

Evaluation of OIE Day 1 Competencies using the OSU-UoG Evaluation Tool

**“AVSBN Virtual Workshop on
VEE Accreditation Standards”**

Thailand, 7 Dec 2020

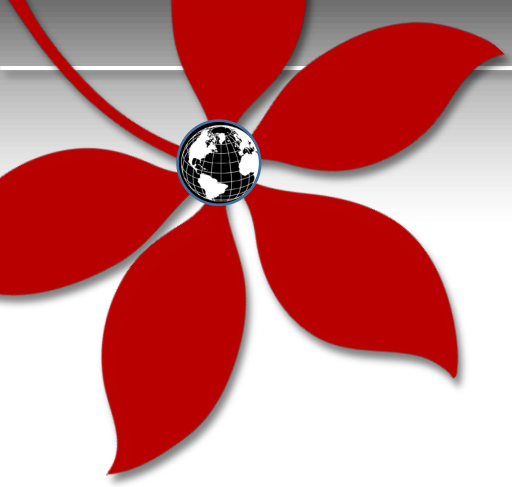
**Armando E. Hoet, DVM, PhD, DACVPM
Director, Veterinary Public Health Program**



THE OHIO STATE UNIVERSITY

Points to Cover:

- **How the tool was developed**
- **How it is used in the curriculum assessment process**
- **How the results can be used to create an action plan to harmonize the veterinary curriculum to the OIE Day One Competencies and the OIE Core Veterinary Curriculum**



How was the Evaluation Tool developed?





Evaluation of OIE Day 1 Competencies
Session 1: Epidemiology and Food Hygiene

Day 1 Competency: 2.1 Epidemiology							
a.) General Principles of Descriptive Epidemiology							
• Measuring Disease • Measuring Occurrence							
Is the average Day 1 DVM graduate able to:	Not in Curriculum	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not Sure	Comments
Measure and describe disease? (i.e. calculate morbidity and mortality rates, attack rates, etc.)							
Calculate and describe disease occurrence? (i.e. incidence and prevalence)							
Describe the difference between the various temporal and spatial distributions of disease? (i.e. endemic, sporadic, and epidemic)							

University of Gondar-The Ohio State University
OIE Veterinary Education Twinning Program

Evaluation Tool for
OIE Day 1 Graduating
Veterinarian Competencies



Evaluation of OIE Day 1 Competencies
Session 1: Epidemiology and Food Hygiene

Day 1 Competency: 2.1 Epidemiology							
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Describe the difference between the various temporal and spatial distributions of disease? (i.e. endemic, sporadic, and epidemic)							

Faculty

Competency Level	Percentage
H	22%
M	52%
I	20%
NC	1%
NA	0%

Students

Competency Level	Percentage
H	17%
M	70%
I	13%
NC	0%
NA	0%

Stakeholders

Competency Level	Percentage
H	22%
M	67%
I	11%
NC	0%
NA	0%

1

If all OIE Day 1 Competencies are included in your curriculum

2

How proficient your graduates are with regard to the OIE Day 1 competencies



Organisation
Mondiale
de la Santé
Animale

World
Organisation
for Animal
Health

Organización
Mundial
de Sanidad
Animal



May 2012



OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality



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Protecting animals, preserving our future

September 2013



Veterinary Education Core Curriculum OIE Guidelines





Evaluation of OIE Day 1 Competencies
Session 1: Epidemiology and Food Hygiene

Day 1 Competency: 2.6 Food Hygiene

a.) Pre-Harvest

- Management Practices and Conditions to Ensure Safe and Wholesome Food

Is the average Day 1 DVM graduate able to:	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not In
Assess on-farm food safety practices to ensure the safety and suitability of food of animal origin in different production systems? (i.e. general hygienic practices, proper feed "sources", proper use of antibiotics and pesticides, pharmaceutical residues)					
Understand and recognize safe preharvest management practices in animals to keep them free of zoonotic foodborne pathogens? (i.e. Biosecurity, herd health checks, proper carcasses disposal, detection of important zoonotic foodborne diseases)					

Competency

Topics

Targeted Questions to specific Themes



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Veterinary Education
Core Curriculum
OIE Guidelines





Evaluation of OIE Day 1 Competencies
Session 1: Epidemiology and Food Hygiene

Day 1 Competency: 2.6 Food Hygiene

a.) Pre-Harvest

- Management Practices and Conditions to Ensure Safe and Wholesome Food

Is the average Day 1 DVM graduate able to:	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not In
Assess on-farm food safety practices to ensure the safety and suitability of food of animal origin in different production systems? (i.e. general hygienic practices, proper feed "sources", proper use of antibiotics and pesticides, pharmaceutical residues)					
Understand and recognize safe preharvest management practices in animals to keep them free of zoonotic foodborne pathogens? (i.e. Biosecurity, herd health checks, proper carcasses disposal, detection of important zoonotic foodborne diseases)					

Competency

Topics

Targeted Questions to specific Themes

24

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Veterinary Education
Core Curriculum
OIE Guidelines

157 TOPICS AND THEMES





FINAL ASSESSMENT OF FOOD HYGIENE

	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not in Curriculum	Not Sure	Comments
In conclusion, is the average Day 1 DVM graduate competent in <u>Food Hygiene</u> ?		X					

*Definitions:

DVM: Doctoral graduates of the veterinary medicine program

Highly Competent: The average new DVM graduate is very knowledgeable/skillful about the topic and is able to perform the task/activity without additional support or guidance.

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Not in Curriculum: This topic is currently not covered in the veterinary curriculum.

Not Sure: Do not know how the average DVM graduate is able to perform this competency.

28

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High Specificity

University of Gondar-The Ohio State University OIE Veterinary Education Twinning Program

Evaluation Tool for OIE Day 1 Graduating Veterinarian Competencies


The Ohio State University
College of Veterinary Medicine

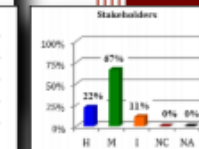
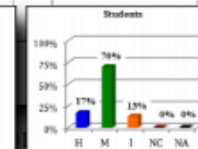
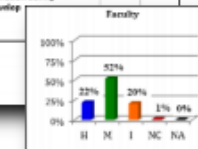
Investigations

on an Outbreak Investigation

Collecting, handling, and reprocessing appropriate specimens

Day 1 DVM graduate able to:

Competency	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not in Curriculum	Not Sure	Comments
ent phases/steps of an outbreak investigation and the role and contribution of each?							
management of an outbreak investigation?							
of transport appropriate investigation of reportable foodborne outbreak?							
the sources of information during an outbreak investigation?							



