

1st Annual

VETED

Africa

Clinical skills training and assessment | OneHealth Education

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26° South Hotel

Muldersdrift, South Africa

ABSTRACT BOOK

Word of welcome

Dear delegates

As part of Vision 2063 of the African Union, the African Association of Veterinary Education Establishments (2A2E-V) was formally established in Cairo in July 2018, with a vision to advance veterinary education in Africa.

As part of the goals of 2A2E-V, we envisioned the establishment of a vibrant association focused on harmonising veterinary education on the continent, with the view of improving food security and -safety in our communities, and enabling trade in animals and animal products amongst member states of the AU. As part of these goals, we envisioned a community of practice of veterinary academics that share knowledge, ideas of best practices and resources to improve veterinary education at every veterinary education establishment that participates in this association.

The association (2A2E-V) is open to any veterinary education establishment that is acknowledged by their own Department of Higher Education, Council on Higher Education or equivalent regulatory authority within the country. The executive committee of 2A2E-V consists of 2 representatives from each of the 5 political regions of the AU, and we encourage VEEs that are not yet active members of 2A2E-V to make contact with your regional representative(s). For more information, you can visit the site <https://networks.au-ibar.org/show/association-of-african-veterinary-education-establishments-2a2v-e> to make contact with us. The association is grateful for the administrative support provided by the African Union Interafrican Bureau for Agricultural Resources (AU-IBAR), the structure that was also responsible for the initiation of 2A2E-V.

Not too long ago, another international group, the Council on International Veterinary Medical Education (CIVME), an initiative of the American Association of Veterinary Medical Colleges (AAVMC), reached out to 2A2E-V to see how the two groups can join forces due to our shared goals. This resulted in the “birth” of VetEdAfrica, a symposium based on the structure of similar veterinary education conferences already in place in other parts of the world.

With this collaboration we were able to put together a dynamic group that could get this event organised within a short time, including the work of the scientific committee, who consist of the following people:

- Dietmar Holm from South Africa - President of 2A2E-V
- Jenny Hammond from the UK - Chair of CIVME
- Noursaid Tligui from Morocco - Vice-chair of 2A2E-V
- Mohamed Ghanem from Egypt - Executive Committee member of 2A2E-V
- Arouna Ngapanga from Cameroon - Executive Committee member of 2A2E-V
- Alaster Samkange from Namibia - Core representative for Africa on CIVME
- Kate May from South Africa - Alternate representative for Africa on CIVME
- Elpida Artemiou from the West Indies - CIVME representative

Following inputs from 2A2E-V we agreed that clinical skills training and assessment is a particular area that needs development in Africa, and decided to include this in the themes of this event. When deciding on a date, we realised that the date coincided with international OneHealth day, and decided to include this important topic for the third day of this event.

We were grateful to have received wonderful interest when we published the call for abstracts, in particular to see the diversity as well as the depth of submissions coming from Africa and the rest of the world. We are proud to present this programme to you, and trust that you will gain from this and that this will ultimately assist in achieving our goals.

We are most grateful to our sponsors of this event, being AAVMC and AU-IBAR (including a collaborative grant), the World Organisation of Animal Health (WOAH, formerly OIE), the University of Pretoria and IDEXX laboratories.

We hope you will have a wonderful experience, and enjoy your stay in South Africa!

On behalf of the scientific and organising committees.

Dietmar Holm

President: African Association of Veterinary Education Establishments
(2A2E-V)

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<https://au-ibar-org.zoom.us/j/86478005851?pwd=bzhMcnNGZFFXRk1eINjU1V1ZlpZZz09>

INDEX

Word of welcome	2
Day 1:	7
Theme: Clinical skills training	7
Keynote:	7
Innovation in clinical skills training	7
Workshop 1:	8
To maintain or not to maintain?	8
Workshop 2:	9
Clinical communications workshop	9
Workshop 3:	10
Using a checklist to implement and run a communication skills simulation class in Africa	10
Workshop 4 (Association twinning track)	11
Developing a clinical training programme as part of the harmonised veterinary curriculum for Africa	11
Workshop 5:	12
Developing and assessing professional (non-technical) and employability skills	12
Workshop 6 (Association twinning track):	13
Establishment and Development of Continental Quality Assurance in Veterinary Education, Assessment, Training and Research	13
Workshop 7:	14
A One Health Education Workshop: Teaching Design	14
Workshop 8:	15
Designing and publishing effective educational research in a resource-limited setting	15
Short presentations session 1:	16
Devinekoi® an innovative simulation-based game to increase students clinical abilities	16
Community-based learning to improve student clinical skills and confidence: A case study of the Veterinary Student Community Outreach (VETSCO)	17
Action Learning (AL) in the veterinary curriculum: a case study of the Onderstepoort Feedlot Challenge and the UNAM Feedlot Challenge	18

