

# *OVC Community Presentation*

## *DVM Program Update*

*October 2016*

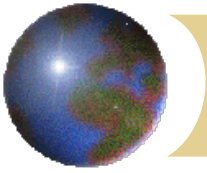
Dr. Kerry Lissemore  
Associate Dean, Academic





# *OVC Community Presentation*

- Accreditation Update
- Curriculum Update
- North American Veterinary Licensing Examination (NAVLE)
- Graduate and Employer 1 and 5-Year Survey Results

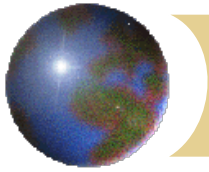


# *Accreditation Update*



# Accreditation

- ✦ *“Based on the review, the Council on Education (COE) assigned the program an **Accredited** status for a period up to seven years with a minor deficiency in Standard 9 Curriculum.”*
- ✦ *“... a minor deficiency has minimal or no effect on student learning or safety and is readily corrected in one year ... ”*



# *Accreditation*

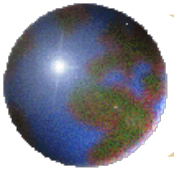
## ⊕ Directives:

- ⊕ “The college must ...increase the academic oversight of this course to ensure attainment of required educational goals.”
- ⊕ “The College must provide hands--on experiences in isolation procedures.”

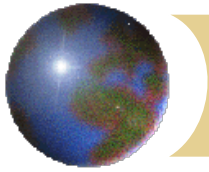


# Accreditation

*“During its September 25-27, 2016 meeting, the American Veterinary Medical Association Council on Education (COE) reviewed the progress report for the Ontario Veterinary College at the University of Guelph. Based on the review, the COE voted to remove the minor deficiency in Standard 9 Curriculum and to grant the accredited status to the college for up to the remainder of the accreditation cycle.”*



# *DVM Curriculum Update*

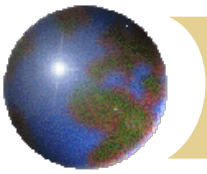


# *DVM Program*

## *A Competency Based Curriculum*

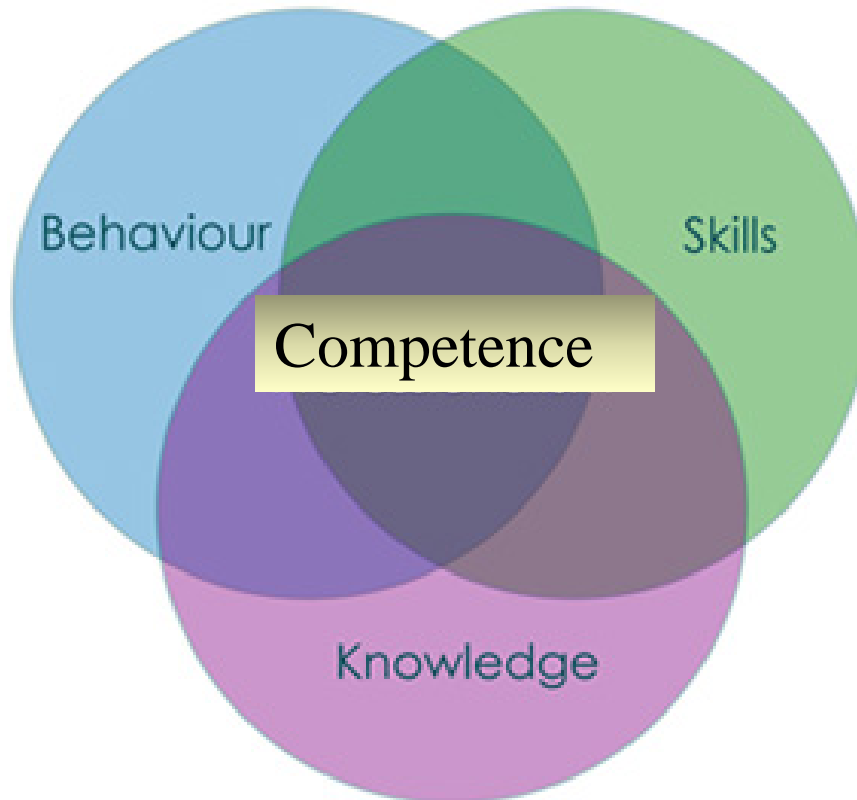
DVM Program Review complete and changes are being implemented annually





