

# **DVM PROGRAM SUMMARY & OVERVIEW**

OVC  
Community  
Presentation  
September  
2014

# **OVC COMMUNITY PRESENTATION**

## **SEPTEMBER 2014**

- **DVM Curricular Update**
- **North American Veterinary Licensing Examination (NAVLE)**
- **Graduate and Employer Survey Results**
- **Next Steps**

# WHY THE DVM PROGRAM REVIEW?

- **To review the DVM 2000 Curriculum and Program Objectives**
  - **evaluate, review and align existing curriculum**
  - **identify existing curricular innovation, curricular drift, and curricular gaps**
  - **develop timelines to address findings and implement continuous improvement curricular processes**

# HOW WAS THIS CONDUCTED?

- **Focus Groups – (instructors, in-course students)**
- **Reports – (accreditation, professional bodies)**
- **Survey tools (Phase, graduate and employer surveys)**
- **Stream-specific focus groups (students & graduates)**
- **Departmental-specific discussions and feedback**
- **CVSA-specific discussion and feedback**
- **Course alignment discussions by small groups of instructors**
- **Curriculum Committee ongoing discussion, feedback, and evaluation of information collected**
- **Comparison to other veterinary programs and professions**

# FINDINGS

## ■ **Competency Related**

- Need to address gaps and redundancies related to knowledge
- Need for more psychomotor skill development
- Improve the alignment and programmatic development of knowledge, skills and attitudes (competencies)
- Need to collect data to review entering DVM student requirements

## ■ **Program-Level Related**

- Direct Outcomes Assessment
- Indirect Outcomes Assessment
- Ongoing curricular improvement and management processes

# COMPETENCY RELATED FINDINGS

## KNOWLEDGE GAPS AND REDUNDANCIES

### ■ Examples include

- Phase 1 content overlap (e.g. histology, physiology, biochemistry)
- Gaps in developmental biology, nutrition, vaccine programs and parasitology

### ■ Steps taken

- Physiology and biochemistry integrated into one course
- Histology redeveloped to include aspects of pathobiology
- Genetics redeveloped to include elements of developmental biology and embryology
- Nutrition integrated into Clinical Medicine I and the Health Management III companion animal module
- Companion Animal vaccines and parasitology moved into core Medicine and Surgery of Dog and Cat course

# COMPETENCY RELATED FINDINGS

## SKILL DEVELOPMENT

- **Examples include**
  - Increased opportunities and time for psychomotor skill development such as surgical skills, animal handling skills, physical examination skills etc.
- **Steps taken or in progress**
  - Clinical Medicine courses are being redeveloped (Clinical Medicine I redevelopment completed and running. Redevelopment of other Clinical Medicine courses are in progress)
  - Integration of anatomy and surgical skills – started in Fall 2014. Goal to create a staged three year surgical skills sequence that integrates Anatomy, Principles of Surgery and aspects of Surgical Exercises that begins in Phase I and progresses through all three phases of the program
  - Development and utilization of simulation models and technology to increase psychomotor skills and associated problem solving skills.

# COMPETENCY RELATED FINDINGS

## ALIGNMENT OF KNOWLEDGE, SKILL AND ATTITUDES

### ■ Examples include

- Redevelopment of DVM Program Competency statements and Domains
- Reframing and redevelopment of course learning outcomes
- Alignment and mapping of outcomes progression between courses (across the year and between the phases)

### ■ Steps taken or in progress

- Health Management, Clinical Medicine and AVM sequenced courses are working on aligning outcomes and course activities to sequence the development of competencies (knowledge, skills and attitudes)
- Course alignment within Phases are checked by Curriculum Committee against DVM Program Phase-Level Learning Objectives
- Learning outcomes are reviewed and updated as each course goes through updates or redevelopment.



# COMPETENCY RELATED FINDINGS

## ENTERING DVM STUDENT REQUIREMENTS

### ■ Examples include

- Redeveloped Phase 1 courses are updating the learning outcomes of the course e.g. Physiology and Biochemistry, Clinical Medicine, Histology, Genetics etc.

