

Date: June 13, 2019

To: Heather L. Simmons: Joe Mask

From: Christine Stetter

RE: Notes: Ad hoc Working Group for Veterinary Extension

The *ad hoc* Working Group for Veterinary Extension met on June 13 at the Texas A&M College of Veterinary Medicine & Biological Medical Sciences for a strategic plan update. Attendees included Jose Bernal, Nicholle Boutwell, Ron Bragg, Dr. Jim Butler, Jessica Cargill, Dr. Susan Culp, Megan Eikner, Dr. Joe Mask, Dr. Frank Hardin, Dr. Terry Hensley, Dr. Toby Lepley, Dr. Jean Lonie, Dr. Glennon Mays, Major General Darren Owens, Jenn Scott, David Sessum, Dr. Heather Simmons, Christine Stetter, and Tyler Vogel.

Dr. Joe Mask led the meeting with introductions and program updates.

Ms. Jessica Cargill discussed survey results based on two groups: educators (teachers, 4-H leaders and agents) and past participants (students) to determine where they are now, program impact, and feedback on strengths and weaknesses.

Educator surveys were sent to 268 educators – 61 responded (23%) - results attached (Cargill PPT). Findings included:

- Positive impact on students
- Increase in knowledge
- Expanded skills and opportunities
- Program strengths:
- Great curriculum and materials
- Assisted in determining career path
- Work preparation; gaining experience in animal health field
- Weaknesses:
- Difficultly accessing materials
- Navigating and viewing online system
- Using provided resources
- Time requirements
- Means of transportation to apprenticeship
- Availability of vet clinics to obtain clinical hours

Student surveys 151 surveyed (33 questions) 62 responded (41%). Findings included:

- 38 completed the program
- 37% took the exam for certification
- 21% employment found as CVA
- 1 of the 38 is a DVM
- Impacts:
- VSCP helped confirm career path
- VSCP helped narrow down path in veterinary science
- VSCP helped them experience what it was like to work in the field

Strengths

- Curriculum and structure (9)
- Accessibility to knowledge and opportunities (8)
- Hands-on experience and clinical skills (6)
- Apprenticeship and activities (4)
- Instructors (4)

Weaknesses

- Instructors and county agents (7)
- Program activities (7)
- Apprenticeship (5)
- Instructional materials (4)
- No weaknesses (4)
- Time (2)
- Accessibility and cost (2)

Question and answer period on data collection, marketing, and program impacts.

Data collection (Ron Bragg): How do we find students 5 years after the program?

- Data collection using new D2L platform with survey component.
- Provide unique ID number that can link back to student for further survey purposes.
 - Use Live Track or other vendor-provided service
- Follow-up survey 3 years out
- Student exit survey

Nicholle Boutwell & David Sessum: How do we market to urban schools and communities?

- What does this look like in other communities?
- May be first generation to go to college
- School or higher education may not be the priority
- Family values and circumstances may not encourage education. Work may be necessary to assist family
- Are students in urban areas achieving success after participated in the VSCP?
- What is the impact of VSCP on degree completion?
- How is 4-H/traditional high school different (suburban vs. urban)?
- How do we define success? **The goal is to help the students find a job**
- Career readiness and success – not just college going environment or DVM
- Market success stories (YouTube videos)

Dr. Mays - Impacts: How do we measure the impact the program has on participants entering society as adults, and how do we measure that?

- Students leave the program with an increased appreciation for animal health and what that means to society.
- What life skills do they learn?
- **Communication skills** to compete in life.
- Can they communicate in a professional setting? How do we evaluate that?
- What about those who do not have the means to go to college?
 - Impact example: Through a partnership with a high school and an animal shelter in El Paso, the shelter was able to increase their live-release rate due to greater community awareness and support (N. Boutwell).

Mr. Bernal: Students who work with a veterinary clinic are more successful after the program. Contacts students personally after the program to measure success.

Major General Darren Owens - military: discussed expansion to increase awareness and market to military veterans and spouses including:

- VSCP VA benefit eligibility
 - Army credentialing program eligibility
 - MedCom veterinary science collaboration
- VSCP availability to at-risk youth
 - TEA science credit
 - Articulation agreement
- AgriLife Extension accreditation
 - Articulation/dual or concurrent enrollment agreements
 - TWC License/Dept. of Ed OPEID
- Other AgriLife Extension program VA eligibility
 - Desired outcomes include:
 - Awareness campaign: materials targeted toward active military, veterans, and spouses.
 - Process for veterans and active military to use educational benefits for CVA
 - VSCP inclusion in the US Army Credentialing Program
 - TEA approve science credit for VSCP classes
 - Texas Challenge Academy Graduates enroll in VSCP
 - Articulation agreement in place with MEDCOM schools and vet tech partner institutions
 - TWC approval of career technical programs
 - US Dept. of ED OPED
 - AgriLife accreditation
 - Program approved by NAVTA