Paper-based



Digital

FINAL ASSESSMENT OF DISEASE PREVENTION AND CONTROL PROGRAMMES							
	Not in Curriculum	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not Sure	Comments
In conclusion, is the average Day 1 DVM graduate competent in <u>Prevention and Control Programmes Important in Veterinary Preventive Medicine and Public Health?</u>							

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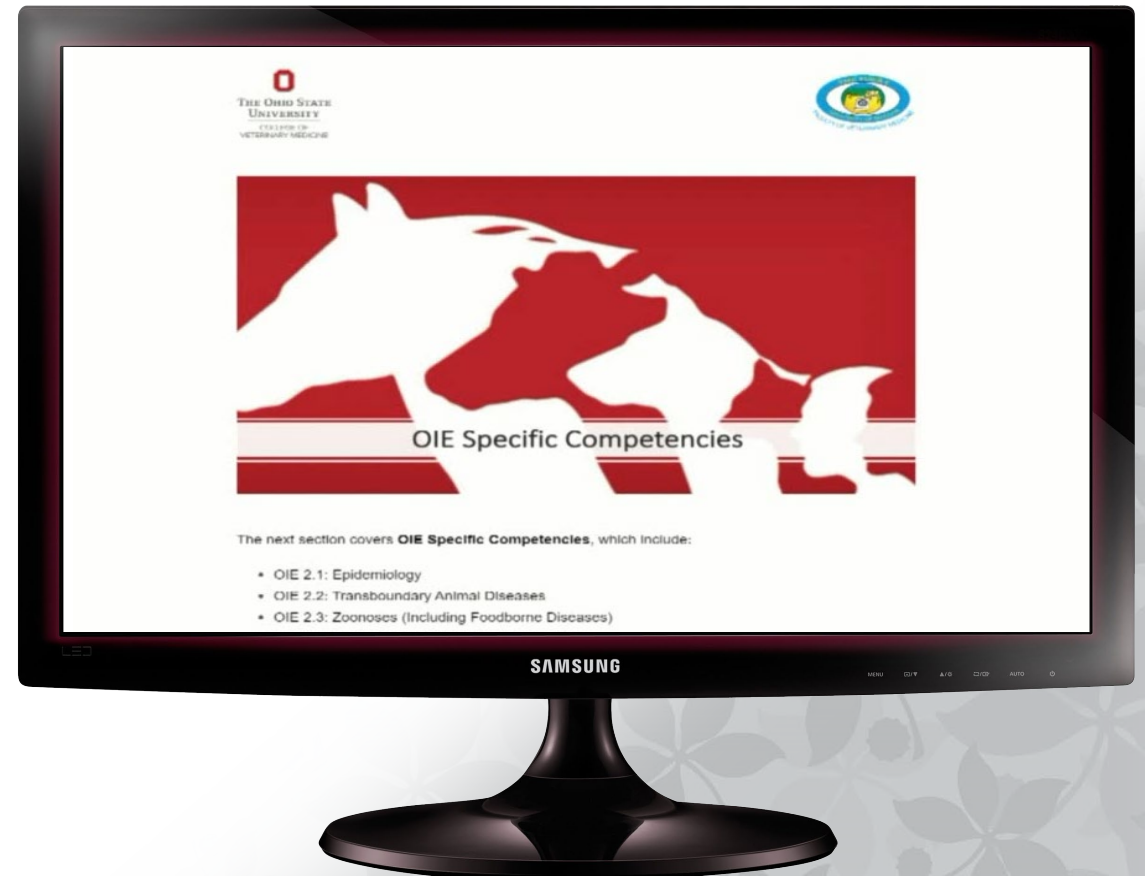
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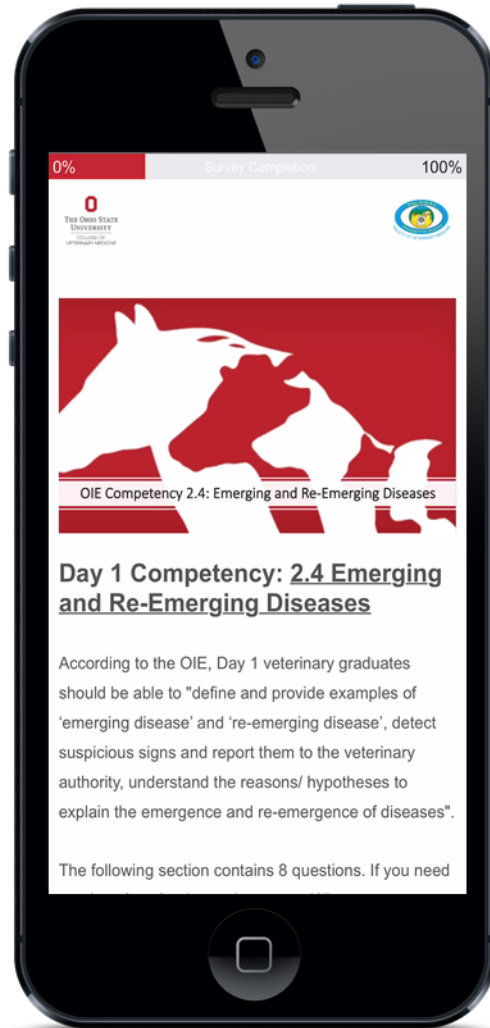
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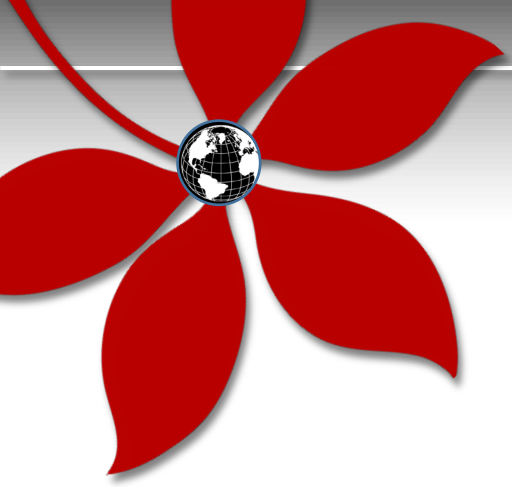
Not in Curriculum: This topic is currently not covered in the veterinary curriculum.

Not Sure: Do not know how the average DVM graduate is able to perform this competency.