### ■ Steps to be taken

- Current DVM Program entering prerequisites will be reviewed after most of the curricular changes have taken place – Guided by the Curriculum Committee and the Admissions Committee

# PROGRAM-LEVEL FINDINGS

## DIRECT AND INDIRECT OUTCOMES ASSESSMENT

### ■ Examples include

- New and evolving AVMA accreditation requirements on Outcomes Assessment (Standard 11)

### ■ Steps taken

- Creation, redevelopment or updating, and alignment of direct assessment measures and tools in the program to DVM Competency statements and AVMA competencies
  - Inclusive of Externship host evaluation, Phase 4 rotation evaluation (new rubrics in use), Phase 4 OSCE evaluation, Employer evaluation, clinical medicine evaluation and surgery evaluations.
- Creation, redevelopment and alignment of indirect assessment measures of DVM Program outcomes
  - Inclusive of student self assessments in Phases 1, 2, 3, Externship, Phase 4, and 1 year post-graduation
  - Currently developing a 3-5 year instrument as stipulated by accreditation

# **PROGRAM-LEVEL FINDINGS**

## **CURRICULAR MANAGEMENT PROCESSES**

### **■ Examples include**

- Curriculum Committee guides and participates in collecting, analyzing and utilizing information about the quality of learning taking place in the DVM Program
- Developed a multi-year approach to changes and improvements in the program - ongoing curricular evolution
- Cyclical review of DVM Program outcomes framework

### **■ Steps taken**

- Tracking changes made in courses to minimize curricular drift and redundancy
- Evaluating course and program outcomes to maintain alignment

# NAVLE RESULTS

# NAVLE FIRST ATTEMPT RESULTS

## November/December 2013 & April 2014

	<i>All</i>	<i>OVC</i>
# of students	<b>3942</b>	<b>122</b>
% (# passing)	<b>90% (3554)</b>	<b>94 % (115)</b>
Mean Score (SD)	<b>512 (69)</b>	<b>525 (63)</b>

All attempts: 2013/2014 - 5 repeats (3passes)→ (118/122 - 97%)