Introducing a Point of Care Ultrasound (POCUS) Curriculum and integration on a One Health placement in Arnhem Land, Northern Territory, Australia at the University of Melbourne (UoM)	19
Short presentations session 2:	20
Association between fine motor skill levels & acquisition of suturing skills in pre-clinical veterinary students	20
Let's do it together – engaging students in the process of model development and building	21
Keep it simple – teaching Veterinary Clinical Skills with everyday materials	22
Mimi® the lambing model made in Africa	23
Using flipped classrooms to make the most of clinical skills practicals by improving student preparation	24
Day 2:	25
Theme: Clinical skills assessment	25
Keynote:	25
Clinical Skills Assessment in Veterinary Education	25
Short presentations session 3:	26
The contribution of a competency-based mentoring framework to postgraduate veterinary education in Kenya	26
Developing Programs for a Well-Trained African Aquatic Veterinary Workforce	27
Student and Institutional Achievements during a WOAHA Veterinary Education Twinning Project Collaboration between Sokoine University of Agriculture and Kansas State University	28
Experiences of University of Gondar-Ohio State University veterinary education twinning for the enhancement of veterinary education in Ethiopia	29
Short presentations session 4:	30
VetBox: A platform used to manage, record and assess veterinary clinical training at the University of Pretoria	30
Newly qualified veterinarians' opinions impacting core competency and skills training in Veterinary Core Practice	31
Identifying the most important clinical skills to include in DVM training in Bangladesh by surveying veterinarians and students	32
Day 3	32
Theme: OneHealth education	33
Keynote:	33
Establishment of a Veterinary academic hospital in Namibia	33
Short presentations session 5:	34

An Online Platform for Day 1 Competencies	34
A transdisciplinary approach to One Health in undergraduate curricula	35
Integrating One Health core competencies at the universities in Cameroon.	36
Process of implementing community-based surveillance of zoonotic diseases in animal health according to the "one health" approach in Cameroon	37
One Health education in Sudan: problems and solutions	38
Perception and Knowledge of Veterinary and Medical Students in Ghana on Zoonoses.	39
Workshop 9:	40
Contribution of EISMV activities to the development of the livestock and fisheries sectors in the member states and prospects: the case of Senegal from 1968 to 2021	40
Workshop 10:	41
Establishment of a twinning project between AAVMC and 2A2E-V for the advancement of veterinary education in Africa and the United States of America	41
VETED AFRICA 2022 1 -3 November 2022, Muldersdrift South Africa	4

Day 1:

Theme: Clinical skills training

Keynote:

Innovation in clinical skills training

Annett Annandale

Murdoch University, Australia

Abstract:

Veterinary education has changed over the past two decades with a worldwide drive towards competency based and strongly skills oriented veterinary courses. This presentation will explore the context of clinical hands-on training within modern veterinary education highlighting changes, approaches and novel ideas while taking a look into the exciting world of skills laboratories, training models, simulators, applications, virtual realities and educational research. A special emphasis will be placed on innovation for clinical hands-on skills training. Can we fast-track student abilities, overcome live animal shortages, ethical concerns and budget restrictions? Examples of alternative concepts and training interventions to advance skills training will be presented. This presentation will hopefully inspire veterinary educators to explore new ways of teaching!

Workshop 1:

To maintain or not to maintain?

Liezl Kok

Anatomoulds, South Africa

Learning objectives:

- Using readily available and practical solutions to maintain veterinary models.

Abstract:

Clinical skills models are costly to develop, produce and purchase and play a vital part in Veterinary education with the de-emphasis on using live animals due to animal welfare concerns and the stress placed on new students.

Previously teaching faculties used live animals to educate the students through demonstrating a procedure. The procedure was undertaken, and the animal released to heal without any maintenance being required and should the animal die it was replaced with another.

Clinical skills models are used continually to demonstrate a procedure and all too often no cleaning or maintenance is performed on the model between uses and this policy often leading to health concerns for the user and a shorter lifespan and/or premature destruction of the usable life of the model, Innovation in clinical skills training

Workshop 2:

Clinical communications workshop

Kate May

Faculty of Veterinary Science, University of Pretoria, South Africa

Elpida Artemiou

Learning objectives:

- Understand the difference between open- and closed-ended questions
- Understand the difference between empathy and sympathy and when best to apply empathy to build rapport.
- Understand the importance of non-verbal communication
- Understand the terminology used in the Calgary-Cambridge guide

Abstract:

Communication is essential in veterinary medicine and contrary to popular belief, is a skill that can be taught and is not just inherently good in certain individuals. The majority of complaints received by the South African Veterinary Council are related to poor communication with clients and colleagues. It is therefore imperative that we equip our veterinary students with these necessary skills.

As educators, we first need to educate ourselves! This workshop aims to give educators the basic communication tools needed to improve their own communication skills by providing a platform where participants can partake in simulated consultations with a trained simulated client and which will be facilitated by experienced coaches based on the Calgary-Cambridge guide.

Workshop 3:

Using a checklist to implement and run a communication skills simulation class in Africa

BABAGDINE OLATOUNDI Francois-Xavier LALEYE

Ecole Inter-Etats des Sciences et Médecine Vétérinaires (EISMV), Senegal

Abi TAYLOR, Sarah Baillie

Learning objectives:

- Create a simulation class adapted to the needs and context of their institution
- Find the best way to run a low-cost and sustainable simulation class in their institution.

Abstract:

"Simulation-based learning has an important role in development of competences, protecting animal welfare and in preparation of future veterinarians. Although simulation is common in many countries, in Africa the model used elsewhere is not always directly applicable.

In the workshop participants will use a 15-step checklist to design a low-cost simulation activity for students to learn communication skills relevant to their local context. Examples from EISMV's LABOSIM team will be presented, which cost <\$200 for 5 different workshops.

Participants will obtain a clear, simple and precise roadmap, allowing them to set up efficient and sustainable simulation activities specific to their institution's circumstances. The checklist can be adapted to many different scenarios and situations."

