WHO WILL TRANSFORM VETERINARY MEDICAL EDUCATION?
SPARTANS WILL.
Dean’s Charge

1) Innovation to reimagines veterinary education
2) Cost effective
3) Learner centered
4) Integrated
4) High value, career ready graduate.
WHO WILL TRANSFORM VETERINARY MEDICAL EDUCATION?
SPARTANS WILL.

Features of the Reinvented DVM Curriculum:
- Competency-based curriculum focused on producing career-ready, high-value graduates
- A student-centered curriculum that emphasizes wellness
- Intentional integration of clinical, cognitive, and professional skills throughout the curriculum
- Opportunities for students to excel in areas of career interest

Learn more: goo.gl/69yyWL
What this entails……

➤ Competencies
  ➤ Evaluation of knowledge in action
  ➤ Aligned with national standards
  ➤ Coordinated and transparent curriculum
  ➤ Includes professionalism competencies

➤ Flipped model
  ➤ Active classrooms
  ➤ Production of digital materials

➤ Systems-based courses
  ➤ Consecutive not concurrent
  ➤ Coordinated among disciplines

➤ Iterative system for improvement
Nyssa Levy, Martha Mulks, Jen Roberts, and Mike Scott sorting competencies.
Competency Working Group: Themes

Upon graduation, CVM graduates will have the

1) veterinary and scientific knowledge,
2) cognitive and technical skills,
3) communication skills,
4) learning skills,
5) social competence, and
6) professionalism and emotional maturity

to reach their potential through life-long engagement in activities that address societal needs and benefit global health.
Collected about 800 “Competencies”

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Initial Refinement with Action Verbs</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Literacy</td>
<td>1. List the major commodities (meat, dairy, eggs) and specialty products (fiber,……) and specialty products of animal origin (dairy, beef, swine, sheep, chicken). 2. Given a specific animal agriculture production system (dairy, beef, swine, sheep, chicken). 3. Identify animal welfare concerns for each major animal industry. 4. Identify the role of the veterinarian in helping farmers and society to address animal welfare concerns.</td>
<td></td>
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<tr>
<td>Zoonotic diseases</td>
<td>5. Identify the potential routes of transmission of zoonotic diseases among species. 6. Identify common or important zoonotic diseases that are endemic to specific regions. 7. Describe how to access resources on zoonotic diseases in specific geographical locations. 8. Identify resources and practices to maintain awareness of emerging diseases.</td>
<td></td>
</tr>
</tbody>
</table>
Nyssa Levy, Martha Mulks, Jen Roberts, and Mike Scott sorting competencies.
Timeline for New Curriculum

- Approval: May 2017
- Year 1-4 Course Mapping: September 1, 2017
- Develop 1 Course to Pilot: November 1, 2017
- Educator Development Yr 1: January 1, 2017
- Courses Developed / Demo: June 2018
- Yr 1 Role Out: August 2018
<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Semester</th>
<th>Moderator</th>
<th>Course Team</th>
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<tbody>
<tr>
<td>Fundamentals in Veterinary Science I</td>
<td>1</td>
<td>1</td>
<td>Bo Norby</td>
<td>Jane Merrills, Ioana Sonea</td>
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<td>Animals in Society</td>
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<td>Janice Swanson</td>
<td>Dan Grooms, Melinda Wilkins</td>
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<td>Musculoskeletal I</td>
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<td>Ioana Sonea</td>
<td>Jenny Thomas, Stephanie Valberg</td>
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<td>1</td>
<td>1</td>
<td>Jon Patterson</td>
<td>Chris Pirie, Ioana Sonea</td>
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<td>Cardiovascular System I</td>
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<td>Jenny Thomas</td>
<td>Ioana Sonea, Bari Olivier</td>
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<td>Cutaneous System I</td>
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<td>Erica Noland</td>
<td>Stephanie French, Ann Rashmir</td>
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<td>Respiratory System I</td>
<td>1</td>
<td>2</td>
<td>Sue Ewart</td>
<td>Ioana Sonea, Jack Harkema</td>
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<td>Immunological and Hematological System I</td>
<td>1</td>
<td>2</td>
<td>John Fyfe</td>
<td>Mike Scott, Ioana Sonea</td>
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<tr>
<td>Endocrine System I</td>
<td>1</td>
<td>2</td>
<td>Brian Petroff</td>
<td>Jane Manfredi, Lisa Tadros</td>
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<td>Reproductive System I</td>
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<td>Dalen Agnew</td>
<td>Peggy Petroff, Jennifer Roberts</td>
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<tr>
<td>Urinary System I</td>
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<td>2</td>
<td>Nyssa Levy</td>
<td>Ioana Sonea, Jenny Thomas</td>
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<tr>
<td>Digestive System I</td>
<td>1</td>
<td>2</td>
<td>Ioana Sonea</td>
<td>Sue Holcombe, James Luyendyk</td>
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</tbody>
</table>
Develop 1 Course to Pilot
• November, 2017

November 14 TOWN HALL
• Course Moderator Kick-off Meeting

Educator Development
Yr 1
January 1, 2017

Courses Developed / Demo
• June 2018

Yr 1 Role Out
• August 2018

Now until August!
Objectives
What will your students learn?

- Revising or creating objectives for your course.
- Consulting with specialty experts.
- Connecting to national standards.

Assessment
How will you know what your students learn?

- Matching assessment types with specific competencies.
- Creating new assessments to better measure knowledge in action.

Teaching Materials
What will help your students learn?

- Gathering and creating appropriate flipped materials.
- Generating active exercises for classroom.
Clinical Experiences Working Group

- Convener: Dr. Marc Kinsley
- Charge:
  - Identify, or propose processes to identify root causes of the sub-optimal student feedback.
  - Propose short-term actions that show responsiveness and impact (6 month time-line)
  - Propose longer-term solutions that are necessary for to reach our goals (1-2 years)
  - Continue work on WG original recommendations for the new curriculum
TOWN HALL!
NOVEMBER 14th
NOON
A213

FEATURING:
MUSCULOSKELETAL I
Dr. Ioana Sonea