Digital






Basic Structure of the Evaluation Tool



The Evaluation Tool is **divided** in three major sections

The first section
is focused on
collecting
**Demographic
Information**



Demographics Section

The **Demographics** section has a total of 6 questions. These include:

Gender

- Age
- Profession
- Years of Experience
- Highest Academic Degree
- Current Career Position

For these questions please choose the best answer that applies to you. If choosing "other", please specify in the field provided.



The next section covers **OIE Specific Competencies**, which include:

- OIE 2.1: Epidemiology
- OIE 2.2: Transboundary Animal Diseases
- OIE 2.3: Zoonoses (Including Foodborne Diseases)
- OIE 2.4: Emerging and Re-emerging Diseases
- OIE 2.5: Disease Prevention and Control Programmes
- OIE 2.6: Basic Food Hygiene
- OIE 2.7: Veterinary Products
- OIE 2.8: Animal Welfare
- OIE 2.9: Veterinary Legislation and Ethics
- OIE 2.10: General Certification Procedures
- OIE 2.11: Communication Skills

Section 2 is focused on the **OIE Specific Competencies**

Section 3 is focused on the **OIE Advanced Competencies**



This section covers **OIE Advanced Competencies**, which include:

- OIE 3.1: Organisation of Veterinary Services
- OIE 3.2: Inspection and Certification Procedures
- OIE 3.3: Management of Contagious Disease
- OIE 3.4: Advanced Food Hygiene
- OIE 3.5: Application of Risk Analysis
- OIE 3.6: Research
- OIE 3.7: International Trade Framework
- OIE 3.8: Administration and Management

May 2012



OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality

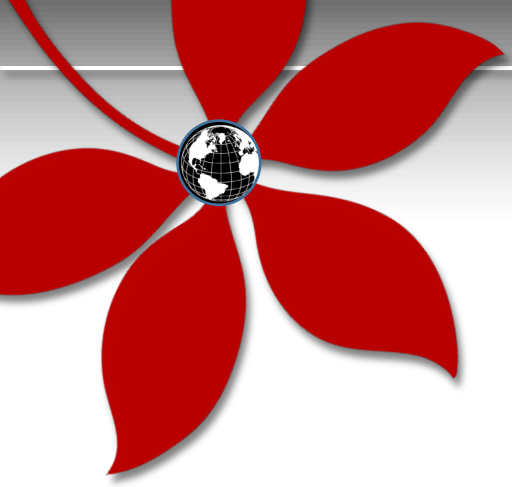


Specific competencies

- 2.1 Epidemiology
- 2.2 Transboundary animal diseases
- 2.3 Zoonoses (including food borne diseases)
- 2.4 Emerging and re-emerging diseases
- 2.5 Disease prevention and control programmes
- 2.6 Food hygiene
- 2.7 Veterinary products
- 2.8 Animal welfare
- 2.9 Veterinary legislation and ethics
- 2.10 General certification procedures
- 2.11 Communication skills

Advanced competencies

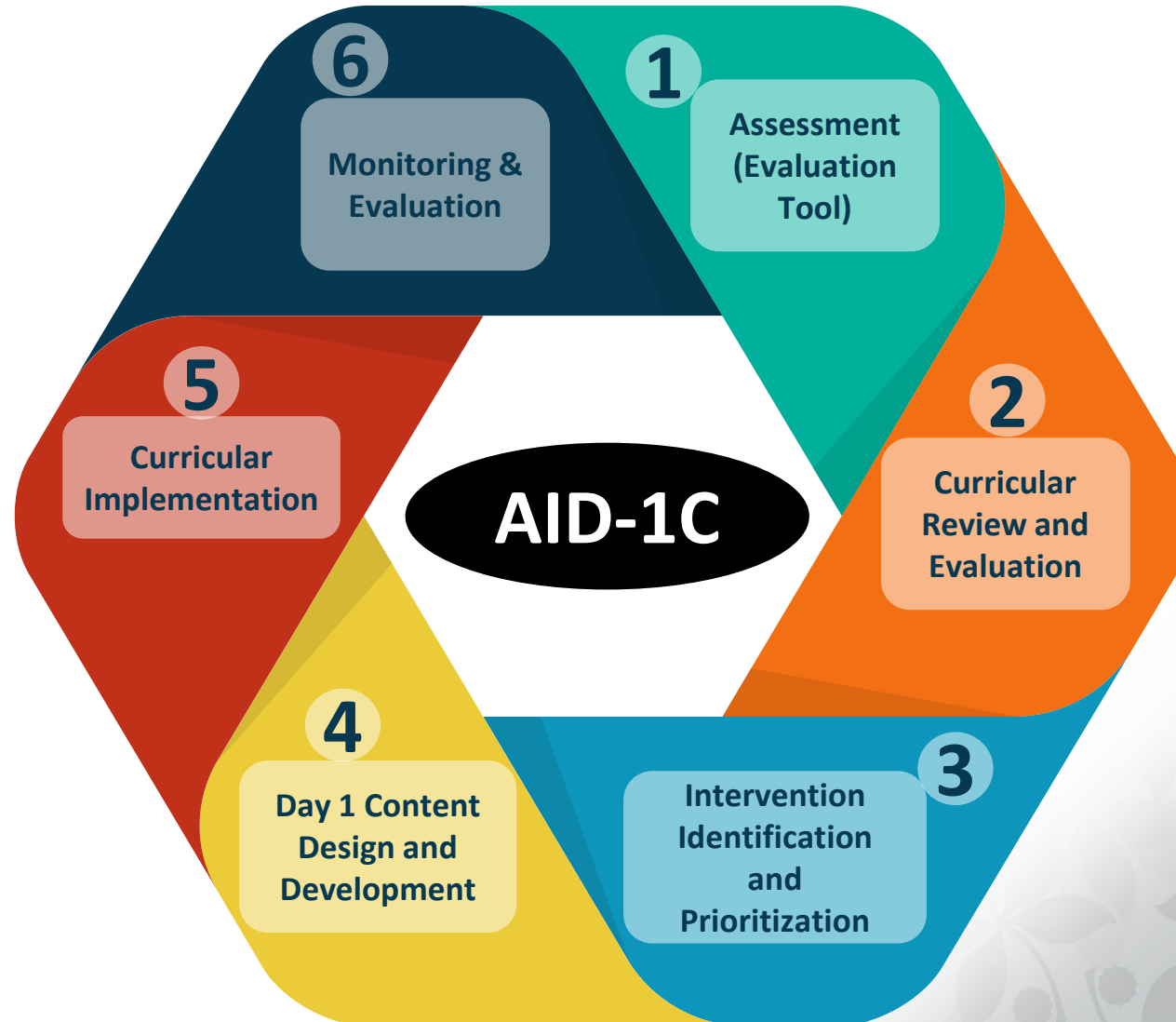
- 3.1. Organisation of Veterinary Services
- 3.2. Inspection and certification procedures
- 3.3. Management of contagious disease
- 3.4. Food hygiene
- 3.5. Application of risk analysis
- 3.6. Research
- 3.7. International trade framework
- 3.8. Administration and management



How the is Evaluation Tool used in the Curricular Assessment?