Workshop 4 (Association twinning track)

Developing a clinical training programme as part of the harmonised veterinary curriculum for Africa

Dietmar Holm

Faculty of Veterinary Science, University of Pretoria, South Africa

David Tendo

Alaster Samkange

Pyana Pati

Ronel Callaghan

Learning objectives:

- Understand the day 1 competencies for African veterinarians.
- Understand backwards curriculum design.
- Apply backwards design by structuring a harmonised clinical training programme aligned with day 1 competencies.
- Define outcomes (knowledge, skills and attributes) for the preclinical curriculum.

Abstract:

The 2A2E-V recently determined the Day 1 competencies for African veterinarians based on the OIE guidelines. These represent the outcomes for a harmonised African veterinary curriculum. Backwards curriculum design is based on outcomes and commences planning at the end of the learning process, followed by designing the assessment to confirm achievement of the outcomes and then, finally, aligning the learning experience. In this workshop, participants will be introduced to the process of backwards curriculum design and, given the Day 1 competencies as outcomes, will design a clinical training programme aimed at achieving those competencies. Foundational and discipline knowledge and prerequisite skills will be defined in order for VEEs to design their preclinical programmes in a similar way.

Workshop 5:

Developing and assessing professional (non-technical) and employability skills

Martin Cake

Murdoch University, Australia

Learning objectives:

- Define important professional (non-technical) skills and situate these within competency or learning outcome frameworks.
- Discuss challenges and solutions for developing and assessing these skills in veterinary education, particularly in experiential and workplace-based learning.

Abstract:

In order to become successful veterinarians, students must develop not only technical skills, but also many professional (non-technical) skills. These include communication and teamwork, but also less visible attributes such as commitment, motivation, resilience, adaptability, self-awareness.

While we call these skills (often 'soft skills'), most are not true skills in the competency sense – abilities which can be observed and measured. It can be challenging to flag, define and assess such learning outcomes within competency-based frameworks. Workshop participants will reflect on how professional skills are defined, developed and assessed within their curricula, including through the lenses of employability and experiential learning, and share practice around this enduring problem.

Workshop 6 (Association twinning track):

Establishment and Development of Continental Quality Assurance in Veterinary Education, Assessment, Training and Research

Mohamed Ghanem

Faculty of Veterinary Medicine Benha University Egypt

Learning objectives:

- Establish and develop African Veterinary Academic standards and setting an accreditation system for the continental veterinary schools

Abstract:

Currently, there is no harmonised accreditation system or standards set for veterinary education in Africa. Therefore, the objective of this work is to propose and draft standards for veterinary education in Africa and set an accreditation system to assure that veterinary graduates attain minimum required skills and competencies allowing them to work at the continental level. The academic reference standards in different countries have been reviewed as well as the European standards and guidelines issued in 2015.

Twelve academic standards were proposed at the strategic meeting of the African Association of Veterinary Education Establishment (2A2E-V) in University of Pretoria, ZA in June 2022. These standards were presented and reviewed by the Executive members of 2A2E-V. AVAS

Workshop 7:

A One Health Education Workshop: Teaching Design

Arouna Njyou Ngapagna

Faculte des science - Universite des Montagnes, Cameroon

Learning objectives:

- The workshop will enable participants to develop a OneHealth study programme.

Abstract:

The emergence of diseases in recent years is a catalyst for the implementation of new curricula needed to meet the challenges of the time (such as COVID-19, Ebola, chikungunya, etc) and make education more relevant to the clientele it serves. Indeed, curricula are constantly evolving; and a good curriculum reflects the needs of the individual and of society as a whole. Curricula can be : - Subject-centred, - Learner-centred and - Problem-centred design. The Elements of Curriculum Development One Health considers the following elements: objectives, attitudes, time, students and teachers, needs analysis, classroom activities, materials, study skills, language skills, vocabulary, grammar and assessment. The purpose of having a curriculum is to provide teachers with an outline.

Workshop 8:

Designing and publishing effective educational research in a resource-limited setting

Regina Schoenfeld, JVME and NCSU

Elpida Artemiou

Sarah Baillie

Martin Cake

Jennifer Hammond

Dietmar Holm

Learning objectives:

- Describe the types of educational research studies associated with clinical skills teaching and assessment
- Design an inexpensive study to explore an aspect of clinical skills teaching/assessment in their local context
- Select an appropriate article type and outline the steps to submit to JVME

Abstract:

The workshop aims to stimulate veterinary educational research in a resource-limited environment and support dissemination of the findings via JVME. Participants will share challenges encountered in conducting and publishing educational research. We'll describe major types of research in clinical skills instruction (assessment of student competence, model validation and context-specific relevance) and discuss how to conduct these inexpensively. We'll give an overview of the scope of JVME and types of articles accepted, including tips for manuscript preparation. Participants will work in small groups to brainstorm development of a research study or teaching tip related to an aspect of their clinical skills teaching. Workshop presenters will circulate among the groups to offer feedback.

Short presentations session 1:

Devinekoi® an innovative simulation-based game to increase students clinical abilities

BABAGDINE OLATOUNDI Francois-Xavier LALEYE

Ecole Inter-Etats des Sciences et Médecine Vétérinaires (EISMV)

Miguiri KALANDI,

Eric KABURA

Mireille C. KADJA-WONOU

Yalacé Y. KABORET

Sarah Baillie

Learning objectives:

- Describe how we play Devinekoi®
- Explain the mechanism of Devinekoi®
- Share the analysis of the student satisfaction survey

Abstract:

A simulation-based game Devinekoi® has been designed by the EISMV LABOSIM team for students to learn skills commonly used by veterinarians including palpation, communication and teamwork.