## **Definition of a Veterinary Competency:**

**The expected performance associated with knowledge, skills and attitudes essential to the practice of veterinary medicine.**



# DVM Program Competency Framework

Definition

Supporting  
Attributes

Planning &  
Analysis

Professionalism

Veterinary  
Activities

Core Competency  
Statements

Core Competency  
Statements

Core Competency  
Statements

At graduation a DVM graduate will be able to know and do:

Phase 4/3/2/1 - At the end of a phase the DVM student will be able to know and do:

Skills

Knowledge

Attitudes

Phase Learning  
Objectives

Course- Learning Objectives:

"at the end of a course a student will be able to know and do ..."



## *Program-Level Findings*

### *Direct Outcomes Assessment*

#### **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 standardized rubrics for rotation evaluation, Phase 4 OSCE evaluations, Post-graduation 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, 5 year post-graduation



## *Phase 4 Rotation and OSCE evaluation rubrics*

- ⊕ Developed 16 OVC Clinical Competencies, that are assessed by a universal grading rubric and mapped to OSCEs
- ⊕ Used for the first time in 2014-15
- ⊕ Data collected and analyzed at the rotation, stream and program levels
- ⊕ Used for reporting in accreditation self-study



# Overall findings of OVC clinical competencies Class of 2016

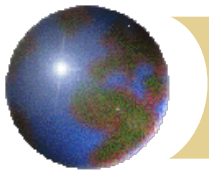
Summary of Direct Assessment of Rotation Competency Data - OVC Class of 2016					
Mapped COE Standard 11 Competencies	OVC Clinical Competencies	Proficiency of Students Expressed as a Percent (%) of Students Assessed			
		Significant improvement needed	Approaching graduating expectations	Meets graduating expectations	Exceeds graduating expectations
1, 2, 5, 6, 7, 9	Veterinary factual knowledge	0	7	72	21
1, 4, 6, 8	Acquisition of case history	0	5	93	2
6, 7, 8, 9	Communication skills with the client	0	2	92	6
1, 3	Conducting a clinical/physical/necropsy examination	0	7	90	3
3, 4, 5, 6, 7	Handling animals safely and humanely	0	2	94	4
2, 3, 6, 7	Consideration of animal welfare	0	0	97	3
1, 2, 3, 9	Problem solving and clinical judgement	1	6	88	5
1, 2, 3, 5, 6, 7	Diagnostic ability	0	9	86	5
1, 2, 3, 4, 5, 6	Technical and procedural skills	0	7	83	10
2, 3, 4, 6, 7	Case ownership and continuity of care	0	5	65	30
1, 4, 5, 7, 8, 9	Written communication	0	3	89	8
2, 4, 5, 6, 7, 9	Communication skills with professionals	0	1	99	0
4, 5, 8, 9	Participation	1	3	79	17
2, 4, 7, 8	Occupational and public health	0	1	96	3
7, 8	Professional conduct and collegiality	0	1	85	14
2, 7, 8, 9	Presentation skills	0	4	76	20



# *Curricular Updates in 2015-16*

## *Across the DVM Program*

- ✦ Phase surveys were updated and aligned – data is distributed back to instructors for course improvements (in May)
- ✦ Alignment and redistribution of Psychomotor skills
- ✦ Alignment of learning outcomes across sequenced courses
  - ✦ Clinical Medicine, Health Management and AVM courses