Assessment and Implementation of OIE Day 1 Competencies

AID-1C model

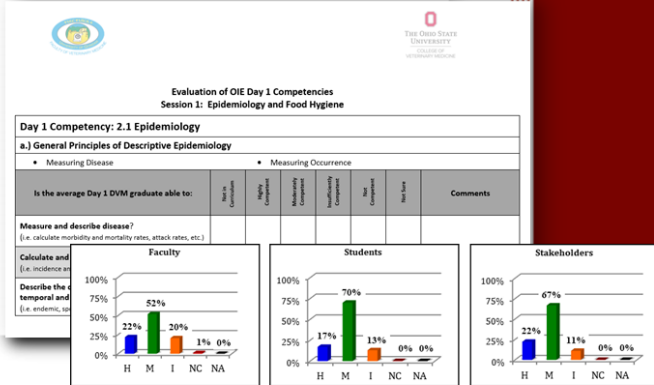


Assessment and Implementation of OIE Day 1 Competencies AID-1C model

Paper-based

University of Gondar-The Ohio State University
OIE Veterinary Education Twinning Program

Evaluation Tool for OIE Day 1 Graduating Veterinarian Competencies



Digital



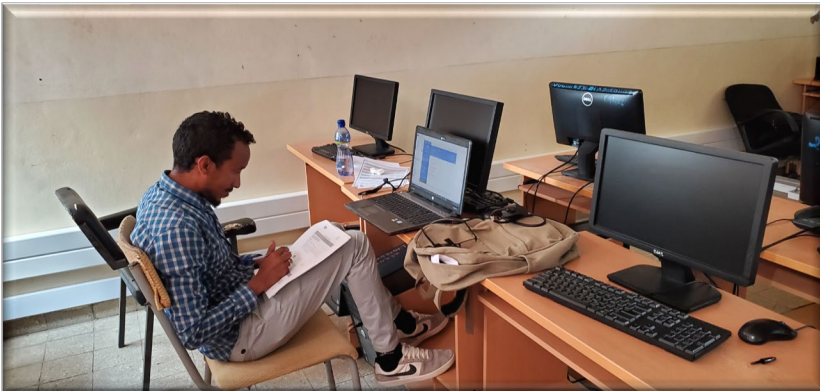
Assessment Workshop – Objective & Purpose

Objective:

Perform a self-evaluation of the level of proficiency of recent veterinary graduates in your institution regarding OIE Day 1 Competencies

Purpose:

To identify potential gaps in the Veterinary Curriculum



OIE Day 1 Competencies for Review During each Session

Session 1: Epidemiology and Food Hygiene	Session 2: Infectious Diseases	Session 3: Regulatory Medicine	Session 4: General Topics
2.1 Epidemiology	2.2 Transboundary Animal Diseases	2.9 Vet Legislation and Ethics	2.8 Animal Welfare
2.6 Basic Food Hygiene	2.3 Zoonosis (including Food Borne Diseases)	2.10 General Certification	2.11 Communication Skills
2.7 Veterinary Products	2.4 Emerging and Re-Emerging Diseases	3.2 Inspection and Certification Procedures	3.8 Administration and Management
3.4 Advance Food Hygiene	2.5 Disease Prevention and Control Programmes	3.1 Organization of Vet Services	3.6 Research
	3.3 Management of Contagious Diseases	3.7 International Trade Framework	3.5 Risk Analysis

Assessment Workshop – Assessors

Faculty



Assessment Workshop – Assessors

Faculty



Stakeholders



- ✓ **Government Officials**
- ✓ **Private Industry**
- ✓ **Veterinary Companies**
- ✓ **Pharmaceutical Comp.**
- ✓ **Veterinary Associations**
- ✓ **Intergovernmental Org.**
- ✓ **Relevant NGOs**



Assessment Workshop – Assessors

Current Students

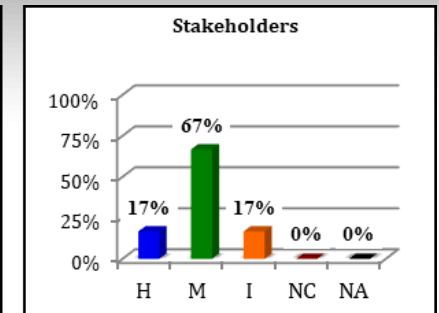
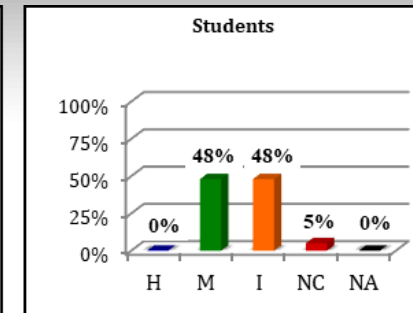
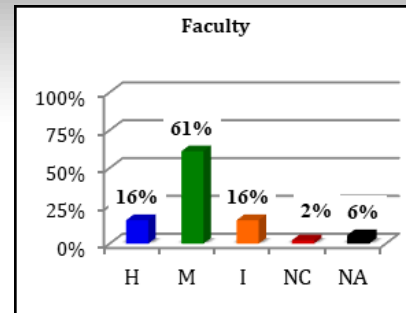


Assessment Workshop – Assessors

Current
Students + Recent
Graduates



Overall Assessment of 2.2 Transboundary Animal Diseases (TADs) Competency ranked from High [H], Moderate [M], Insufficient [I], Not-Competent [NC], or Not in the Curriculum [NA] by faculty, students and stakeholders



Assessment Workshop – Format / Dynamics

Paper-based

FINAL ASSESSMENT OF DISEASE PREVENTION AND CONTROL PROGRAMMES							
	Not in Curriculum	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not Sure	Comments
In conclusion, is the average Day 1 DVM graduate competent in <u>Prevention and Control Programmes Important in Veterinary Preventive Medicine and Public Health?</u>							