Students practice palpation skills relevant to a physical examination using low-cost and readily available objects. Students also practice communication and collaboration through peer interaction.

The set-up is designed as a playful, low-risk game and satisfaction surveys indicate the simulation is highly appreciated by students.

With little cost but a lot of ingenuity it is possible to do wonders. Devinekoi® is a simple, efficient workshop format that can be adapted for different contexts including training multiple professions in one health.

Community-based learning to improve student clinical skills and confidence: A case study of the Veterinary Student Community Outreach (VETSCO)

Daniel Qekwana

Faculty of Veterinary Science, University of Pretoria

Jasmi Hira

Rebone Moerane

Dietmar Holm

Learning objectives:

- Understanding the challenges of inexperienced veterinary students from disadvantaged communities.
- Developing community-based basic clinical skills learning program to improve day one veterinary competencies.
- Considering potential challenges and opportunities presented by community-based learning.

Abstract:

The Veterinary Student Community Outreach (VETSCO) is a community outreach society founded by veterinary and para-veterinary students from the University of Pretoria. One of the aims is to upskill students from backgrounds with limited practical experience in animal handling, approach to clinical cases and veterinary extension, particularly affecting those from disadvantaged communities and students of colour. These students would normally enter clinical work-integrated learning with low confidence and insufficient skills due to limited previous access to veterinary facilities. Data is shared on a survey designed to determine if VETSCO successfully bridges the gap between students' theoretical knowledge and experiential learning, and to identify unresolved weaknesses and opportunities.

Action Learning (AL) in the veterinary curriculum: a case study of the Onderstepoort Feedlot Challenge and the UNAM Feedlot Challenge

Andreas Hentzen

Faculty of Veterinary Science, University of Pretoria

Takula Tshuma

Reinette Ludike

Alaster Samkange

Baby Kaurivi

Alec Bishi

Anna Marais

Dietmar Holm

Learning objectives:

- Understanding the concept of Action Learning (AL) and its application in veterinary training.
- Investigate the potential of advancing clinical and professional skills training by implementing AL in the preclinical curriculum.
- Evaluate the impact of existing AL projects at two universities in Africa.

Abstract:

Action Learning provides a structured, incentivised group-based learning opportunity in a real-life setting. A scientific report forms the basis of theoretical learning, while other skills and attributes are obtained in a fun-filled practical experience. The Onderstepoort Feedlot Challenge was introduced in 2007, followed by the UNAM Feedlot Challenge in 2019, exposing students to a complete production cycle in a cattle and sheep feedlot at the Universities of Pretoria and Namibia respectively. Aims include providing clinical skills and professional skills training opportunities, and stimulating student interest in production medicine. Inter-institutional survey data is shared, investigating the impact of the Feedlot Challenge on skills acquisition and career choice by veterinary students.

Introducing a Point of Care Ultrasound (POCUS) Curriculum and integration on a One Health placement in Arnhem Land, Northern Territory, Australia at the University of Melbourne (UoM)

Joanna Aitken

The University of Melbourne

Learning objectives:

- Describe POCUS and outline the implementation of a POCUS curriculum into a Doctor of Vet Medicine (DVM) program, including plans for assessment
- Demonstrate POCUS models we developed to teach cardiovascular principles and how these enhance student learning
- Illustrate POCUS use in remote settings

Abstract:

POCUS use is increasing due to affordability and portability of ultrasound devices. Therefore, there is a growing need for students to graduate with foundational knowledge and confidence in basic POCUS image acquisition and interpretation.

This presentation discusses integration of POCUS in the UoM preclinical and clinical curriculum. Using a DVM1 cardiovascular practical as an example, the experience of integrating anatomy and clinical skills teaching, ultrasound model making logistics, and its impact on learning will be discussed.

It will conclude with insights on use of POCUS in a remote desexing program. This is an exciting way to integrate an important clinical skill throughout the degree, increasing competence and confidence of graduates.

Short presentations session 2:

Association between fine motor skill levels & acquisition of suturing skills in pre-clinical veterinary students

Tiffany Wong

School of Veterinary Medicine, Murdoch University, Australia

Cara Appelgrein

Dietmar Holm

Annett Annandale - Presenter

Learning objectives:

- Understand the role of fine motor skills (FMS) in veterinary students' ability to acquire suturing skills.
- Apply the role of FMS in the design of students' skills development pathways.

Abstract:

Fine motor skills (FMS) form the basis of the acquisition of hand skills. We evaluated the relationship between pre-clinical veterinary students' FMS and their suturing skills. Students (n=21) without suturing experience performed the Purdue Pegboard Test to evaluate FMS. Following a suturing workshop, their suturing skills were assessed using a checklist. Participants with higher-than-average FMS were more likely to pass the assessment compared to those with lower-than-average FMS (p=0.01). Individual checklist item analysis identified surgical instrument handling skills as a weakness, indicating that equipment handling exposure should be ensured prior to suturing practice. Implementing initial FMS assessment and targeted training could lead to more efficient training of clinical skills.

Let's do it together – engaging students in the process of model development and building

Julia Dittes

PAUL, Faculty of Veterinary Medicine Leipzig

Anke Hattenhauer

Martin Tzschope

Learning objectives:

- Work together.
- Share your ideas.
- Simple materials and stations reduced to the basics can be equal or worth a realistic manikin.