# *Curricular Updates in 2015-16*

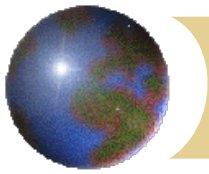
## *Within Phase 1 & Phase 2*

### ✚ Phase 1

- ✚ Veterinary Developmental Biology updated
- ✚ Introduction to basic surgical skills in Veterinary Anatomy
- ✚ Introduction of general pathology

### ✚ Phase 2

- ✚ Principles of Surgery course was enhanced
- ✚ PHC pilot for 1 week summer placements
- ✚ Redeveloped Clinical Medicine II delivered

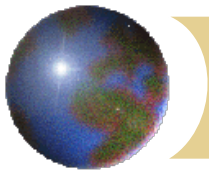


# *Curricular Updates in 2015-16*

## *Within Phase 3*

- ✚ Redeveloped Clinical Medicine III launched in September 2016
- ✚ Comparative Medicine course is being redeveloped
- ✚ Enhanced skill development in Surgical Exercises

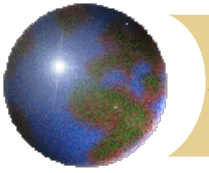




# *Curricular Updates in 2015-16*

## *Within Phase 4*

- ✚ Phase 4 courses were revised:
  - ✚ One course for each stream at 7.5 credits
    - VETM\*4610 Small Animal Stream
    - VETM\*4660 Rural Community Practice (RCP) Stream
    - VETM\*4920 Equine Stream
    - VETM\*4710 Food Animal Stream
  - ✚ Veterinary Externship remains at 2.5 credits



*North American Veterinary  
Licencing Examination  
Results (NAVLE)*

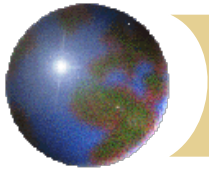


## NAVLE First attempt results

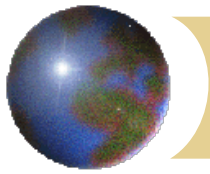
### November/December 2015 & April 2016

	<i>OVC</i>	<i>ALL</i>
# of students	112	4091
% (#) passing	96% (107)	90% (3673)
Mean Score (SD)	538 (63)	509 (67)