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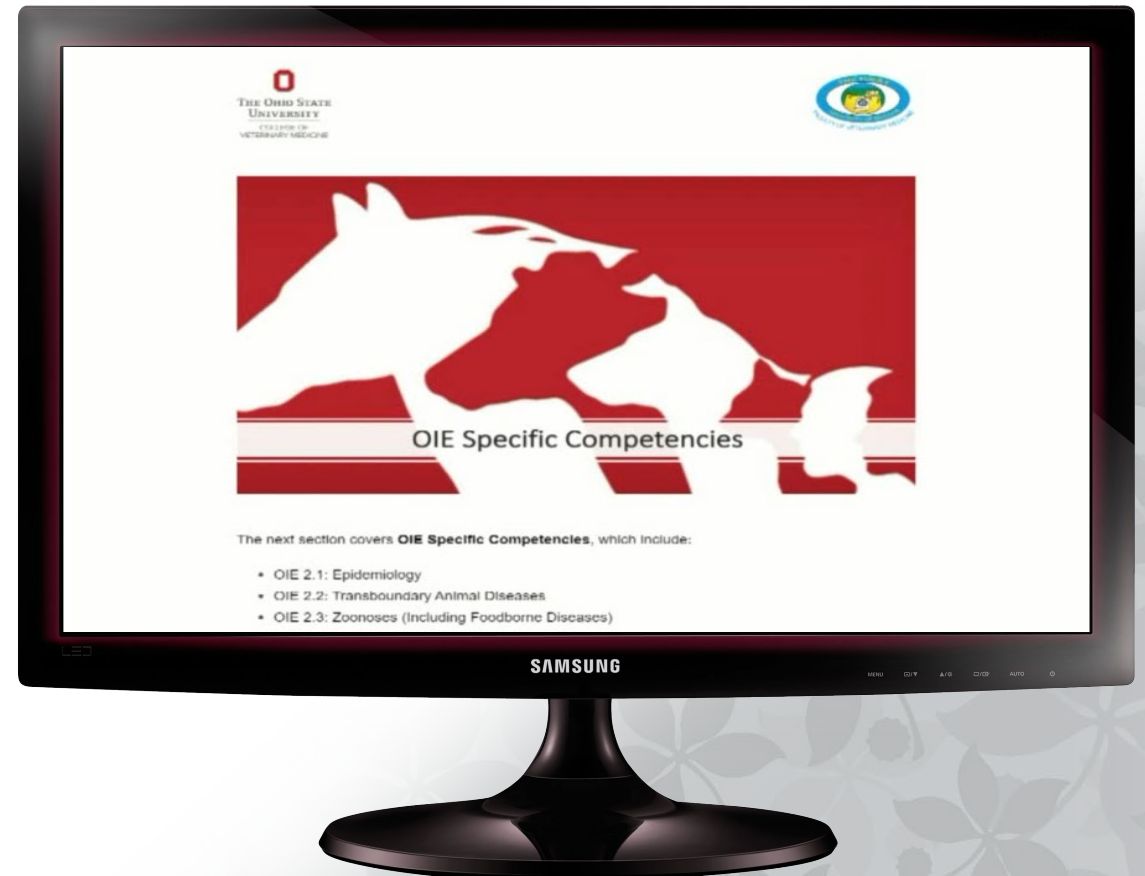
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Digital



Assessment Workshop – Format / Dynamics



General Assembly

Segment 1:	Segment 2:	Segment 3:	Segment 4:
Demographics	2.4 Emerging and Re-Emerging Diseases 7 Assessment Topics	2.8 Animal Welfare 11 Assessment Topics	3.3 Management of Contagious Diseases 10 Assessment Topics
2.1 Epidemiology 11 Assessment Topics	2.5 Disease Prevention and Control Programmes 9 Assessment Topics	2.9 Veterinary Legislation and Ethics 6 Assessment Topics	3.4 Advance Food Hygiene 6 Assessment Topics
2.2 Transboundary Animal Diseases 20 Assessment Topics	2.6 Basic Food Hygiene 10 Assessment Topics	2.10 General Certification 2 Assessment Topics	3.5 Application of Risk Analysis 4 Assessment Topics
2.3 Zoonosis (including Food Borne Diseases) 13 Assessment Topics	2.7 Veterinary Products 11 Assessment Topics	2.11 Communication Skills 3 Assessment Topics	3.6 Research 11 Assessment Topics
		3.1 Organization of Veterinary Services 8 Assessment Topics	3.7 International Trade Framework 7 Assessment Topics
		3.2 Inspection and Certification Procedures for Exportation 3 Assessment Topics	3.8 Administration and Management 4 Assessment Topics



Digital



Assessment Workshop – Format / Dynamics



Paper-based

Working Groups

FINAL ASSESSMENT OF DISEASE PREVENTION AND CONTROL PROGRAMMES							
	Not in Curriculum	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not Sure	Comments
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	Session 1	Session 2	Session 3	Session 4
Group 1	2.1 Epidemiology	2.2 Transboundary Animal Diseases	2.9 Vet Legislation & Ethics 3.1 Veterinary Services	2.8 Animal Welfare
Group 2	2.1 Epidemiology	2.2 Transboundary Animal Diseases	2.9 Vet Legislation & Ethics 3.1 Veterinary Services	2.8 Animal Welfare
Group 3	2.1 Epidemiology	2.3 Zoonosis (including Foodborne Diseases)	2.9 Vet Legislation & Ethics 3.1 Veterinary Services	2.11 Communication Skills 3.8 Administration and Management
Group 4	2.6 Basic Food Hygiene	2.3 Zoonosis (including Foodborne Diseases)	2.10 General Certification 3.2 Inspection & Certification	2.11 Communication Skills 3.8 Administration and Management
Group 5	2.6 Basic Food Hygiene	2.4 Emerging and Reemerging Diseases 2.5 Prev. & Control Prog.	2.10 General Certification 3.2 Inspection & Certification	2.11 Communication Skills 3.8 Administration and Management
Group 6	2.6 Basic Food Hygiene	2.4 Emerging Diseases 2.5 Prev. & Control Prog.	2.10 General Certification 3.2 Inspection & C	3.5 Risk Analysis
Group 7	2.7 Veterinary Products 3.4 Advance Food Hyg.	2.4 Emerging Diseases 2.5 Prev. & Control Prog.	3.7 In F	sis
Group 8	2.7 Veterinary Products 3.4 Advance Food Hyg.	3.3 Management of Contagious Diseases	3.7 In F	sis
Group 9	2.7 Veterinary Products 3.4 Advance Food Hyg.	3.3 Management of Contagious Diseases		



Database Generation And Results Formatting

1

How will the information be organized and pre-analyzed?