David Sessum: Articulated agreement/dual credit with community colleges (Lonestar Junior College)

- Achieve college credit through Lonestar Community College.
 - Articulation agreement: allow community college credit that will transfer to a 4-year college.
 - All vet tech courses must be taught by an LVT or DVM
 - Dual credit – who’s teaching the curriculum?
 - Pay for teachers to become LVTs
 - Meet standards and criteria for AVMA accreditation
 - Teachers become LVTs
 - Students get credit for college
 - How do we combine efforts to work with CVM

Susan Culp: Corporate Veterinary Medicine and VSCP

- Trends 27,000 – 30,000 veterinary practices in the United States
- 85-90% independently owned
- 5-15% corporate owned – those are divided into 15-20 companies
 - 2/3 of veterinary practices owned by MARS Corporation
 - Benefits include: more equipment, newer technology, larger staff, more clinics across geographic area, expanded business hours, more staff time to focus on veterinary medicine

- Trends
 - Scientific and technology changes
 - Hands-on learning
 - Diversity
- Initiatives
 - Expansion and partnerships

Nine 3rd and 4th year vet students were introduced and shared their educational experience and thoughts regarding their path to vet school, program exposure, and future goals.

In the afternoon session, members divided into two focus groups to review and discuss the curriculum, marketing, and future of the VSCP.

- Group 1: Subject matter expert group (Dr. Simmons)
Review current curriculum topics for veterinary science, laboratory, One Health, and business tracks. Identify topics to be deleted, to remain, and to be added.
This group was then divided into the following subgroups: commodity, military, and current participants.
- Group 2: Teacher training needs group (Dr. Mask)
Review current curriculum topics for veterinary science, laboratory, One Health, and business tracks and determine future packaging, marketing trends, and goals.

Commodity Group Report:

Commodity: Veterinary Science: Preparator Training for the Veterinary Assistant

- Add vet tech to careers lesson
- Add ethics case studies
- Animal welfare; responsibilities of vet assistant, tech – legal
- Under introduction, add animal welfare
- Under patient management, add euthanasia as a separate section
- Under laboratory aids and examination, add handling of samples
- Change lesson (special examinations) to advanced or specialized examinations
- Change Chapter 9 - human and animal health to One Health; add antibiotic stewardship
- Merge dietary management of small animals into Chapter 5
- Under dietary mgmt. of small animals, add lesson on large animals
- Quarantines and eradication programs – move to regulatory vet medicine section
- Change lesson title from reproduction and rectal palpation in cattle to reproduction and pregnancy detection for food animals
- Change weaning calves to weaning and post weaning practices
- ID and traceable methods – place under regulatory
- Add surveillance/surveillance systems – place under regulatory
Note: Social issues, case studies, animal welfare topics
- Under regulatory veterinary medicine, if not an official program, don't list it; What about other official programs?
- Interstate and international movement of animal, add ID system/surveillance
- Laws related to veterinary medicine – move to introduction
- Under introduction (profession of veterinary medicine) animal welfare, expound as responsibilities of vet assistant, tech – legal

- Under animal is society, include ethics as it relates to generic practice – case studies; communicating social media
- Under patient management section, include euthanasia as a stand along aspect of patient management.

Commodity: Laboratory Science & Technology

- Under introduction, add National Lab Network
- Under agriculture: real life example (FMD) supplement cattle/tick/African swine fever – more relevant. Emerging diseases.

Military Group Report:

Military: Veterinary Science: Preparatory Training for the Veterinary Assistant

- Under animals & society – cover animal welfare
- Under caring for patients – add grooming and animal ID topics
- Under patient management chapter – add animal ID
- Under handling and restraining animal and assisting with examinations and treatments, add how to restrain injured animals
- Under assisting with examinations and treatments, add fluid amount for body weights; add clinical situations
- Change title from laboratory aids and examination to specific laboratory aids and examinations
- Handling diseased animals/isolation handling procedures add under chapter 12 or Chapter 9, Lesson 3
- In lesson (the battle against disease), discuss handling disease animals (isolation and handling procedures); more in depth add under chapter 12 or chapter 9 – lesson 3
- Handling and administering medication – more in depth
- Principles and methods of disease control – move to different section related to diet
- Ethics of production (swine, dairy, poultry, sheep/goats)
- Case study hands-on military situation
- Organization of levels
- Pharmacology
- Broaden to cover more species
- Scenarios/case studies
- Animal ID – official vs. unofficial
- Regulatory
- How to find microchips
- Cover humane care and treatment – more in depth
- Under practice management cover electronic vs. filing systems
- Under patient management, add various care for species (dental, hoof, coat, beaks, claws/paws)
- Under patient management (environmental sanitation) add field sanitation for active service – work environment
- Under handling and restraining animals, add managing hurt animals as well as healthy
- Under assisting with examinations and treatment, add CPR; stabilizing critical care – how to handle critical situation as a VA – may need extra detail BOE, BQA
- Under human and animal health, how to handle suspect diseased animals to protect you and others (safety) PPE
- How does this all tie back together – documents/resources?