**All attempts: 2015/2016 - 5 repeats (5 passes) → 100% (112/112)**



*Employer and Graduate Survey*  
*2015 cohort*



## *Response Rates*

### **Graduate Survey**

**Class '15**  
n = 117

As a (%) of  
respondents

**# Received**

**39**

**33%**

**# Employed**

**39**

**100%**

### **Employer Survey**

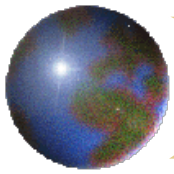
**# Contacted**

**35**

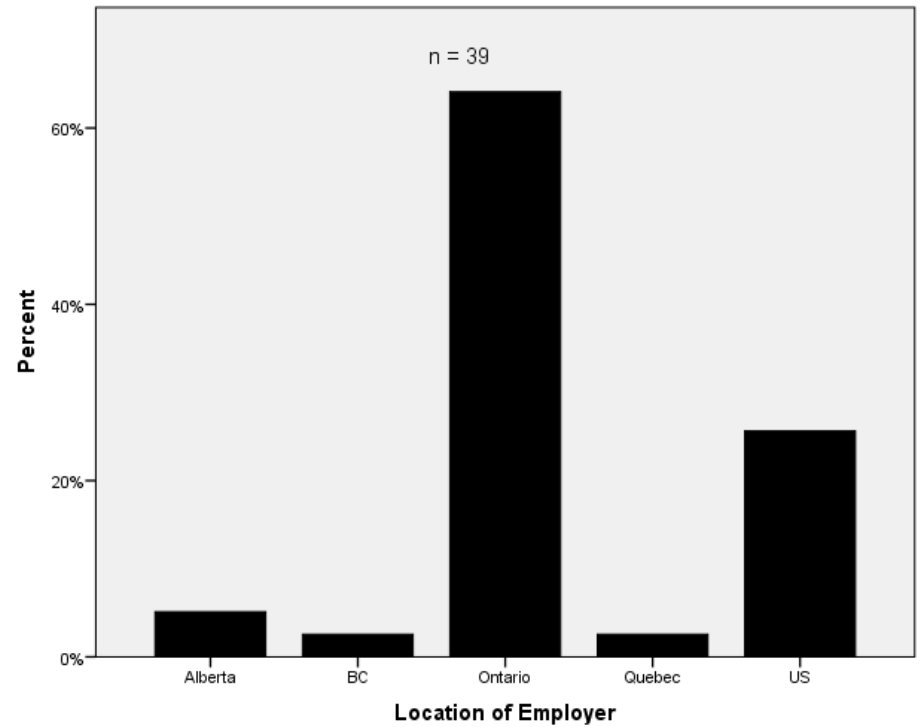
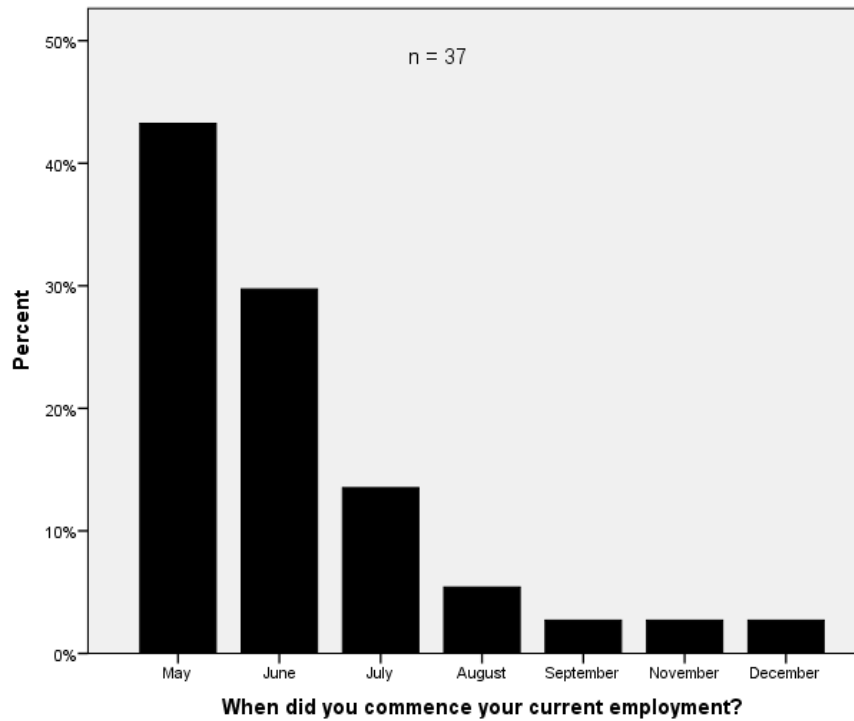
**# Received**