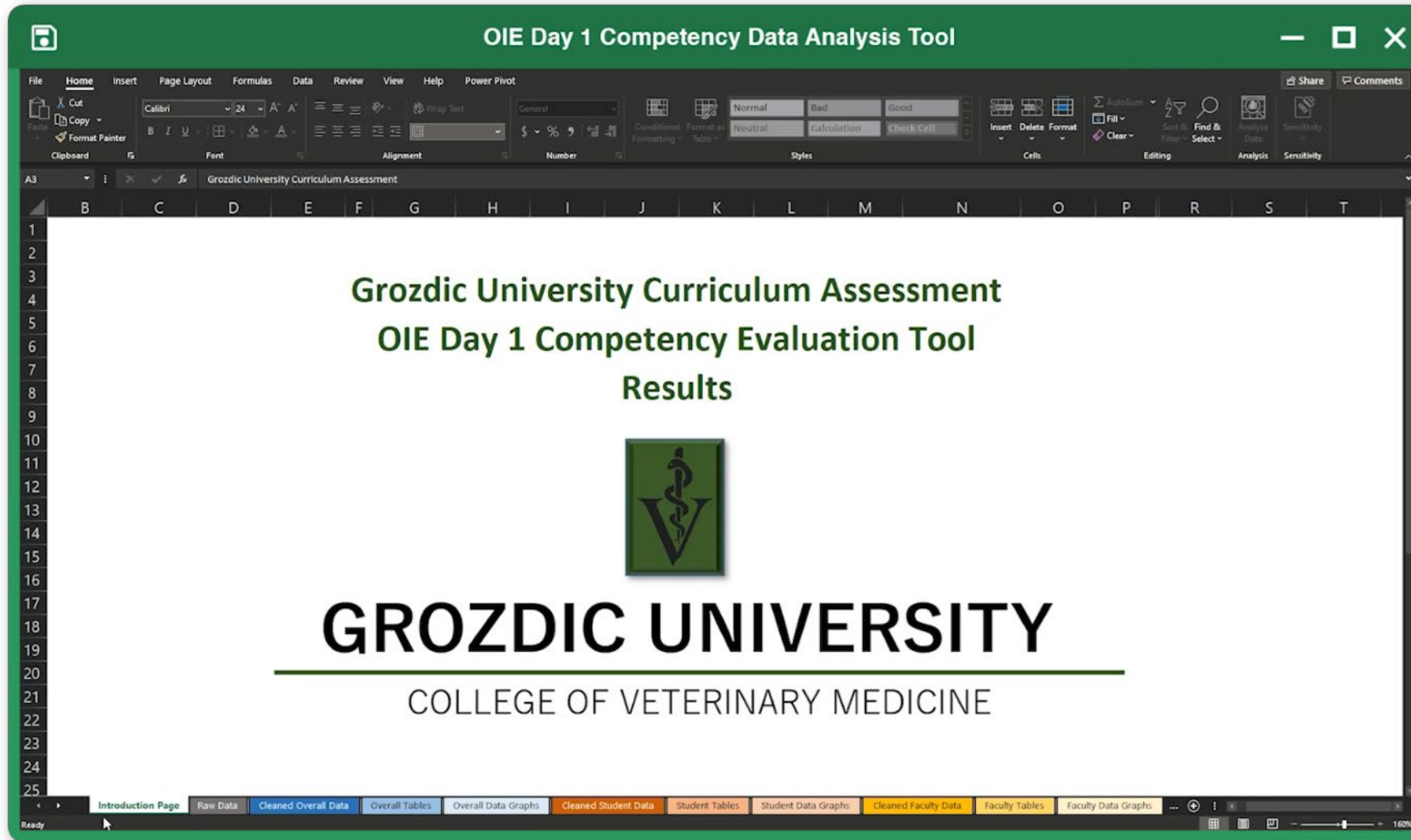
2

How will I receive the results of the assessments?

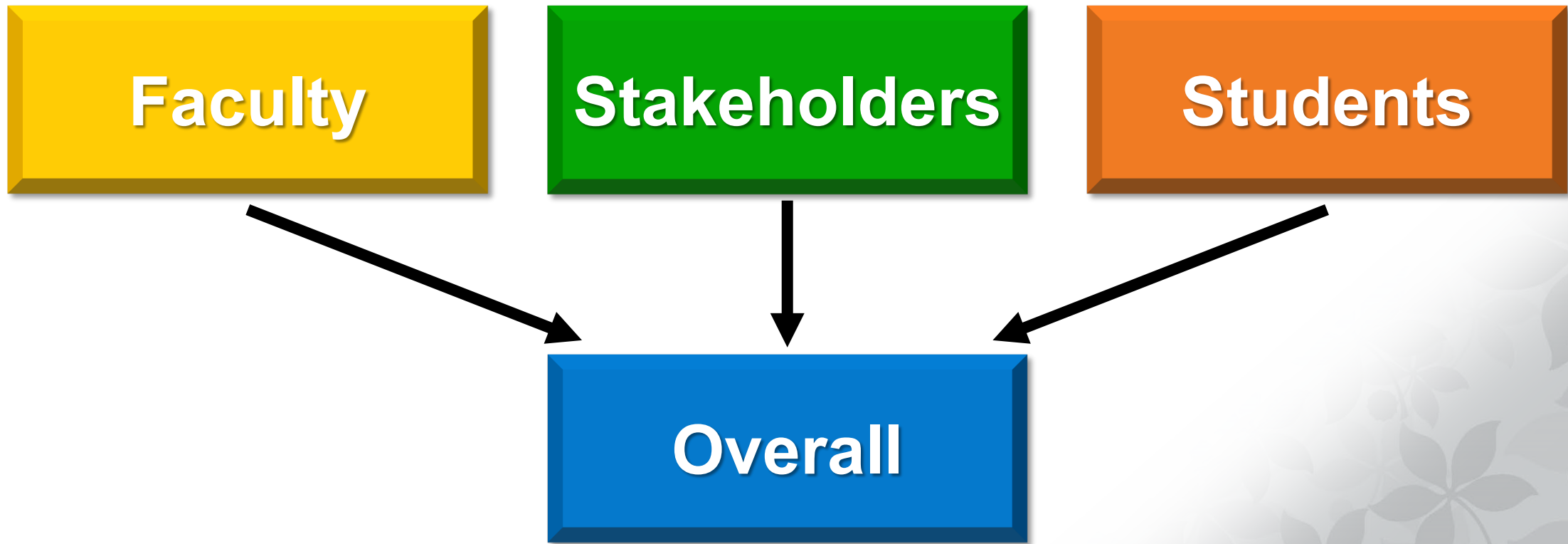
3

How do we move from evaluation to actionable items to improve our curriculum?