**EMPLOYER AND GRADUATE SURVEY**  
**2013 COHORT**

# SURVEY RESPONSE RATES

## Graduate Survey

Class '13  
n = 105

As a (%) of  
respondents

# Received

81

77%

# Employed

79

99%

## Employer Survey

# Contacted

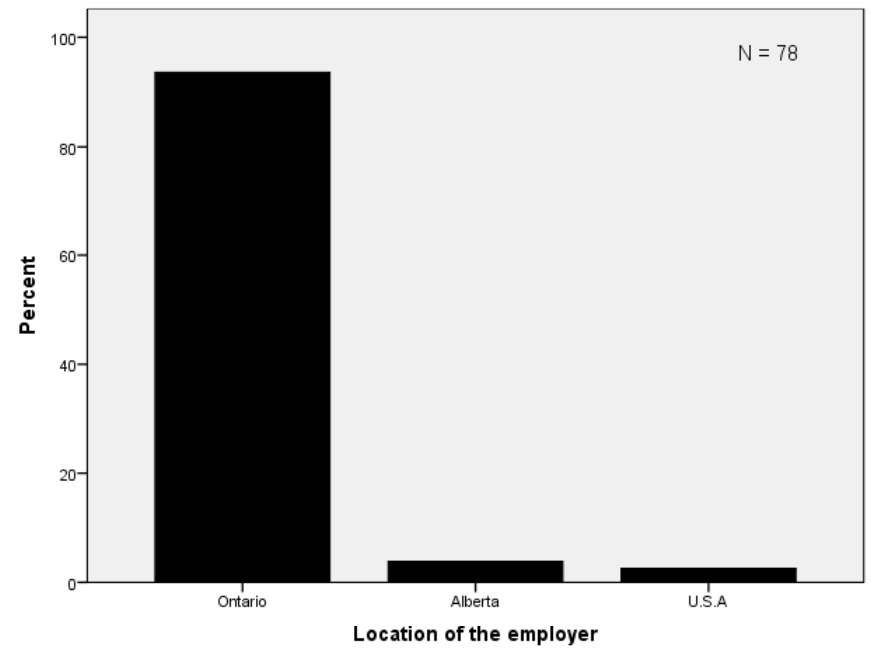
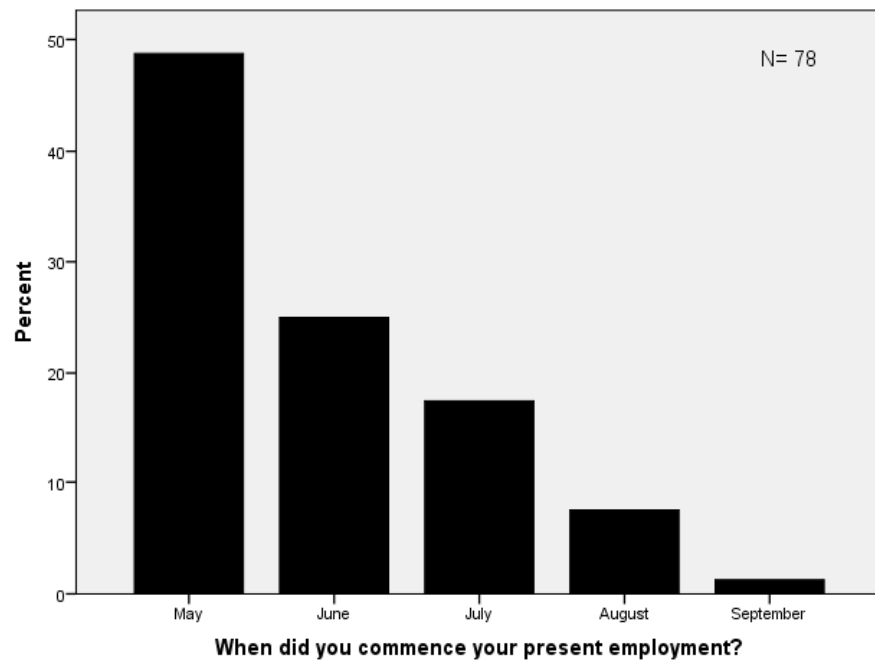
78

# Received

54

69%

# EMPLOYMENT INFORMATION





# EMPLOYMENT INFORMATION

Current Work	Distribution of work
Graduates in <b>Mixed Practice</b>	
Dairy	10-50%
Beef	10%
Equine	20-70%
Dogs	10-40%
Cats	10-50%
Graduates in <b>Large Animal Practices</b>	
Dairy	70-80%
Beef	10-90%
Small Ruminant	Less than 10%
Equine	Less than 10%
Graduates in <b>Small Animal Practices</b>	
Dogs	40-70%
Cats	30-60%
Graduates in <b>Equine Practices</b>	
Race Track	10%
Brood Mare	30%
Pleasure	60%