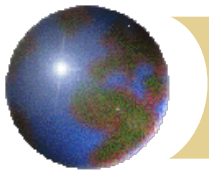
**21**

**60%**

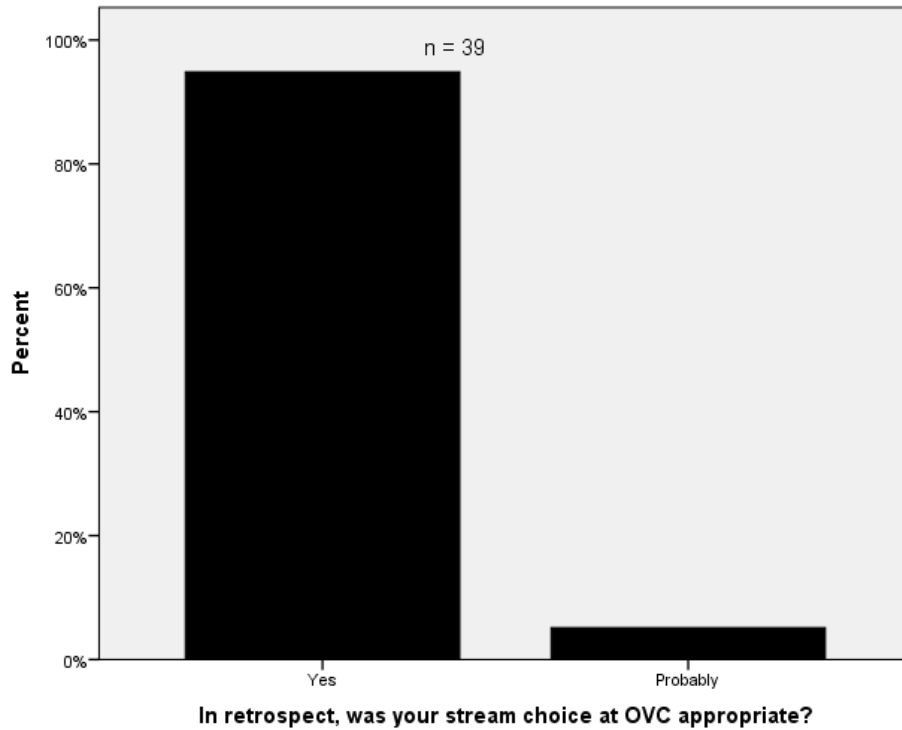


# Employment Information



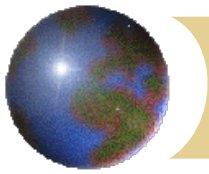


# Stream Information



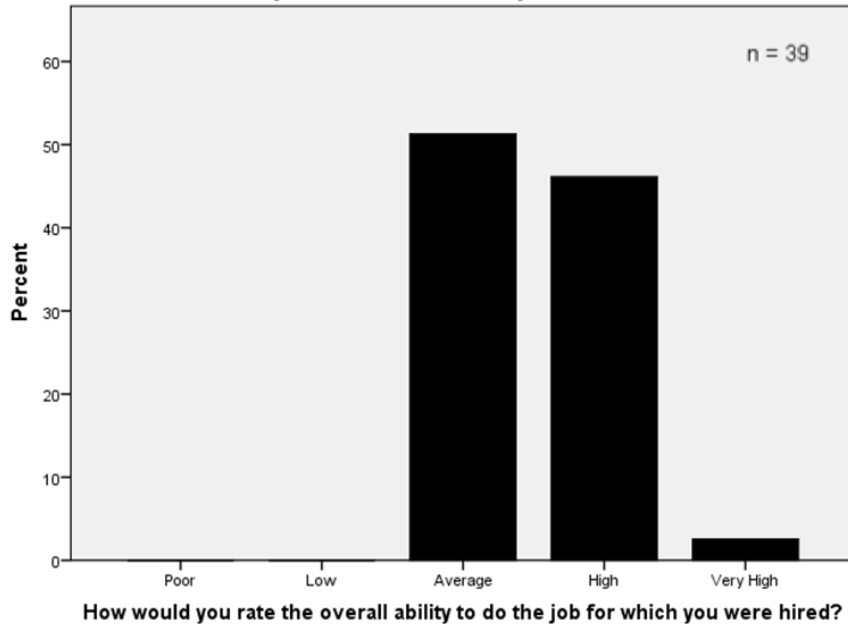
## Choice - Probably (N = 2)

- 1 – Equine thought RCP would be better
- 1 – RCP thought Food Animal would be better