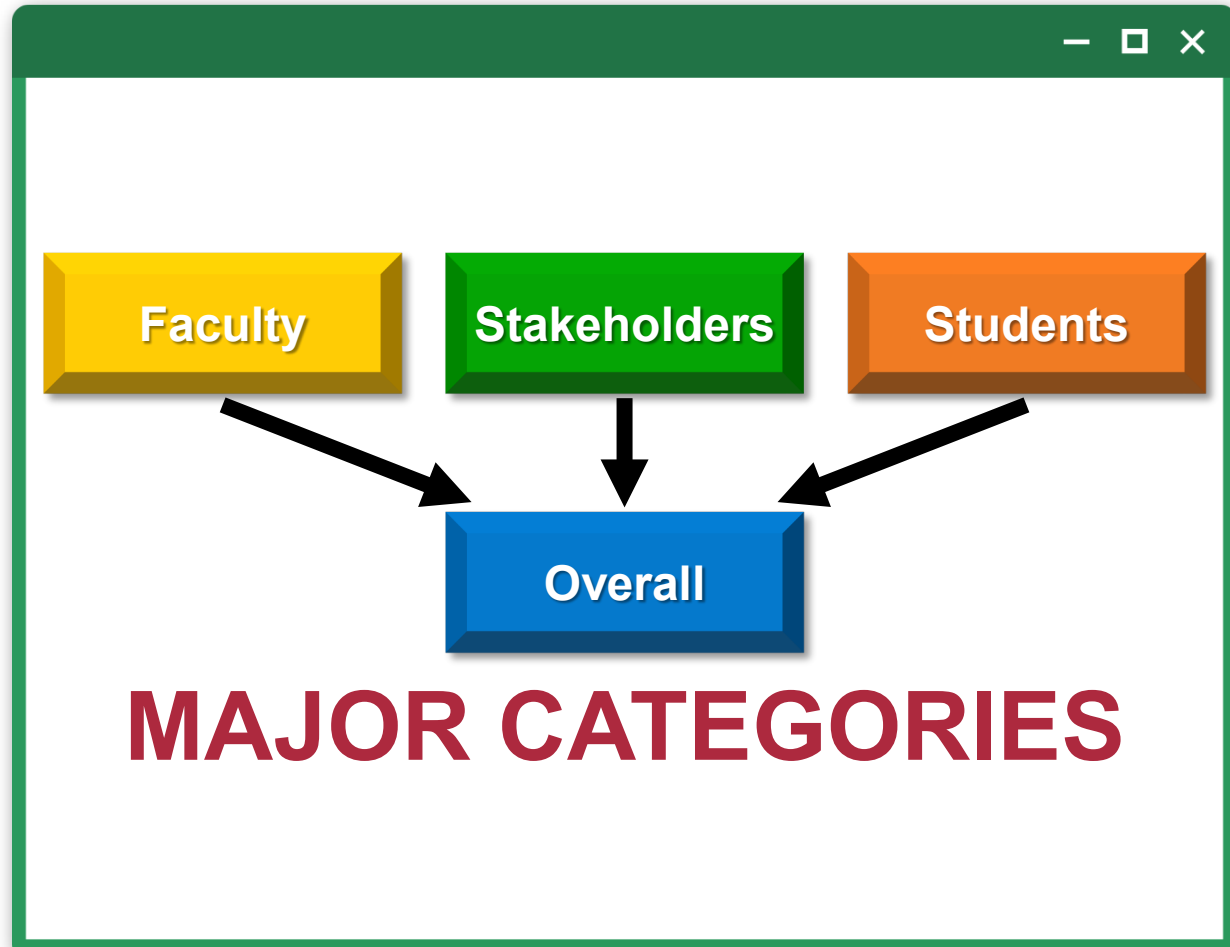
Step 1 Database Generation



Step 2 | Data Organization and Categorization



Step 2 | Data Organization and Categorization



When you conduct your curricular evaluation:

- Strive to include major participants from each major category
- The more individuals and professionals you include in your assessment, the better clarity and quality your evaluation will be

Step 3 | Graphic Representation

P = Proficient **NP = Not Proficient**

2.6d									2.6 Final		
Is the average Day 1 DVM graduate able to: - 8. Coordinate the integration between animal health controls and veterinary public health by combining the role of the veterinarian with physicians, public health practitioners, and risk analysts to ensure safe food sources?			Is the average Day 1 DVM graduate able to: - 9. Recognize and integrated food safety inspection services and agencies from farm to fork across various animal production systems?			Is the average Day 1 DVM graduate able to: - 10. Understand the role of veterinarians and other professionals in food safety?			Is the average Day 1 DVM graduate able to: 11. In conclusion, is the average Day 1 DVM graduate competent in Food Hygiene?		
NP	Frequency	Percentage	NP	Frequency	Percentage	P	Frequency	Percentage	P	Frequency	Percentage
NA	1	2.22%	NA	0	0.00%	NA	0	0.00%	NA	0	0.00%
H	3	6.67%	H	2	4.44%	H	15	33.33%	H	3	6.67%
M	21	46.67%	M	24	53.33%	M	22	48.89%	M	30	66.67%
I	11	24.44%	I	12	26.67%	I	5	11.11%	I	8	17.78%
NC	4	8.89%	NC	3	6.67%	NC	1	2.22%	NC	1	2.22%
NS	3	6.67%	NS	2	4.44%	NS	0	0.00%	NS	1	2.22%
Missing	2	4.44%	Missing	2	4.44%	Missing	2	4.44%	Missing	2	4.44%
Total	45	100.00%	Total	45	100.00%	Total	45	100.00%	Total	45	100.00%

NA = Not in Curriculum **H = Highly Competent** **M = Moderately Competent**
I = Insufficiently Competent **NC = Not Competent**


Step 3 | Graphic Representation

Is the average Day 1 DVM graduate able to: -
10. Understand the role of veterinarians and
other professionals in food safety?