- Create critical scenarios and the end of lesson that ties various pieces together. Create custom scenarios at the end of lesson that ties various pieces together.
- Under Infectious diseases, write a health paper for military
- Under principles and methods of disease control, include PPE details
- Under principles and methods of disease control, move dietary management of small animals to nutrition
- Under principles and methods of disease control (quarantines and eradication program include depopulation and management
- Under production practices (dehorning, castrating, & docking (change to livestock management)
- Under production practices – add ethics of production practices
- Under regulatory veterinary medicine (interstate and international movement of animals) add animal ID, insight, and details
- Very beef oriented, can you diversify to other food animals?

Military: Laboratory Science & Technology

- Under food safety and environmental health – add dairy
- Under food safety and environmental health – add case study
- Under food safety and environmental health – add dairy examples and milk analysis
- Add VFD somewhere

Military: One Health Science & Technology

- Add VFD

Current Participant Report:

Current: Veterinary Science: Preparatory Training for the Veterinary Assistant

- Combine the profession of veterinary medicine with the veterinary assistant (next generation – tele-medicine, up to date certified
- Under practice management: EMR in updates (confidentiality and social media, etiquette; under standards of food – include USDA standards
- Under bedding and housing patients – add exotics to objectives AAEP standards, AAHA standards. AABP and AAFE standards
- Under anatomy and physiology of animal: how is this taught? Cadavers/models: is this deliverable?
- Under reading animal behavior, fear free? Merck – creating connections
- Genetics – consider deleting - is this too technical for this level? Is it necessary?
- Under handling and restraining dog and cats - fear free?
- Under handling and restraining livestock creating connections
- Physical examinations – add the veterinarian to #1
- First aid – review
- Delete Rehabilitation, post-mortem exams, special examinations, genetics and disease, animal assisted therapy, and collecting and examining semen
- Miscellaneous non-infectious disease – need to update
- Principles and methods of disease control – add VFD
- Treatment – remove 3 review 5 – (do they mean objectives?)
- Disinfectants – update for contact time
- Dietary management or small animals more and combine with nutrition chapter

- Quarantine and eradication program – call biosecurity and reevaluate content for appropriate diseases
- Surgical preparation and procedures – review content – spec. #2 add level of supervision, update spec. #3
- Dehorning, castrating, and docking – Livestock management?
- Collecting semen – update or remove
- Artificial insemination – add small animal?
- Assistance at birth – when do you call? Emergency?
- Weaning calves – Eval? Creating connections
- Records and recordkeeping – EMR
- Shelter medicine – animal ID – small and large animal; SPS and value chain – more appropriate to military and international
- Regulatory veterinary medicine – including CVIS
- Carcass disposal – PPE, euthanasia
- Regulatory section: Interstate and international movement of animals – including CVIS.
- Regulatory: Brucellosis and tuberculosis eradication programs – relevant to interstate mvmt.
- Regulatory: Anthrax – more applicable to military/international
- Regulatory: Pseudorabies control program – in context to feral swine – if not, feral swine chapter should be
- Regulatory: Pullorum-typhoid, avian influenza, and exotic Newcastle disease control program – part of infectious disease of poultry vs stand-alone chapter
- Regulatory: Vesicular stomatitis control program – looks like FMD
- Regulatory: West Nile encephalitis control program – would not include
- Regulatory: Food safety program – esp. military/international
- Regulatory: Carcass disposal regulations – PPE, euthanasia
- Regulatory: Medical waste disposal – would not include – its own chapter? Unsure – maybe military? International?
- Add poultry handling – new content needed
- Add pain management – for livestock

Current: *Laboratory Science & Technology – not reviewed*

Current: *One Health Science & Technology – not reviewed*

Additional comments: How do we do a better job at promoting the program

- Use veterinary students (through ambassador program) to promote the program and increase awareness. Speak to high school and 4H students.
- Use teachers who use the curriculum as champions of the program.
- Provide training to 4-H Extension Agents
- Social medial: publicize success stories – YouTube videos
- Workshops and booths at career shows, teacher conferences, booth at CVM open house, etc.