## Number of Respondents

Mixed Stream – 7

Large Animal – 4

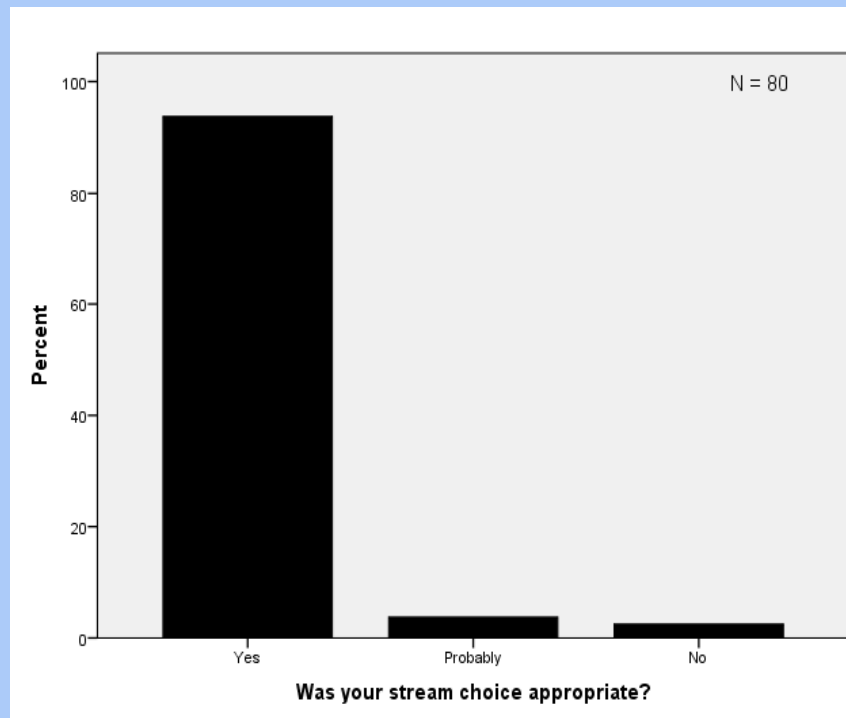
Small Animal – 59

Equine – 2

Internship – 5

Masters/DVSc - 2

# PHASE 4 STREAM INFORMATION



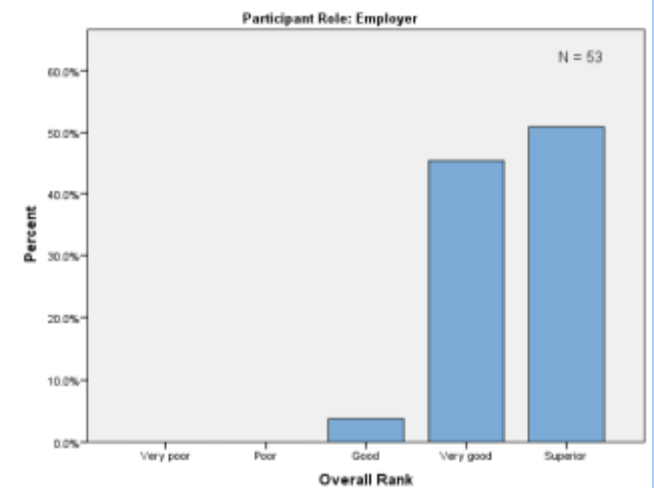