P	Frequency	Percentage
NA	0	0.00%
H	15	33.33%
M	22	48.89%
I	5	11.11%
NC	1	2.22%
NS	0	0.00%
Missing	2	4.44%
Total	45	100.00%

P = Proficient **NP = Not Proficient**

$$33.33\% + 48.89\% = 82.22\%$$

 **PROFICIENT**

NA = Not in Curriculum **H** = Highly Competent **M** = Moderately Competent
I = Insufficiently Competent **NC** = Not Competent

Step 3 | Graphic Representation

OIE Day 1 Competency Data Analysis Tool									
Is the average Day 1 DVM graduate able to: - 1. Assess on-farm food safety practices to ensure the safety and suitability of food of animal origin in different production systems?			Understand and recognize safe preharvest management practices in animals to keep them free of zoonotic foodborne pathogens? (i.e. Biosecurity, herd health checks, proper carcasses disposal, detection of important zoonotic foodborne diseases)			complete ante mortem examine? (i.e. identification of ill animals that might have been on pharmaceutical treatment, decrease contamination on the killing the floor, ensure that animals are treated humanely, identify reportable disease)			Is the average co (i.e. carcass carcasses, fa
P	Frequency	Percentage	HP	Frequency	Percentage	P	Frequency	Percentage	HP
NA	0	0.00%	NA	0	0.00%	NA	0	0.00%	NA
H	7	15.56%	H	6	13.33%	H	11	24.44%	H
M	26	57.78%	M	25	55.56%	M	26	57.78%	M
I	8	17.78%	I	11	24.44%	I	3	6.67%	I
NC	2	4.44%	NC	0	0.00%	NC	3	6.67%	NC
NS	0	0.00%	NS	1	2.22%	NS	0	0.00%	NS
Missing	2	4.44%	Missing	2	4.44%	Missing	2	4.44%	Missing
Total	45	100.00%	Total	45	100.00%	Total	45	100.00%	Total
2.7a									
Is the average Day 1 DVM graduate able to: - 1. Differentiate various products, routes of administration, pharmacokinetics, mechanisms of action, efficacy, and potency of commonly used veterinary drugs?			Is the average Day 1 DVM graduate able to: - 2. Properly use veterinary products such as anesthetics, antimicrobials, antihelmintics, insecticides/acaricides, vaccines, and biological products in different survival populations including dosage, application, follow-up,			Is the average Day 1 DVM graduate able to: - 3. Manage and use cold chain or other storage methods of drug and biological products?			Is the ave Knowledgeabl
P	Frequency	Percentage	P	Frequency	Percentage	P	Frequency	Percentage	HP
NA	0	0.00%	NA	0	0.00%	NA	0	0.00%	NA
H	5	11.11%	H	4	8.89%	H	12	26.67%	H
M	27	60.00%	M	29	64.44%	M	20	44.44%	M
I	11	24.44%	I	9	20.00%	I	11	24.44%	I
NC	0	0.00%	NC	1	2.22%	NC	0	0.00%	NC
NS	0	0.00%	NS	0	0.00%	NS	0	0.00%	NS
Introduction Page Raw Data Cleaned Overall Data Overall Tables Overall Data Graphs Cleaned Student Data Student Tables Student Data Graphs									

Step 4 | File Submission

We will send you:

- Your complete database
- An organized summary of your data by participant type involved in the assessment
- Tables and graphs for each competency, to visualize results by topics, themes, and participant type



University of Gondar
The Ohio State University

OIE Veterinary Education Twinning Program



University of Gondar, Faculty of Veterinary Medicine Curriculum Mapping and OIE Day-1 Competency Evaluation Report



Specific Competencies:

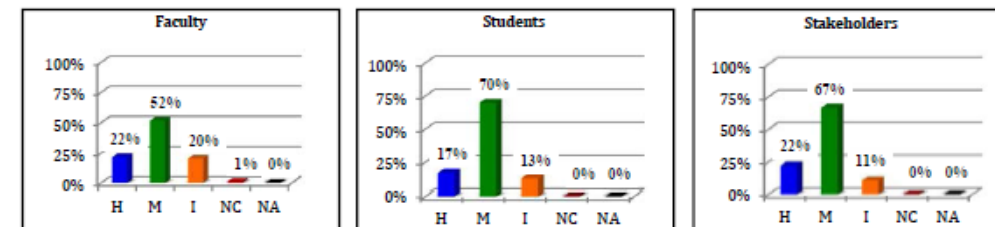
OIE Day 1 Competency: 2.1 Epidemiology

An understanding of epidemiology will allow veterinarians to study the factors that affect the health of animal populations and use this information to make scientifically sound judgments for preventive medicine and veterinary public health. To be competent in epidemiology, a new veterinary graduate needs to grasp the general principles of descriptive epidemiology including measuring and describing disease occurrence and spatial distributions. Day 1 veterinary graduates should be aware of the disease control applications of epidemiology such as disease surveillance, evaluating and interpreting screening or diagnostic tests, and understanding risk factors. Lastly, a veterinarian competent in epidemiology should know the steps of a basic outbreak investigation.

Results:

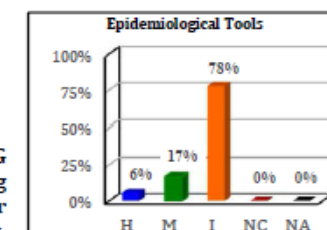
- More than 73% of the faculty, students, and stakeholders considered the average Day 1 University of Gondar DVM graduate to be competent (highly or moderate competent) in epidemiology based on the current needs of the country.

Figure 1: Overall Assessment of **2.1 Epidemiology Competency** ranked from High [H], Moderate [M], Insufficient [I], Not-Competent [NC], or Not in the Curriculum [NA] by faculty, students, and stakeholders.



- Nevertheless, 77.8% of the faculty still estimate that the average UoG DVM graduate is insufficiently competent in using epidemiological tools to evaluate screening/diagnostic tests.

Figure 2: The competency level of the average UoG DVM graduate for appropriately using epidemiological tools to evaluate screening or diagnostic tools as ranked by the faculty.



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Create an **ACTION PLAN**
to address identified
deficiencies in regards to
OIE Day-1 Competencies

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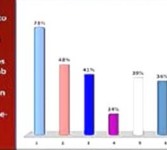


UoG FOCUS FORWARD EVENT Twinning Action Plan



What should be done to improve students ability to recognize, diagnosis and manage TAD and ED? (to 3)

1. Increase practical components to current classes
2. Increase collaboration with local district veterinarians
3. ID key diagnostic techniques (TAD/ED/Zoo) to develop lab capacity
4. Have a specific core rotation off site
5. Assess in the curriculum case-based outbreak scenarios
6. Create Video-Library of TAD/ED





You can then
perform your own
self-assessment at
your Veterinary
Education
Establishment



Questions????

Fasil Ghebbi Palace Complex
16th to 18th centuries
Gondar, Ethiopia
UNESCO World Heritage site



THE OHIO STATE UNIVERSITY

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