Abstract:

"One of the skills lab tasks is to develop new learning stations. But at times it can be hard to define what is really needed. Often, students recognize gaps in training equipment during learning. So it seems a good idea to ask students to help when building models.

Within the framework of small research projects students can develop models using simple materials where they require it. A recent example is the X-ray station of the equine distal limb in our skills lab. Under guidance students designed an instruction manual and dummies made of wood and other basic materials, combined with a plastinated limb and radiation protective clothing.

After all, this station enhances possibilities to train radiation protection and x-ray imaging in a safe environment and improves exam preparation."

Keep it simple – teaching Veterinary Clinical Skills with everyday materials

Julia Dittes

PAUL, Faculty of Veterinary Medicine Leipzig

Learning objectives:

- One good idea is worth many financial resources.
- Simple materials mostly have more than one way to be utilized.
- Integrating fun into learning sessions improves outcomes.

Abstract:

Forced into online teaching during the past 2 years, everyday materials were integrated into our courses. Dish clothes, cling film and many other things can be found in every household and make lessons more graspable.

Simple anatomy models such as a rectus sheath and an abdominal ring model as well as i.v. catheter and injection models were built together with the students during online classes and after that used for practical training at home. Furthermore, these models can be utilised during on-site courses next to real specimens for better understanding.

In a nutshell, it is fun building the model, it can be done everywhere and practical veterinary training can be brought to the kitchen table.

Mimi® the lambing model made in Africa

Babagdine Olatoundji Francois-Xavier Laleye

Ecole Inter-Etats des Sciences et Médecine Vétérinaires (EISMV), Senegal

Bilkiss V. M. Assani, Abi Taylor, Sarah Baillie

Learning objectives:

- Describe how to make a simple lambing simulator
- Share the expert's evaluation results
- Analyse of the student satisfaction survey

Abstract:

More than 30% of the world's 2.5 billion small ruminants are in Africa (FAO-2022). In Senegal, small ruminants are important economically and ownership contributes to the autonomy of women. Veterinarians are often called upon to correct dystocia in small ruminants.

Students need training in dystocia management and the EISMV LABOSIM team have created a lambing model: MIMI®. It is low fidelity, low cost (<20€) and made from local recycled materials. Veterinarians have rated the model as reasonably realistic and suitable for training. Student feedback was also positive.

Mimi® is a low cost, effective model for training students in the management of dystocia cases in small ruminants. Its simplicity and use of local materials has clear advantages over higher-fidelity, expensive alternatives.

Using flipped classrooms to make the most of clinical skills practicals by improving student preparation

*Louisa Mitchard
Bristol Vet School*

Sarah Baillie

Alison Catterall

Sam Brown

Lucy Gray

Abi Miles

Learning objectives:

- Describe best practice in flipped classroom pedagogy that supports student preparation for clinical skills practicals
- Utilise a simple template to design flipped classrooms
- Explain the benefits of embedding the flipped classroom approach for practical training throughout a veterinary curriculum

Abstract:

During Covid-19 changes to practicals meant that student preparation became even more important. A flipped classroom approach was adopted with online short courses before every animal handling and clinical skills practical. A research study was undertaken to evaluate all the flipped classrooms with students providing feedback and instructors participating in focus groups. Students found flipped classrooms very helpful: improving preparation, reducing anxiety, using practical time more effectively and supporting revision. Instructors reported focusing more on teaching skills and giving feedback, and some used flipped classrooms in their own preparation. The detailed feedback is being used to further improve the flipped classrooms enabling students to optimise preparation for practicals.

Day 2:

Theme: Clinical skills assessment

Keynote:

Clinical Skills Assessment in Veterinary Education

Sarah Baillie,

Emeritus Professor, Bristol Veterinary School, UK

Abstract:

Assessing clinical skills is crucial to ensure that new graduates have developed the competence required to perform the common procedures carried out by a veterinarian. Assessment of clinical skills should be embedded throughout the curriculum as it drives learning and enables students to be prepared for and make the most of opportunities when on work-placements and during clinical rotations. The talk will start with an overview of assessment principles while linking to key educational

frameworks such as Miller's pyramid and Bloom's domains. Assessment methods relevant to clinical skills will be presented and discussed, including methods that ensure students have the underpinning knowledge and can demonstrate development of competence during Objective Structured Clinical Examinations (OSCEs) and the more complex and holistic Workplace-Based

Assessments (WBAs). There will be a focus on the OSCE - from the planning phase through to running an examination. Finally, the talk will highlight a range of free open-access resources available to educators to support teaching and assessment of clinical skills.

Short presentations session 3:

The contribution of a competency-based mentoring framework to postgraduate veterinary education in Kenya

James Kithuka

Brooke East Africa

Vincent Oloo

Learning objectives:

- In Kenya the completion of a 52-week post-graduate Veterinary Internship Programme is required for professional registration.
- It aims to ensure professionals are educated to a common standard and can deliver competent, professional care in a variety of clinical environments.

Abstract:

The Director of Veterinary Services endorsed the use of the Animal Health Mentoring Framework (AHMF), a competency-based, mentoring tool (designed by INGO Brooke, Action for Working Horses and Donkeys) to facilitate mentorship and evaluate intern progress during the programme. The AHMF has 27 indicators clustered into 16 parameters further grouped into 5 veterinary competencies: Animal welfare, Communicator, Clinical Expertise, Kit Content and Clinical Governance. The AHMF was piloted by 34 interns.