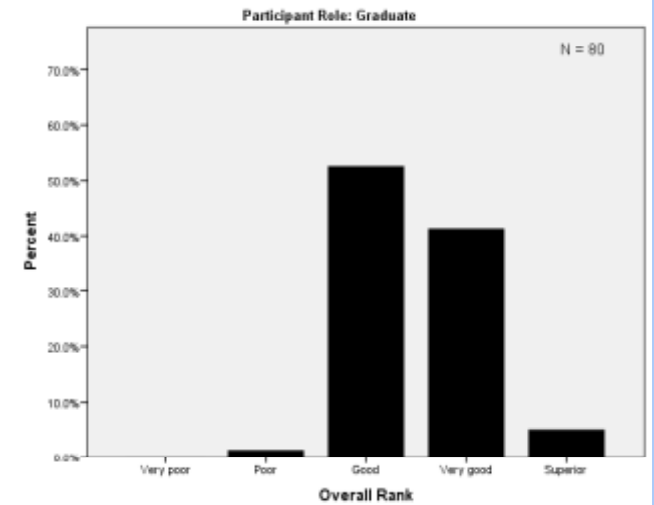
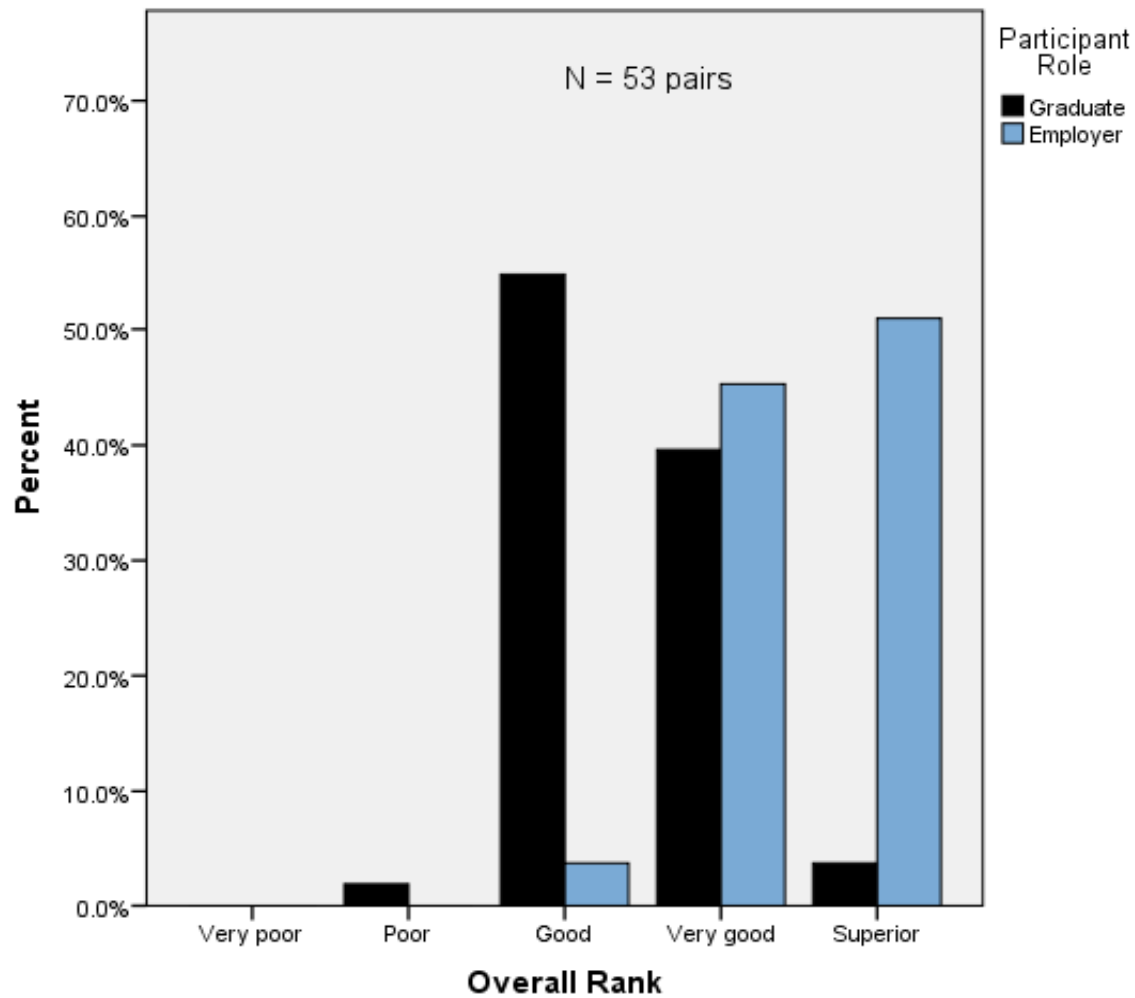
## Choice - Probably (N = 3)

- 1 Large Animal – thought small would be better
- 2 Small Animal – thought mixed would be better