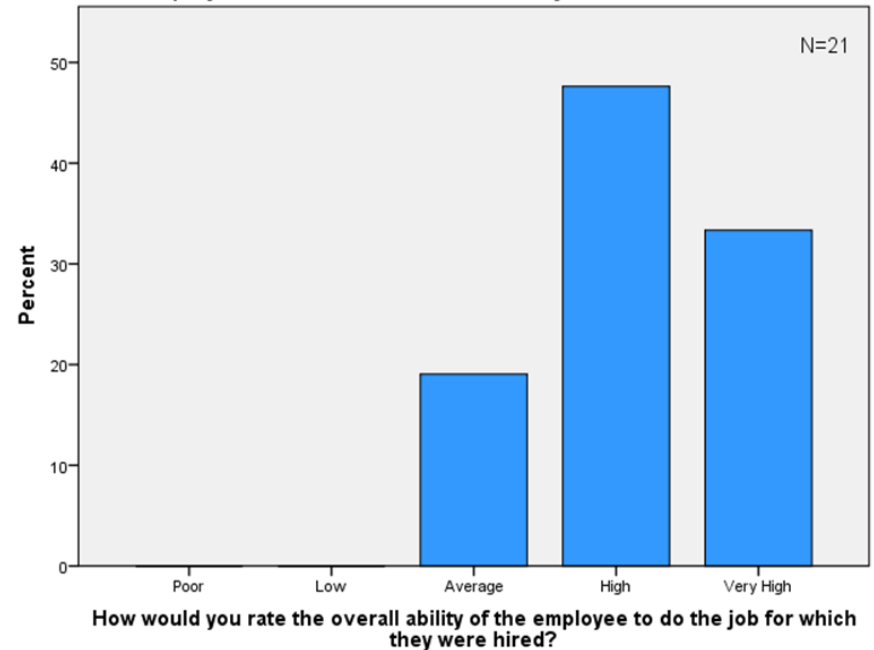


# Overall Graduate & Employer Feedback

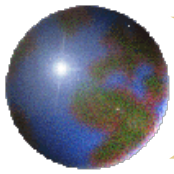
Grad: Rate your level of Proficiency or Performance



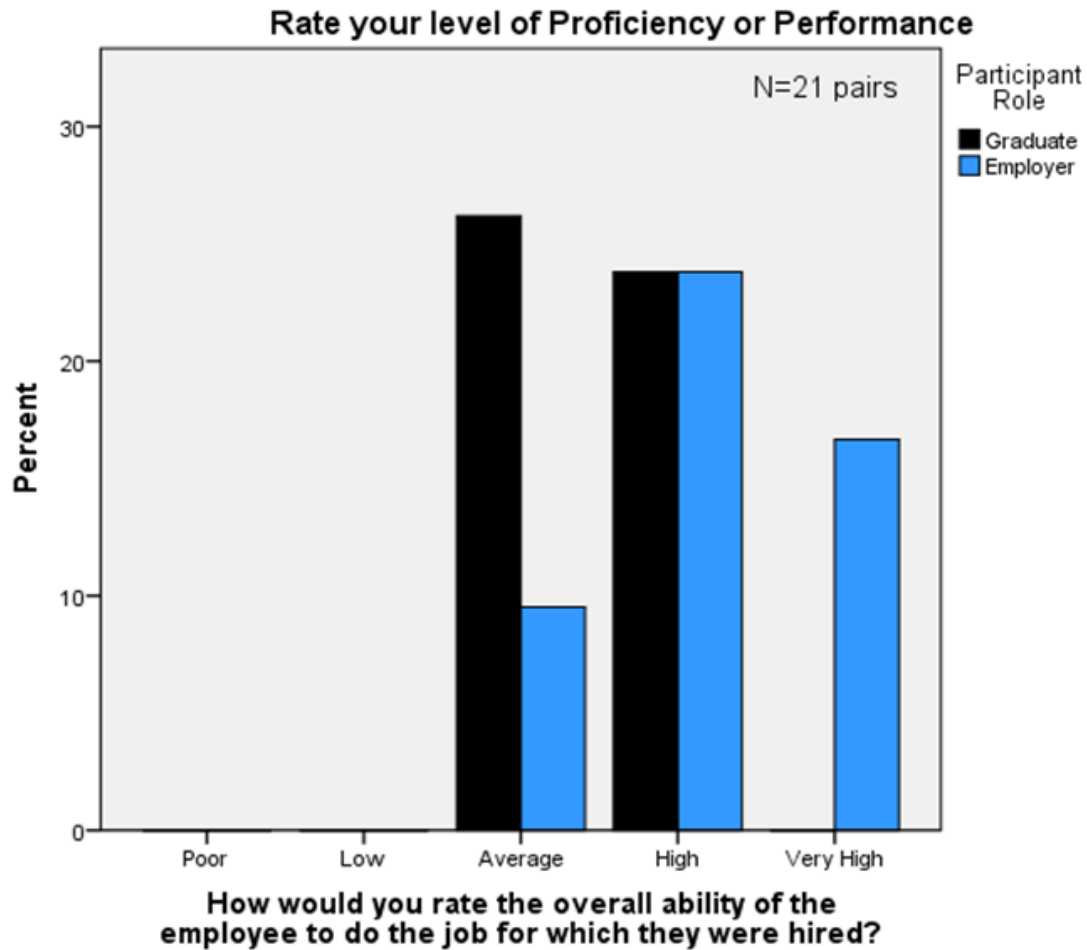
Employer: Rate their level of Proficiency or Performance