The AHMF was used to collect baseline data at the beginning of the programme and again after 26 weeks (the end of the pilot phase). Both interns and supervisors were trained in using the AHMF and scoring was standardized on two occasions.

Developing Programs for a Well-Trained African Aquatic Veterinary Workforce

David Scarfe

Faculty of Veterinary Science, University of Pretoria

Gillian Taylor - Presenter

Nenene Qekwana

Learning objectives:

- African imperatives for a well-trained aquatic veterinary workforce.
- Validation of core (Day-1) aquatic knowledge, skills and experience needed.
- Future programs supporting a well-trained aquatic veterinary and para-veterinary workforce.

Abstract:

Development of sustainable aquaculture necessary for food security and economic development throughout Africa is severely hampered by disease and requires a well-trained aquatic veterinary workforce.

Core (Day-1) aquatic veterinary subjects missing from most curricula have been identified and validated to supplement existing knowledge, skills and experience, and support the WOA/ OIE PVS, and veterinary and para-veterinary education guidelines. Global surveys of veterinary schools indicate many, but not all cover aquatic subjects in their curricula; but few opportunities exist in Africa. To assist developing a skilled African aquatic veterinary workforce several initiatives have been launched, including an African-focused “Aquatic Veterinary Health Unit” at the University of Pretoria.

Student and Institutional Achievements during a WOAHA Veterinary Education Twinning Project Collaboration between Sokoine University of Agriculture and Kansas State University

Wahabu Kimaru

Sokoine University of Agriculture

Abubakari Hoza

Learning objectives:

- To integrate all elements of the OIE Core Curriculum into the SUA BVM curriculum and deliver educational resources to enable veterinary students to acquire the OIE Day 1 Competencies, which are needed to support National Veterinary Services.

Abstract:

A collaborative partnership supported by WOAHA Veterinary Education Twinning Project between Sokoine University of Agriculture (SUA) and Kansas State University (KSU) aimed to enhance the quality of veterinary education at both universities, by exchange of knowledge, experience, and ideas.

The outcomes of the project at SUA were that; Curriculum mapping exercise identified gaps to be resolved within the curriculum;

Through structured exchanges, visiting faculties and students from both universities were exposed to different teaching systems, livestock systems and varying dynamics at the human–livestock–wildlife interface;

Continuing professional development courses and a clinical club to expose students at both colleges to a broader range of clinical cases and knowledge were developed.

Experiences of University of Gondar-Ohio State University veterinary education twinning for the enhancement of veterinary education in Ethiopia

Tsegaw Fentie

College of Veterinary Medicine and Animal Science, University of Gondar

Shimelis Dagnachew, Armando Hoet

Learning objectives:

- After the presentation the audience will be informed by the experiences of College of Veterinary Medicine and Animal Sciences at the University of Gondar (UoG) in Ethiopia and College of Veterinary Medicine at the Ohio State University (OSU) Veterinary Education twinning project experiences

Abstract:

The World Organization for Animal Health (WOAH) acknowledges the quality of veterinary education in many of the developing countries is deficient to develop the aptitude and proficiency of veterinary graduates to work across the multiple disciplines of the profession. The WOAH provides the requirements needed for graduating veterinary professionals to be competent in the delivery of animal health services. However, significant differences in veterinary curricula across countries, attributable to differing animal health priorities and the predominant types of veterinary practice, provide a challenge for veterinary education establishments to address these competencies adequately. As part of the WOAH's Veterinary Education (VE) Twinning Program, the College of Veterinary Medicine"

Short presentations session 4:

VetBox: A platform used to manage, record and assess veterinary clinical training at the University of Pretoria

Shaun van den Hurk

Faculty of Veterinary Science, University of Pretoria

Dietmar Holm

Rebone Moerane

Amelia Goddard

Lizette Neethling

Henry Annandale

Learning objectives:

- Understand the capabilities of web-based software in the management of clinical training of veterinary students.
- Understand the pertinence and value of said software in the training and evaluation of students and assessment of the training program.

Abstract:

The University of Pretoria (UP) BVSc degree offers a 66-week clinical training programme consisting of core and elective clinics and a research project in their final 18 months of training. The VetBox clinic booking system allows each of the 160 – 180 final-year students to tailor their weekly programme within their chosen elective. Clinical supervisors use VetBox to confirm student placement and assess clinical exposure and competence. This presentation will demonstrate the functions of VetBox that support the clinical training of veterinary students through booking functions, logging of experiential training and continuous assessment opportunities. Data of clinical placements, skills logging and DOPS assessments obtained over the past 5 years at UP is provided.

Newly qualified veterinarians' opinions impacting core competency and skills training in Veterinary Core Practice

Sanet Haupt

University of Pretoria

El-Marie Mostert

Learning objectives:

- Identify newly qualified veterinarians' perceptions of the core competency- and skills training value in Veterinary Core Practice.
- Newly qualified veterinarians' perceptions of adding value to clinical exposure in Veterinary Core Practice.

Abstract:

This submission argues for student participation grounded in student voice.

The time spent in the different clinics for students doing their compulsory CCS (Compulsory community service) training is linked to the perceived value students apportion to it.

