



**KKU**

มหาวิทยาลัยขอนแก่น  
KHON KAEN UNIVERSITY



# Experience with AID-1C Project implementation in Thailand

Kate Kanistanon, DVM, MS, PhD  
College of Veterinary Medicine  
Khon Kaen University, Thailand





# Activities with AID-1C Project

- **Training of facilitators**
  - KKU lecturers to understanding the content in questionnaire
  - Onsite in Thailand by OSU-WOAH, June 2022
- **Assessment of Day1-graduate's competency**
  - Onsite in Thailand by OSU-WOAH (Oct 22)
  - Current students
  - Lecturers
  - Newly graduates
  - Stakeholders
- **Data analysis and Result discussion**
  - Online, Jan 2023 by OSU





# Input from OSU and WOAAH

- Assessment tool (a questionnaire)
- Key facilitators & Consultants
- Financial resource
- Data storage
- Data analysis
- Planning for development



The Ohio State University Evaluation Tool for OIE Competencies of Day 1 Veterinary Graduates

2.4 Emerging and Re-Emerging Diseases											
2.4a Definitions											
Is the average Day 1 DVM graduate able to:											
2.4a O1. Define the difference between an emerging and re-emerging disease?			2.4a O2. Recognize the common and high-risk emerging and re-emerging pathogens, as well as their clinical signs in animal populations?			2.4a O3. Apply the concepts of early detection to identify emergence of an infectious disease in a particular region or zone?			2.4a O4. Determine the appropriate reporting authority if these infectious diseases are suspected?		
Proficient	Frequency	Percentage	Proficient	Frequency	Percentage	Not Proficient	Frequency	Percentage	Not Proficient	Frequency	Percentage
Not in Curriculum	0	0.00%	Not in Curriculum	0	0.00%	Not in Curriculum	0	0.00%	Not in Curriculum	0	0.00%
Highly Competent	48	53.33%	Highly Competent	48	53.33%	Highly Competent	7	8.89%	Highly Competent	25	28.13%
Intermediate Competent	25	27.78%	Intermediate Competent	39	43.33%	Intermediate Competent	43	51.11%	Intermediate Competent	33	38.13%
Insufficiently Competent	7	8.33%	Insufficiently Competent	14	17.00%	Insufficiently Competent	38	45.56%	Insufficiently Competent	33	38.13%
Not Competent	1	1.11%	Not Competent	1	1.11%	Not Competent	2	2.47%	Not Competent	4	4.57%
Not sure	2	2.22%	Not sure	3	3.33%	Not sure	5	6.11%	Not sure	4	4.57%
No Data	0	0.00%	No Data	0	0.00%	No Data	0	0.00%	No Data	0	0.00%
Total	76	100.00%	Total	76	100.00%	Total	76	100.00%	Total	76	100.00%

2.5 Disease Prevention and Control Programs											
2.5a Establishment of Prevention and Control Programs for Contagious Diseases											
Is the average Day 1 DVM graduate able to:											
2.5a O1. Establish preventive measures and control programs for zoonotic diseases?			2.5a O2. Establish preventive medicine and control programs for zoonotic diseases?			2.5a O3. Identify sources of up-to-date and reliable information on zoonotic diseases?			2.5a O4. Identify the proper regulatory authority for prevention & control programs for animal diseases and diseases of animal origin?		
Introduction   <a href="#">OVERALL TABLES (auto)</a>   <a href="#">OVERALL GRAPHS (auto)</a>   <a href="#">STUDENT TABLES (auto)</a>   <a href="#">STUDENT GRAPHS (auto)</a>   ...											





**THE OHIO STATE UNIVERSITY**  
COLLEGE OF VETERINARY MEDICINE



**World Organisation  
for Animal Health**  
Founded as OIE



# Input from KKU

- **Training of lecturers** to be facilitators
- **Arrangement for onsite assessment** of students, newly grad, and stakeholders
  - Selection of participants
  - Invitation of participants
  - Venue management
  - Preparing facilitators
- **Translation of assessment tool** into native language
- **Planning for development** of Day1 competency



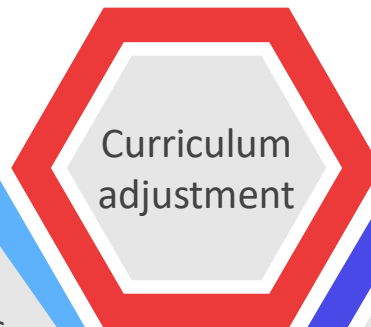
# What KKU learned

**Understand  
expectation of WOAH**



**The limitation of our  
product (graduates)**

**Re-assess the  
curriculum**



**Cooperation among  
lecturers to adjust the  
teaching content and  
method**



# What students gain

- Understanding of OIE expectation
- Self evaluation
- Expand their thinking about prospective jobs





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# What about alumni and stakeholders ?

- Understanding of KKU role and participating in development of veterinary profession
- Planning of further collaboration
- Maintain close relationship with KKU





# Next: Action plan

- Curriculum and teaching adjustment
- Collaboration with VEEs to expand the assessment program (At least 4 Thai and 2 international VEEs within 2023)
- Establish an excellence center for competency development at KKU

