
**Strategy:** 1.2 Design Curriculum and training programs to meet current and future societal needs

**Date:** Semiannual Report - June 2013

**Summary of Activities**
Borjesson and Watson met 1 time to discuss directions and specific goals in the two broad areas of emphasis, Graduate level training and DVM level training.

**Resource Materials/Data Analysis**
SVM Curriculum Committee Report from Spring Faculty Meeting
MPVM Curriculum Committee Report
Comparative Pathology Graduate Group

**Upcoming Activities/Initiatives**

**Writing multiple-choice question workshops** – Two Summer workshops on writing good multiple choice questions will be held in August. Target dates are August 6-8 with announcements to follow with exact dates and times. Dr. John Boyce from the NBVME will present.

Comparative Pathology Graduate Group Educational Policy
Committee meeting—A full evaluation and debrief of the new flagships graduate course, Integrative Pathobiology.

Accomplishments

SVM Curriculum Committee Report:

1. The SVM Curriculum Committee met 16 times to review 7 new block courses proposed for the 3rd year of the curriculum. Approximately half of the year 1 and 2 courses in the New Curriculum were re-reviewed to assess changes made to content, schedule, organization or assessment.

2. Y2 Cumulative Exam: Both a written and practical examination were administered to the Class of 2015. The written examination covered content from all coursework in the first two years of the curriculum. The practical examination covered physical examination skills, venipuncture and blood collection, and injection techniques. Results have been provided to the students and those who did not pass have been referred to the SAC for remediation plans.

3. Minimum length of the clinical year: The Curriculum Committee discussed and subsequently ratified the proposal for a 36 week minimum. These clinical weeks are to be spent training in UCD SVM clinical programs.

4. Required Clinical Rotations: The concept of required rotations with an emphasis on training all students in the following areas was discussed: primary care, emergency medicine, referral care, routine surgery, referral surgery, anesthesia, radiology, clinical pathology and pathology. A proposal to allow students to select a species group in which to train in these various rotations over 19 weeks was made.

5. Elective Clinical Rotations: To support the ability of students to train in many species after having concentrated on small or...
to train in many species after having concentrated on small or large animal in the 3rd year the concept of choice for all rotations after the required 19 weeks was discussed. To better understand what the outcome of this open selection would be, a survey was conducted on the Classes of 2013 and 2014. Results of that survey have been shared with the Curriculum Committee and the VMTH Service Chiefs. EC has requested a formal recommendation from CC.

The Graduate Group in Comparative Pathology put on their first year of the Flagship graduate course, Integrative Pathobiology. The course emphasized critical evaluation of the literature and focused on current scientific methods and techniques as well as creative approaches to research problems. The content was designed to present an integrated view of pathogenesis at the molecular, cellular, tissue, organ system, and organismal levels. The course included modules on topics in molecular biology (DNA techniques), cell biology, tissue biology (tissue structure/function), cellular basis of disease, integrated system biology and organism/population health (one health). Course evaluations were stellar and the faculty were highly engaged and enthusiastic about the new format.

MPVM Curriculum Committee Report
Curricular revisions are currently being implemented by our faculty for the MPVM didactic instruction to enhance our ability to attract and support the best and brightest graduate students. Revisions have been made to core coursework to integrate statistics and epidemiology training, streamline the core statistics series and add in cutting edge analytical tools, refocus policy and one health coursework to emphasize training in leadership and effective communication and preparedness for societal needs related to global health, food security and public policy, update applied research training methods and writing courses, and add new coursework in infectious disease epidemiology. Gaps are being assessed for faculty leadership of core coursework. Core courses are planned for summer, fall and winter quarters,
with spring quarter emphasizing progress on thesis research and elective coursework. Students will be expected to present thesis research at the end of summer. Planning is in progress for a bookend curriculum that will blend training of incoming and outgoing students with faculty seminars and mentoring opportunities.

A hybrid curriculum will be offered to students in 2013 and the new curriculum will be fully implemented in 2014. Promotion and advertisement of revitalized program needs to kick off in fall 2013.