Newly qualified veterinarians categorized the perceived value of the clinics by suggesting:

- Increasing or reducing time allocated to some clinics with reasons on how to re-allocate the time
- Eliminating exposure to some clinics
- Introducing new clinic exposure
- Introducing elective themes

The outcome of the research is based on the premise that feedback from students on their educational experiences in clinics could lead to change initiatives. Students feel personally invested in their learning if their voice is heard.

Identifying the most important clinical skills to include in DVM training in Bangladesh by surveying veterinarians and students

Sarah Baillie

Bristol Veterinary School, University of Bristol, UK

Thomby Paul

Ahasanul Hoque

Tuli Dey

Abdul Mannan

Debashish Sarker

Abu Shoieb

Mohsin Nurun

Nahar Chisty

Nitish Debnath

Bibek Chandra Sutradhar

Abstract:

The first clinical skills laboratory in Bangladesh was opened at Chattogram Veterinary and Animal Sciences University (CVASU) in 2019.

This study aimed to identify the most important clinical skills for new graduate veterinarians in Bangladesh to inform the laboratory's further development.

A list of skills was created based on literature, international accreditation standards, and regional syllabi, and refined through local consultation. An online survey was used for veterinarians and final year students to rate the level of importance of each skill for a new graduate; 330 responses were received. Analysis led to a ranked list of skills for farm and pet animals. New models have been made for the most important skills, which include injection techniques and neutering.

Day 3

Theme: OneHealth education

Keynote:

Establishment of a Veterinary academic hospital in Namibia

Anna Marais

School of Veterinary Medicine, University of Namibia

Abstract:

The UNAM School of Veterinary Medicine offers a six-year BVM degree. The curriculum follows OIE guidelines and is accredited by the National Council for Higher Education and the Namibian Veterinary Council, which requires clinical training to be conducted in a registered academic hospital. This paper outlines the process of establishing a Veterinary Academic Hospital in Namibia, which caters for all companion and production animals including wildlife.

Clinical training facilities, designed to produce Day-One competent veterinarians, include a skills lab, a theriogenology unit, a barn theatre, a bovine unit with a crush system and tilt table, an equine unit for field procedures and a wildlife boma. A small animal and two mobile units complete the clinical training facilities.

Short presentations session 5:

An Online Platform for Day 1 Competencies

Molly Lee

Iowa State University

Jim Roth

Amanda Berrian

Armando Hoet

Dietmar Holm

Hilari French - Presenter

Learning objectives:

- Describe the overall objective of the Day 1 Platform for Veterinary Education.
- Summarize the Assessment and Implementation of Day 1 Competencies (AID-1C) model.
- Identify areas of opportunity for collaboration and participation in the Day 1 Platform for Veterinary Education project.

Abstract:

The Day 1 Platform for Veterinary Education is a collaboration between a number of veterinary universities with a common goal of propelling veterinary educational establishments (VEEs) towards generating graduates with the most relevant and rigorous knowledge base for supporting livestock health and productivity. An online platform housing educational resources and teaching tools to support VEEs in achieving the World Organisation for Animal Health (WOAH) Day 1 Competencies of graduating veterinarians, as well as an evaluation tool designed to assess VEEs' existing curricula against the Day 1 Competencies, has been developed and is being expanded. This session will describe current work and future direction and seeks to generate awareness as well as opportunities for collaboration.

A transdisciplinary approach to One Health in undergraduate curricula

Melvyn Quan

Faculty of Veterinary Science, University of Pretoria

Heleen Roos

Learning objectives:

- Recognize the benefits and challenges of presenting an inter-faculty module on One Health.
- Compare the presented One Health module with your own experience.
- Implement a One Health module.

Abstract:

A transdisciplinary approach to One Health in undergraduate curricula. An undergraduate One Health module was presented as a collaboration between two faculties at the University of Pretoria, involving 5th-year veterinary students and 3rd-year medical students. Blended learning and a World Café approach, which uses a structured conversational process in small table groups, were used to discuss and tackle One Health issues in a rural community at the human-livestock-wildlife interface. Action Learning and Action Research provided insights into conducting trans-disciplinary modules and students' opinions of One Health. The benefits of this approach will be demonstrated.

Integrating One Health core competencies at the universities in Cameroon.

Arouna Njyou Ngapagna

Faculte des science - Universite de Ngaoundere

Pati Pyana Behiru Gebrekidan

Learning objectives:

- Demonstrate the process used to identify One Health core competencies.
- Share the approach used.

Abstract:

Since 2014, Cameroon has developed its national strategy One Health. The government of Cameroon initiated a strategy for the operationalisation of the One Health approach within Cameroonian universities with the priority action of integrating One Health competencies in existing curricula/programmes. Thus we engaged 02 representatives per university for a total of 30 persons. The process resulted in two approaches; for universities with faculties of veterinary medicine, human medicine, environment and faculties offering masters in public health, it was opted to integrate the competences in the curricula; and for the others, it was requested to plan seminars on the competences retained for a start. We identified the base of One Health core competencies (OHCC), and technical OHCC.