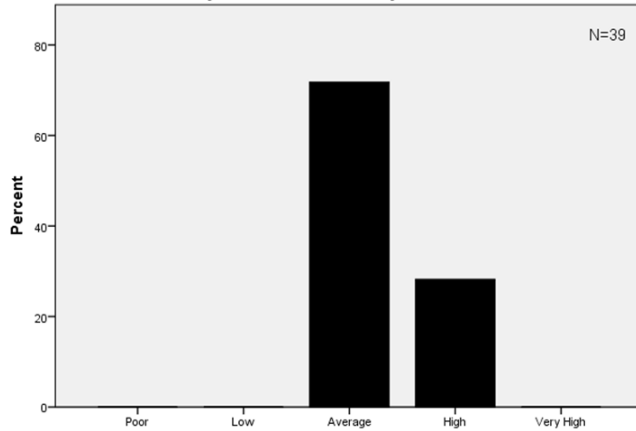
# Overall Paired Feedback





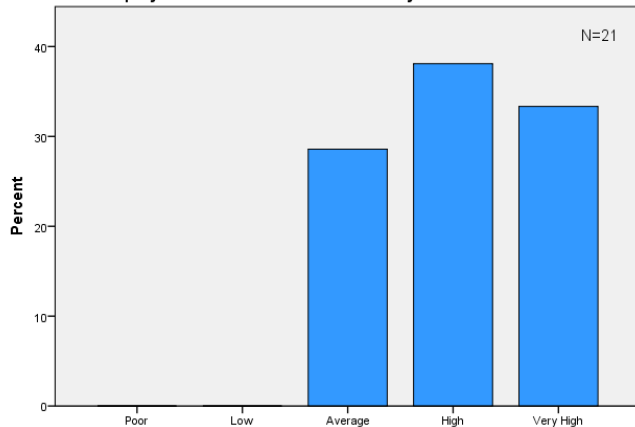
# Example Feedback – Clinical Judgment

Grad: Rate your level of Proficiency or Performance



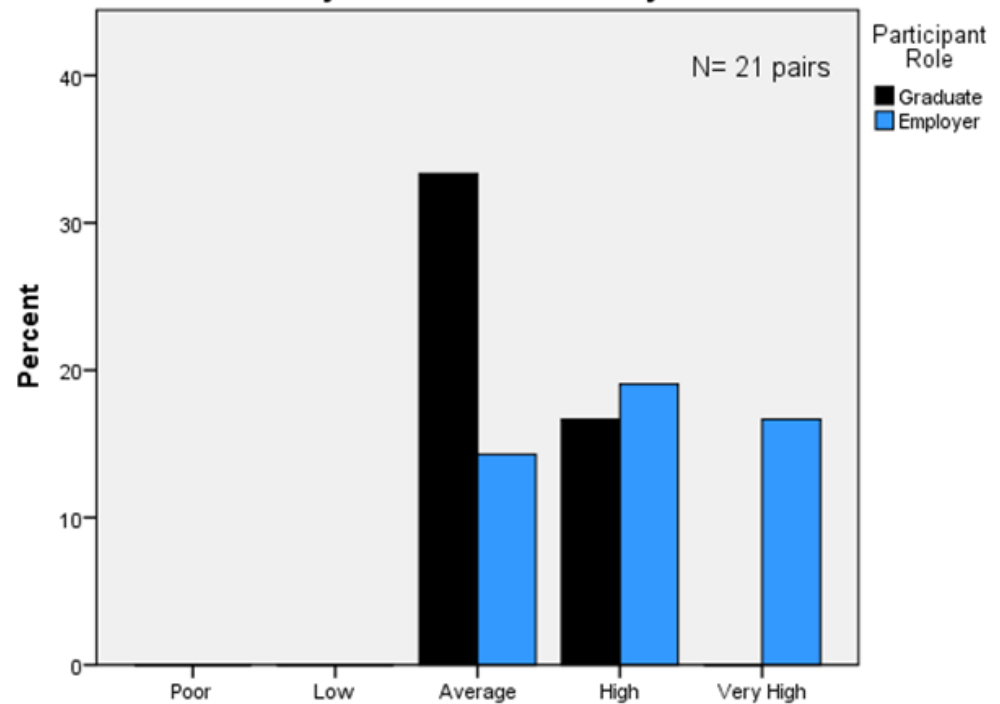
Utilize a systematic approach to assessing a case, prioritize how the case is handled, develop an appropriate diagnostic and treatment plan, and evaluate and respond to the case progression over time.

Employer: Rate their level of Proficiency or Performance



Utilize a systematic approach to assessing a case, prioritize how the case is handled, develop an appropriate diagnostic and treatment plan, and evaluate and respond to the case progression over time.

Rate your level of Proficiency or Performance



Utilize a systematic approach to assessing a case, prioritize how the case is handled, develop an appropriate diagnostic and treatment plan, and evaluate and respond to the case progression over time.



## *Employer Comments – Themes*

### ✦ Above average new veterinarian

- ✦ “In no area do I found our new graduate to be deficient. We are very pleased with how she has blended the skills she has learned at OVC with her independent study and ongoing commitment to utilizing all learning opportunities available to her.”

