ENHANCING VETERINARY EDUCATION THROUGH ANIMAL WELFARE

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WSPA

Who are we?

• We have protected animals around the globe for more than 30 years

• Our vision is a world where animal welfare matters and where cruelty ends

• We work in more than 50 countries

• We create positive change by exposing cruelty and pioneering sustainable solutions to animal suffering

• General consultative status with the United Nations means we have a unique international platform to prove that the lives of animals are inextricably linked to our own
WSPA

Our diverse work includes

• Ending the mass suffering of industrially farmed animals

• Preventing the pain of individual animals caught up in disasters

• Making rabies-driven dog culls history by proving that a humane response works best for animals and people

• Ensuring that the next generation of decision makers and veterinarians receive high quality animal welfare education resulting in positive attitudes to animals and their welfare
Two formal education programmes:

- First Concepts in Animal Welfare
- Advanced Concepts in Animal Welfare

Support tools:

- Animal Mosaic

http://www.animalmosaic.org
Advanced Concepts in Animal Welfare

The reasoning

• The veterinary community recognises its role as guardians of animal welfare

• The World Organisation for Animal Health (OIE) calls for it to be a fundamental element of its ‘Day 1 Competencies’
  • Graduating vets worldwide qualify with a sound understanding of the application of animal welfare

• Therefore, despite crowded curricula, animal welfare must be embedded within veterinary teaching
Advanced Concepts in Animal Welfare

The challenge

• Turning this recommendation into a reality is a challenge
  • animal welfare science and ethics are relatively new to many veterinary educators
  • some lack the confidence to deliver it
  • The study of animal welfare challenges personal ethical and moral values and therefore cannot be taught using traditional teacher-led practices
• Student must be equipped with the skills to critically evaluate their own attitudes towards animals and the use of animals, and this must be student-led
Teaching animal welfare

Multiple intelligences

• Gardner, 1983 proposed the theory of multiple intelligences:
  • Individuals of all ages possess seven ‘intelligences’
  • Individuals vary according to their preference
  • An individual’s preference correlates to their learning style
• The educator is responsible for ensuring that all intelligences and preferred learning styles are catered for throughout the duration of a course
### Gardner’s multiple intelligences

Learning from teaching styles for younger students

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Ideal activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>Writing, reading, discussing (using language)</td>
</tr>
<tr>
<td>Logical-mathematical</td>
<td>Calculating, using data, looking for patterns, applying informal logic</td>
</tr>
<tr>
<td>Spatial</td>
<td>Diagrams, using maps, designing plans</td>
</tr>
<tr>
<td>Bodily-kinaesthetic</td>
<td>Learning through action, role play</td>
</tr>
<tr>
<td>Musical</td>
<td>Using music, sounds and words to simulate ideas</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Group activities, working with others</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Working independently, devising own strategies, applying concepts to personal experience</td>
</tr>
</tbody>
</table>
Student-centred teaching

Experiential Learning

• Most students achieve a higher level of understanding and retain more information if they can ‘learn by doing’

• Experiential learning
  • Real scenarios, experienced first hand
  • Direct application of knowledge
  • Impacts of decisions are seen and reflected upon

• Encourages learning from mistakes and experimentation
Student-centred teaching
Problem Based Learning (PBL)

• PBL
  • Teachers provide a problem (real or fictitious)
  • Students investigate the answers for themselves
  • Multiple solutions can be provided by the student,
    • or they can be encouraged to decide on a diagnosis and course of treatment and justify that decision
  • Encourages the discovery of facts
  • Rather than relying on the teacher’s instruction, which will be absent once they qualify
Teaching animal welfare

The importance of skills development

• Using experiential and problem-based learning results in more than just the output required by the task

• The process encourages the development of:
  • group work skills,
  • self-directed learning,
  • problem-solving,
  • and critical thinking among other necessary life skills.

• These approaches cater for many of the intelligences simultaneously
Teaching animal welfare effectively

The role of the lecturer

• Teacher-led lectures will always be an important part of tertiary education

• Experiential and problem-based learning require the lecturer to take a ‘back seat’ and play the role of a facilitator rather than a teacher

• As facilitator they must have faith that the group (or individual) will arrive at the right answer by themselves

• An outstanding lecturer will be able to teach and facilitate
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The learning cycle

- Traditionalists start with a lecture, follow with questions, then provide an experience or PBL opportunity.

- Veterans of PBL will try to cover all elements of the cycle from one PBL opportunity.

Review New Information
What have I learned? How is it relevant? How does it differ to what I thought before?

Acquire New Information

Utilize New Information
Can I apply this knowledge to new scenarios?

Process New Information
Can I recall it? Can I explain it to others?
Teaching Animal Welfare
Support for lecturers

- Teaching a new subject, using new teaching styles is daunting
- WSPA’s 3rd edition of *Concepts in Animal Welfare* aims to bridge this gap
  - For the teacher, 35 updated modules covering a comprehensive animal welfare syllabus with assessment questions
  - For the facilitator, experiential learning opportunities and problems to base learning around
Concepts in Animal Welfare

3rd edition

• 1st edition created in 2003 with Bristol University (UK)
• 2nd edition used in over 200 faculties in more than 23 countries
• This edition has new modules:
  • Veterinary Disaster Management
  • Understanding the OIE
• Extended and improved module on fish welfare
• Streamlined content, updated references
• Expanded lecturer support and student activities
The 3rd edition of *Concepts in Animal Welfare* has achieved widespread support and endorsement.

Messages of support (recommendations for use):

- OIE, WVA, FVE

Endorsements to date:

- Commonwealth Veterinary Association
- Federation of Asian Veterinary Associations
- South East Asian Veterinary School Association
- Federal Council of Veterinary Medicine, Brazil
- Brazilian Veterinary Medical Association of Animal Welfare
Enhancing Veterinary Education
Through animal welfare teaching

- The OIE recommendation to include animal welfare requires changes at faculty and staff level
- Timely opportunity to enhance traditional teacher-led training
- Move towards more interactive, student-led approaches
- WSPA’s programmes and tools aim to build the capacity of veterinary educators
- Empowering them to deliver effective training to their students, with animal welfare fully integrated across all pillars of the curriculum
References

Thank you
Thank you