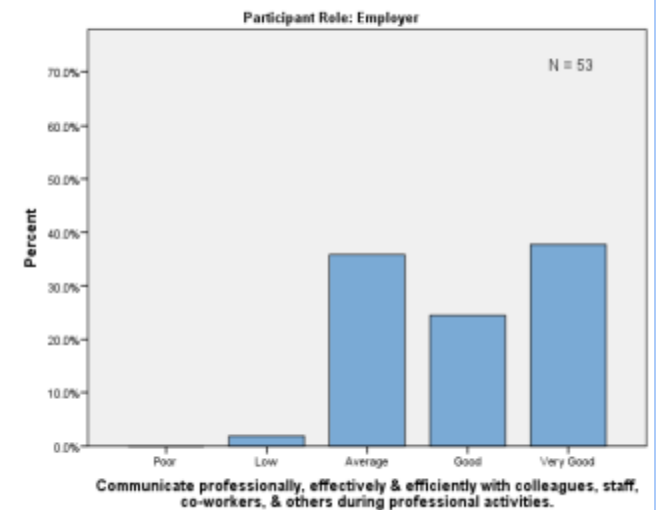
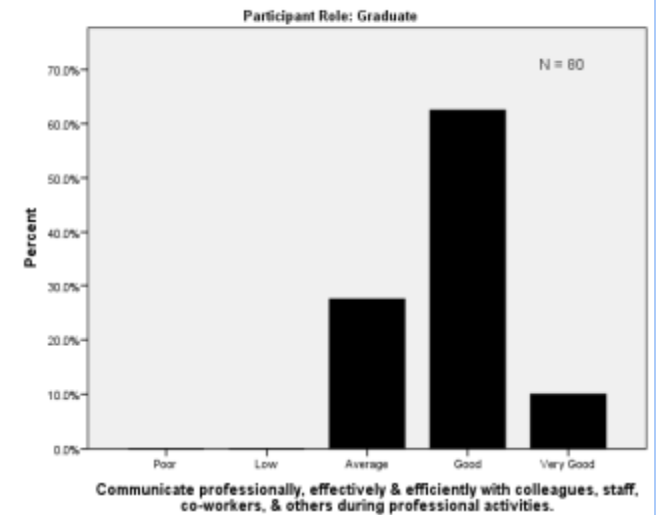
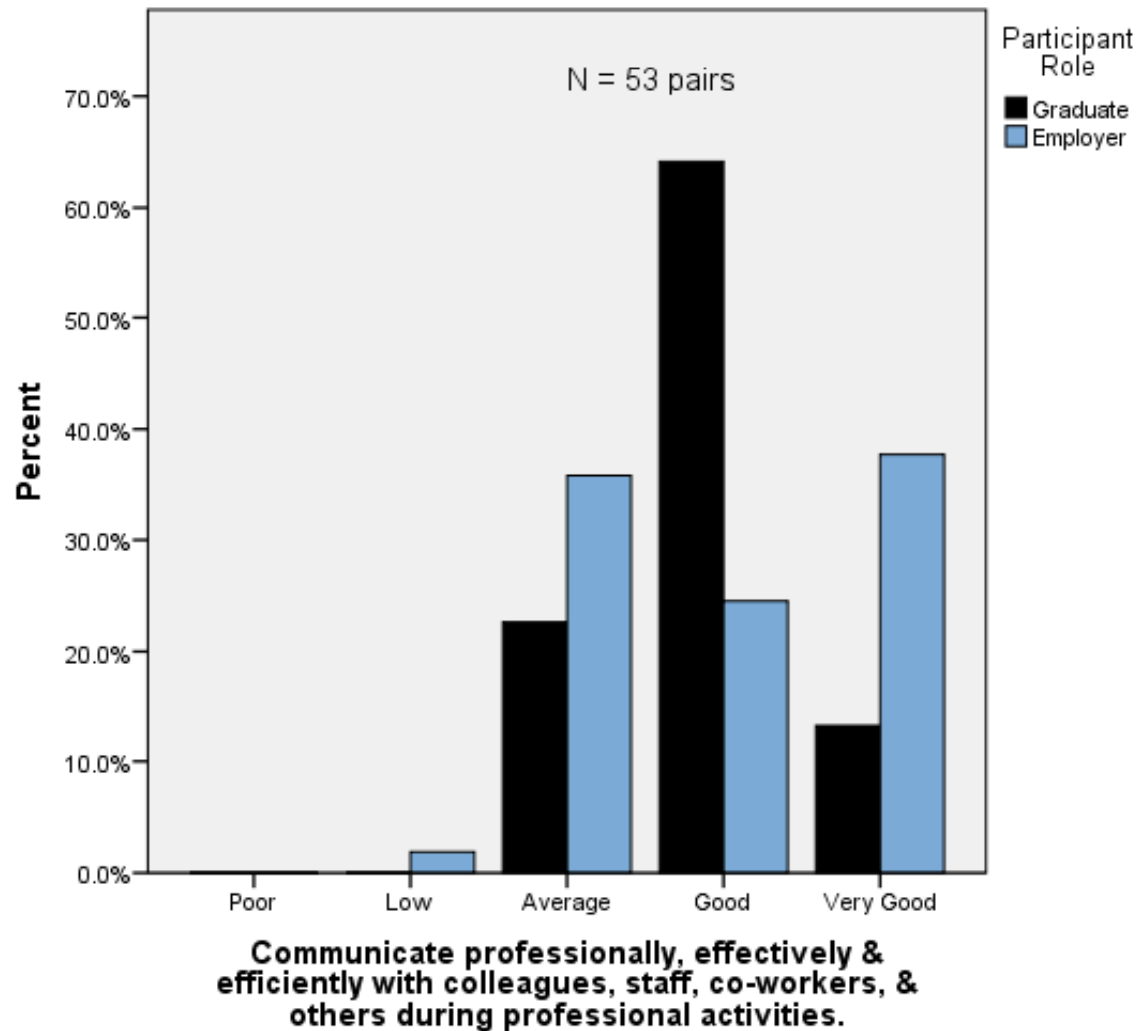
## Choice - No (N = 2)