### ✦ More hands-on experience (including surgery)

- ✦ “Ensure that students get as much hands-on experience as possible.”
- ✦ “More training in dentistry.”



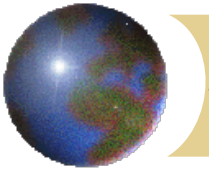
## *Graduate Comments & Suggestions for Program Improvement*

### ✦ Feel well prepared overall

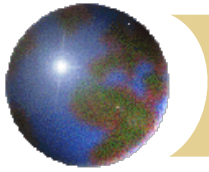
- ✦ "I feel I have been equipped with the necessary skills from OVC to thoroughly examine and treat patients, as well as communicate well with clients, staff, and colleagues."
- ✦ "I am still slower than the experienced vets, and need to look things up more often, but I feel I still practice good medicine and quality patient care with confidence and compassion."

### ✦ More hands-on experience throughout the program

- ✦ "More hands-on clinical experiences (through real-client experiences and/or labs) as well as more practice presenting clinical differentials in a more standardized way."

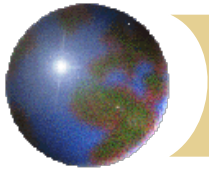


*5-year Alumni Survey  
(2011 Cohort)*



## *5-year post-graduate survey*

- ✦ Responses received from 37 alumni
- ✦ 100% of graduates are employed (86% clinical practice, 14% academia, industry, or not-for-profit)
- ✦ 91% felt that OVC training adequately prepared them for their first position post-graduation
- ✦ 5 years later, 94% felt that OVC training adequately prepared them for progression in their career



*Questions ?*