Process of implementing community-based surveillance of zoonotic diseases in animal health according to the "one health" approach in Cameroon

Jean-Marc Feussom Kameni

Direction des Services Vétérinaires

Tchamba Kombou, Marie Paulette DEYA-YANG

Boris Kwa

Okiwah Abiambe Alvine Aurelle

Amawota Foudjin Alvine

Linda Ngoujigne

Tatsinkam Yannick Narcisse

Kamga Gonné Garga

Learning objectives:

- Implementation of community-based surveillance,
- Improvement of animal health surveillance,
- Strengthening surveillance according to the "one health" approach

Abstract:

In March 2016, approximately 41 zoonotic diseases were identified at the Cameroon Zoonotic Disease Prioritization Workshop. Ten zoonotic diseases were prioritized in two phases in 2016 and 2020. As part of the strengthening of epidemiological surveillance, the Veterinary Services with the support of partners have developed, according to the "One Health" Approach, the

Guidelines for Animal Health Surveillance in the community: case of priority zoonotic diseases, the forms and tools. The pilot phase is currently being tested in one of the country's regions. This surveillance activity complements the indicator-based animal health surveillance and early detection of health events and rumors under the "one health" approach in Cameroon.

One Health education in Sudan: problems and solutions

Adil Salman

One Health Center, Khartoum, Sudan

Elniema Mustafa

Iman Hamad

Learning objectives:

- To investigate the awareness of health schools in Sudan to One Health initiative.
- To find the best OH education suitable for Sudan

Abstract:

A questionnaire was conducted among the final year students and fresh graduates of health related schools in Khartoum to investigate their awareness of the concept and scope of one health

Initiative. More than 60% were unaware of the concept of one health, while more than 70% were ignorant of the one health scope. 30% rated the One Health Initiative as very important.

The majority were very interested in educational activities involving inter-disciplinary interactions. The One Health center in association with epidemiologists from different health disciplines engaged in many workshops to design a One Health initiative curriculum for post graduate studies . There was a discrepancy in opinions among specialists in determining the components of the curriculum and those eligible students.

Perception and Knowledge of Veterinary and Medical Students in Ghana on Zoonoses.

Benjamin Emikpe

Kwame Nkrumah University of Science and Technology Kumasi Ghana

Abigael Emikpe

Derrick Asare

Learning objectives:

- This study aimed at assessing the perception and knowledge of zoonosis amongst veterinary and medical students in Ghana.
- It reveals the clear direction for improvement in teaching of zoonoses to one health team players.

Abstract:

This study aimed at assessing the perception and knowledge of zoonosis amongst veterinary and medical students in Ghana. It involved a cross sectional survey and the use of an online structured questionnaire which was administered to 384 students ie. 174 veterinary students and 210 medical students across 4 public universities in Ghana. Data collected were analysed descriptively using mean scores and Pearson Chi-square with the help of SPSS version 25. The findings revealed that students enrolled in medical and veterinary schools in Ghana have relatively good knowledge of zoonosis with a mean response of 4.88 ± 1.049 which represented 78.6% of students of which more veterinary students (42.9%) exhibited good knowledge about zoonosis as compared to the medical students (35.7%).

"Forced into online teaching during the past 2 years, everyday materials were integrated into our courses. Dishcloths, cling film and many other things can be found in every household and make lessons more graspable.

Simple anatomy models such as a rectus sheath and an abdominal ring model as well as i.v. catheter and injection models were built together with the students during online classes and after that used for practical training at home. Furthermore, these models can be utilized during on-site courses next to real specimens for better understanding.

In a nutshell, it is fun building the model, it can be done everywhere and practical veterinary training can be brought to the kitchen table."

Workshop 9:

Contribution of EISMV activities to the development of the livestock and fisheries sectors in the member states and prospects: the case of Senegal from 1968 to 2021

*Kabkia Dieudoné
EISMV of Dakar*

Yalacé Kaboret

Abdourhamane Adamou Darey

Learning objectives:

- The general objective of this study is to assess the activities of EISMV, particularly the teaching activities in the sectors of and fisheries sectors in Senegal.

Abstract:

The general objective of this study is to assess the impact of the EISMV in the livestock and fisheries sectors in Senegal. It was conducted in two (02) phases including the interview phase and the interview phase and the survey phase. Snowball" sampling was used. In the survey, sixty-two (62) sixty-two (62) veterinary graduates of EISMV responded to the questionnaire.

It appears that since its creation, EISMV has trained five hundred and forty (540) Senegalese veterinarians, seventy-seven (77) Masters and fifteen (15) PhD. The main sectors of activity of Senegalese veterinarians who graduated from EISMV are private practice or pharmacy, the public service, being fishing being poorly represented.

Workshop 10:

Establishment of a twinning project between AAVMC and 2A2E-V for the advancement of veterinary education in Africa and the United States of America

Dietmar Holm

President: African Association of Veterinary Education Establishments (2A2E-V)

Jennifer Hammond

Chair: Council on International Veterinary Medical Education (CIVME)

Learning objectives:

- Establishment of combined objectives for a twinning project between CIVME and 2A2E-V
- Establishment of a strategy to deliver on the said objectives, including specific strategic projects.
- Defining the roles of parties in such a twinning project

Abstract:

The Council on International Veterinary Medical Education (CIVME), an initiative of the American Association of Veterinary Medical Colleges (AAVMC), and the African Association of Veterinary Education Establishments (2A2E-V), an initiative of the African Union Interafrican Bureau for Agricultural Resources (AU-IBAR), have some shared goals, both aiming to advance veterinary education on an international scale.

Due to these shared goals, the two groups wish to share ideas, knowledge and resources to make progress with their objectives.

The workshop is intended for any delegates representing any member institutions of 2A2E-V (not only for the executive committee members) or any core-, alternate or regional representatives of CIVME, to contribute to this combined effort.

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