

The Role of IPE in Veterinary Education about AMR

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February 11, 2021



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Overview

- Basics of delivering IPE
- Opportunities for influencing health science curriculum
 - IPE experiences
 - Professional accreditation standards
 - Intergovernmental agency standards and recommendations
 - Federal agency educational accreditation requirements
 - Licensure and National Boards
- Suggestions for impacting health science professional education and training



Interprofessional Education at UMN



“IPE occurs when two or more professions (students, residents and health workers) learn with, about, and from each other to enable effective collaboration and improve health outcomes.”
WHO definition

[1Health Impact Report](#)



Interprofessional Education Collaborative Core Competencies



Delivering Interprofessional Education at UMN

Phase I

Orientation to IPE

TIMEFRAME

- Beginning of Program

ACTIVITIES

- Foundations of Interprofessional Communication and Collaboration
- Better Together: Preparing for Collaborative Practice

Phase II

Necessary Skills

TIMEFRAME

- Middle of Program

ACTIVITIES

- Community Teacher Program
- Interprofessional Communication Skills & Escape Room
- Other IPE Learning Experiences

Phase III

Expertise in Practice

TIMEFRAME

- Near End of Program

ACTIVITIES

- 1Health Advanced Interprofessional Escape Room and Debriefing Session

List of approved 1Health IPE experiences

[1Health IPE Experiences](#)



IPE Across Health Professions



[Health Professions Accreditors Collaborative \(HPAC\) Interprofessional Education Standards Survey](#)

Survey results

- All 25 HPAC members responded to the survey (Veterinary Medicine is not a member)
- 22 of 25 HPAC members include IPE somewhere in their standards and/or guidance.

IPE guidance varies within the educational standards of the different professions.

- Listed in the curriculum standard
- Exists as a separate standard





The AVMA Council on Education (COE) accredits DVM or equivalent educational programs. [AVMA COE Policies and Procedures and Standards](#)

Similar accrediting bodies exist for other prescribing health professions

- Liaison Committee on Medical Education
- Commission on the Collegiate Nursing Education
- Accreditation Council for Pharmacy Education
- Commission on Dental Education

Word search of accreditation standards and policy and procedure documents did not identify antimicrobial resistance mentioned in any documents.



World Health Organization for Animals (OIE)

May 2012



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



- OIE Day 1 Graduate Competencies

- Veterinary Products

- *know where to find and how to interpret up-to-date and reliable information regarding the link between use of antimicrobials in food animals and development of antimicrobial resistance in pathogens of human importance*





National Veterinary Accreditation Program



- [National Veterinary Accreditation Program](#)
 - Licensed veterinarians in USA must be accredited by USDA to perform certain duties
 - More than 80% (~71,000) of licensed DVMs in US are USDA accredited
 - Program includes an initial orientation for veterinary students and newly licensed veterinarians and accreditation renewal
 - Requirements for maintaining ongoing accreditation
 - Complete CE modules (total of 32 modules available)
 - Use of Antimicrobials in Animals (1 module)



National Board and Licensure Examination



- State licensure requires passing North American Veterinary Licensing Examination (NAVLE) which is administered by ICVA.
- Questions in NAVLE are based on [Competencies and Diagnoses](#) (species specific)
 - Communication competency domain lists the following topic area
 - *Discuss strategies with producer or client to reduce antibiotic resistance and/or antibiotic residues*



Conclusions

- AMR is important topic and should be introduced and reinforced throughout the educational curriculum of health science professions
- IPE experiences may provide useful method for AMR training in some situations
- Changes in accreditation standards or requirements would influence the education of the greatest number of students
- Curricular content and emphasis can also be influenced by recommendations or standards set by IGOs, US Governmental Agencies and published domains of competency for testing by national examining bodies

