• Veterinary Education in North America
• University of Calgary Faculty of Veterinary Medicine (UCVM)
• Communication with human health colleagues
  • Comparative Medicine, One Health and Inter-professional Education
• Five levels of collaboration
  • professional degree educational collaboration
  • inter-professional student collaboration
  • graduate education
  • advanced clinical training – not covered here
  • Research – addressed in other presentations
Veterinary Education in North America

- 28 American colleges
- 5 Canadian colleges
- Common accreditation system (AVMA/CVMA Council on Education)
- American Association of Veterinary Medical Colleges

- Many colleges located at campuses with professional human health colleges
- Majority in relatively small population centres
- Strong push to increase interactions with human health colleagues (public health, medicine) across North America over the last five years
Calgary: a foothills city
Why was UCVM established?

- Driven by a political imperative
  - Province of Alberta requested new program “due to needs of the Alberta livestock industry and changing scope of veterinary practice”
  - Serve rural Alberta
  - Focus on animal-human health interactions

- 2003 was not a good year in Alberta
  - BSE “crisis”
  - West Nile, SARS, Avian influenza
  - Shortage of veterinarians serving rural Alberta and production animal industries
Calgary proposal accepted

• Driven out of the medical school
  • Affiliation/integration with medical college
  • Originally seen as a way to expand the reach of the medical faculty

• Distributed model of clinical education

• Focus in educational programs
  • Food animal
  • Equine
  • Ecosystem and public health
  • Investigative medicine (genomics, comparative medicine, zoonotic disease)

• Research intensive

• Co-location and integration
Where does it happen?

- Foothills Campus
- Spy Hill Campus
- Distributed Veterinary Teaching Hospital
Health Sciences Complex – Foothills Campus

- Physical integration in a 2 million sq ft complex
- Research laboratories
- Faculty offices
- Classrooms, library
- Administrative offices
- 10:1 ratio
- Meaningful joint appointments
Communicating with our colleagues

- Comparative medicine = laboratory animal medicine
  - Compared to a foundational principle

- One health – not a commonly accepted term, although the general concept makes some sense
  - Public health vs One health
  - Synergistic expertise vs competition for “dwindling” resources

- Inter-professional education
  - Doctors and nurses working together

- Educating to diagnosis vs. educating to complete practitioner

- Focus on research
Formal Integration of Medical and Veterinary Teaching

• **Strengths:**
  - Shared knowledge and expertise
  - Integrated learning
  - Exposure

• **Weaknesses:**
  - Context

• **Challenges:**
  - Volume of information
  - Established curriculum
  - Curricular coordination and program structure differences
  - Individual patient care model vs. public or population health approach
  - Competition for inter-professional education opportunities
Individual Courses or Experiences

UCVM Tanzania One Health Experience

Communication and Understanding
Inter-professional Student Collaboration: Extra-curricular

- Student driven events highly successful: seminars, events
  - Zoonotic diseases
  - One health issues

- Extra-curricular inter-professional integration (e.g. Saskatchewan)

2013 One Health Leadership Experience
Leadership opportunity for students enrolled in U of S health science colleges
• Graduate courses
  • Highly successful
  • Large cross-over – co-location extremely beneficial
  • Internet conferencing
• Graduate supervision/committees
  • Highly successful
  • Sharing of human capital resources
• Interdisciplinary graduate programs
• Markedly expanded capacity and richness of graduate programs
• Don’t underestimate the informal education aspect
• Attendance at seminars is highly multi-disciplinary
• Engaging veterinary students
• Faculty interactions very important
Summary

• Formal integration of professional programs an on-going challenge
  • Individual courses and practicum experiences

• Graduate education: courses and supervision

• Student driven and extra-curricular activities successful

• Richness of the environment and informal exposure remains a strong aspect of co-location
Thank you