary curricula.

Keywords: community-based veterinary education, small ruminant health, outreach program



The Anatomy Museum at CVASU: A Mainstream Learning Tool for Opening New Horizons in Veterinary Education

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A museum might create an opportunity for viewers or researchers to explore knowledge, innovative ideas, and research. Though different types of museums exist in Bangladesh, the CVASU Anatomy Museum can be somewhat different, focusing on the form and structure of living beings as a whole or in part. This museum could be the first Anatomy Museum in the country. The aim of the museum is to standardize educational tools for students, inspire innovative ideas among researchers, and serve as a recreational space for visitors. Here is a large and rare collection of various skeletons, plastinated samples, casting samples, stuffed specimens, preserved specimens, models, slides, and portraits of different animals. Specimens were collected from different regions of the country and processed following established methodologies to develop skeletons, plastinated samples, casts, taxidermy mounts, and anatomical models of various body systems. Around 200 skeletons of different animals, including elephant, tiger, lion, horse, ox, deer, camel, duck, goat, sheep, pigeon, crocodile, snake, lizard, pig, ostrich, and monkey, are available in the museum. Besides, the museum displays 70 stuffed animals, more than 100 birds in taxidermy, 500 preserved specimens, 2000 different types of bones, and 75 models of different animals. Students are getting well-exposed to gain cutting-edge knowledge and innovative ideas through practical classes in this museum. Students of comparative studies, anatomy, neuroscience, and developmental biology can learn and enrich their knowledge. Skeletons of domestic animals, wild animals, poultry, models of different animals, stuffed birds, lizards, etc., are basic tools for their comparative learning and studies. Apart from this, many visitors often visit this museum in pursuit of viewing new things or objects. The catchy skeleton of an elephant, the awesome shape of a python, scenic view of crocodiles, dogs, cats, and chickens, are displayed at the museum to be enjoyed by all classes of viewers. Stuffed birds and lizards in this museum can be sources of pleasure for the children. Anatomists, Embryologists, Ornithologists, Biologists, and Environmental scientists have a great scope to undergo research activities focusing on this anatomy. In conclusion, the museum stands as a unique and pioneering institution in Bangladesh, providing invaluable resources for education, research, and public engagement in anatomical and biological sciences.

Keywords: anatomy museum, veterinary education



Veterinary Education: Is it a Prime Career Choice in Pakistan?

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The veterinary profession in Pakistan is one of the leading fields in terms of job opportunities and entrepreneurship; however, Bachelor of Medicine and Bachelor of Surgery (MBBS) is often preferred due to its sociocultural recognition and family expectations. The current study highlights the desire for a career in the medical profession among veterinary students enrolled at the University of Veterinary and Animal Sciences (UVAS). A total of 233 students from the 1st to 5th year at UVAS participated voluntarily in the survey. After descriptive statistics and Chi-Square analysis, 50.6% had already attempted the Medical and Dental College Admission Test (MDCAT) twice. Only 23.6% of students chose the Doctor of Veterinary Medicine (DVM) program by choice, while 41.2% selected it as their second choice after MBBS. According to the survey, 15% of students reported anxiety, and 17.2% reported low motivation due to being called *Dangar Doctor*.¹

Failure of MDCAT negatively impacted the mental health of 56.2% of students. Academic motivation was affected more in 1st-year (73.2%) compared to 5th-year (2.4%) students. Societal pressure to pursue MBBS was reported by 85.4% of students to negatively impact mental health before admission into the DVM program. Male students (78.8%) felt more trauma studying at the *Ghori Hospital*² than female students (21.2%). Only 6.9% of students said they would choose MBBS if given the chance after completing DVM. Nearly 90% of students believed that students should receive proper counselling about the DVM program before admission.

In conclusion, many students did not initially choose DVM as their first option. However, most students (84.1%) chose to continue in veterinary medicine after completing their DVM, showing retention, progression, and the development of professional identity.

Keywords: student motivation, career choice, veterinary education



The AVMA Accreditation and Reaccreditation Journey of Seoul National University College of Veterinary Medicine

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The Seoul National University (SNU) College of Veterinary Medicine became the first veterinary school in Asia to achieve full accreditation by the American Veterinary Medical Association (AVMA) Council on Education (COE) in 2017. This milestone represented not only a recognition of educational excellence but also a collective accomplishment achieved through the concerted efforts of SNU's faculty, staff, and administrators.

In preparation for both the initial and upcoming reaccreditation reviews, SNU has continuously strengthened its curriculum, assessment systems, and educational infrastructure. The entire college community has actively engaged in self-study, curriculum mapping, learning outcome evaluation, and ongoing quality improvement initiatives. Through these processes, SNU has enhanced integration between basic and clinical sciences, promoted student-centered and competency-based learning, and reinforced professional ethics and communication training.

Importantly, SNU's experience has had a broader national impact by inspiring other Korean veterinary schools to adopt international standards and to pursue evidence-based education reform. The AVMA accreditation journey has thus served as a catalyst for elevating the overall quality and global competitiveness of veterinary education in Korea and across Asia. Lessons learned from SNU's experience may offer valuable insights for other institutions seeking to implement sustainable quality assurance systems in veterinary education.