- 2 Small Animal - thought mixed would be better

# OVERALL FEEDBACK



# EXAMPLE FEEDBACK – COMMUNICATION WITH PROFESSIONALS



# EMPLOYER COMMENTS – THEMES

- Need for improvement in co-worker interactions (N = 17)
  - “poor co-worker interactions: dismissive, condescending, unappreciative of clinical experience”
- More hands-on experience – but good theoretical knowledge (N=14)
- More focus on common procedures and problems (N = 12)
  - “Get the basics right first”
  - Better dentistry training
- Better rounded graduate required (N = 5)
  - “Ability to work with different species (FA/SA or Equine)”
  - “Better time management during appointments”
  - “Willing and able to perform various duties”
- Awareness of business side of practice (N=2)

# EMPLOYER COMMENTS – EXAMPLES

- “My current associate is a new graduate and she is excellent, especially for a new graduate. Only limits are experience which I would expect. She is a credit to the profession”
- “Your graduates are very well prepared in terms of communication with clients and business understanding”
- “I am thrilled with my OVC graduate, although I worked with her in clinical settings prior to hiring her and so I knew of her exceptional skills and professional manner.”

# GRADUATE COMMENTS – EXAMPLES

- More hands-on experience (N=26)
- More focus on common procedures and problems (N = 12)
  - “While OVC is a great place to learn many very advanced procedures and treatments, I sometimes felt like I wasn't fully prepared to deal with very routine things like ear infections, minor lacerations, eye infections, etc. Perhaps I just missed these things or glossed over them in favour of the more dramatic diseases, but would be something that could be stressed at the PHC, etc.”
  - Better dentistry training
  - “why did I need to sit through 15+ lectures of ~~XXXXXX~~ which is all referral medicine/surgery and even my small animal classmates and past graduates aren't using this information?”

# NEXT STEPS

## ■ For September 2015

- Start the redevelopment and integration of surgical skills and anatomy for the first three years of the program
- Clinical Medicine II redevelopment

## ■ For September 2016

- Complete the redevelopment of surgical skills development
- Clinical Medicine III redevelopment