Keywords: veterinary education, AVMA accreditation, Seoul National University, curriculum improvement, educational quality assurance





AAVS VER-WG

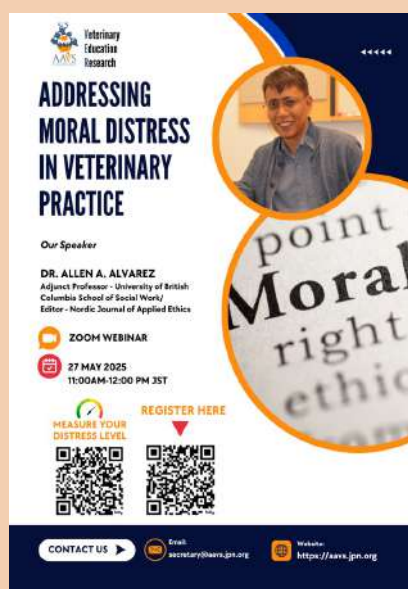
The working group on Veterinary Education Research (VER-WG) of the Asian Association of Veterinary Schools (AAVS) was established on January 2022 to foster collaboration and networking among veterinary educational researchers in the region, and to support AAVS member institutions towards developing evidence-based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

Members

To date, there are a total of 95 members of the group from 26 veterinary institutions in Asia and one veterinary school in the United Kingdom.



Activities





AAVS VER Working Group:

List of Members

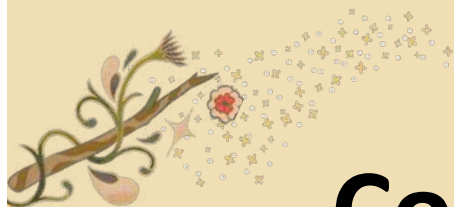
Arifah Abdul Kadir	Marianne Leila Flores	Omid Nekouei
Srihadi Agungpriyono	Denver Frigillana	Karina Marie Nicolas
Abdul Ahad	Antonio Giuliano	Sirirat Niyom
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Ishtiaq Ahmed	Mark Jaypee Gonzales	Michelle Grace Paraso
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Alvin-William Alvarez	Rehan Ul Haq	Ian Cary Prado
Abdur Rahman Ansari	Basripuzi Nurul Hayyan Hassan	Herlina Pratiwi
Rochelle Arrabis	Ali Husnain	Muhammad Fiaz Qamar
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Muhammad Avais	Ketsarin Kamyinkird	Ma. Cynthia Rundina-Dela Cruz
Awang Hazmi Awang Junaidi	Namalika Karunaratne	Pan-Dong Ryu
Rezin Bahia	Akos Kenez	Muhammad Hassan Saleem
Jussiaea Bariuan	Aman Ullah Khan	Gayathri Thevi Selvarajah
Pawel Beczkowski	Sanda Kottawatta	Fajar Shodiq Permata
Vista Budiariati	Emilia Lastica-Ternura	Arbab Sikandar
Sirirak Chantakru	Thong Le Quang	Muhammad Suleman
Jesalyn Constante	Tuchakorn Lertwanakarn	Elizabeth Tangangco
Bella Cruzana	Chunsumon Limmanont	Haidee Torio
Kassey Alsylle T. Dargantes	Ma. Suzanette Lola	Maho Urabe
Dargantes	Celine Loubiere	Phebe Valdez
Lalanthi De Silva	Khalid Majeed	Virginia Venturina
Joseph dela Cruz	Hafiz Manzoor Ahmad	An Vo
Mark Joseph Desamero	Noraine Medina	Masahisa Watarai
Aneela Durrani	Ilene Mirabeles	Nayana Wijayawardhane
Arisara Eurwilaichit	Lazuardi Mochamad	Seong Chan Yeon
Teuku Reza Ferasyi	Muhammad Ahsan Naeem	Muhammad Yasir Zahoor
Cherry Fernandez-Colorado	Monaliz Nagrampa	Siti Mariam Zainal Ariffin
Kate Flay	Sirirat Nantavisai	Muhammad Arfan Zaman
Susan Taylor	Takashi Matsuwaki	Hafsa Zaneb



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Dr. Lalanthi De Silva	Deputy Chair	University of Peradeniya
Dr. Waraporn Aumarm	Deputy Chair	Kasetsart University
Dr. Hafsa Zaneb	Immediate Past Chair	University of Bristol
Dr. Maho Urabe	AAVS Office Support	World Organisation for Animal Health
Dr. Ronalie B. Rafael	Secretary	Central Luzon State University
Dr. Gayathri Thevi Selvarajah	Member	University Putra Malaysia
Dr. Pan Dong Ryu	Member	Seoul National University
Dr. Susan Taylor	Member	City University of Hong Kong
Dr. Muhammad Imran Rashid	Member	University of Veterinary & Animal Sciences
Dr. Ma. Suzanette Lola	Member	University of the Philippines-Los Banos
Dr. Takashi Matsuwaki	Member	University of Tokyo





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