

Combining Veterinary Science and Business Through Team Teaching of a Course

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Interest in Veterinary Science and Veterinary Technology Options

Major	Fall 2018	Major	Fall 2018
Agribusiness	358	Vet Technology and Management	15
Ag Education	39	Animal Science Production	32
Ag Engineering	58	Veterinary Science	144
Plant Science	44	Animal and Vet Science	82
Agriculture Communications	12	Veterinary Health Technology	108

Bachelor of Science in Agricultural Business – Completion Program for Veterinary Technology and Management

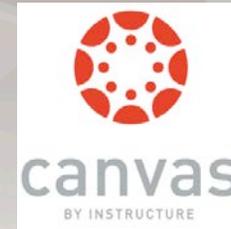


- The program is designed for graduates of 2-year accredited veterinary technology programs to complete a Bachelor of Science degree online
- The program can be completed in 2 years or less based on previous coursework completed and course load
- The degree is in Agriculture with an option in Veterinary Technology and Management.

Need For Course

- Professional competencies are positively associated with employer satisfaction and the economic and professional success of the veterinary profession (Hodgson 2013)
- Some of these competencies that have been included into veterinary curricula are business management, marketing, teamwork, and law/ethics.
- Educators in veterinary medicine are more comfortable teaching and assessing the technical aspects of practice (Lane 2010)

Description of Course



- Course was implemented through the Canvas Learning Management System (LMS)
- 15-week course consisted of five modules:
 - Veterinary Marketing- Branding, Promotion, Publicity
 - Operations Management- Inventory, Waste management
 - Safety in a Veterinary Practice- Risk assessment, Radiation safety, Handling controlled substances
 - Human Resources- Compensation, Employee recruitment, Staff training
 - Finances- Investment analysis, Financial management

Assessment

- Discussion Boards
 - Prompts
 - How much does a surgery really cost?
 - Who would you hire?
 - Rubrics were used and made available to students beforehand
- Online Quizzes and Exams
 - A question bank was used on each exam to help reduce cheating on objective portions of the exams
 - Essay questions were used to allow students the opportunity to better communicate their understanding of key concepts

Logo Design Project



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Veterinary Logo

Student Perceptions

- “It is nice to be able to work some at your own pace...There is always a great deal of information provided for each lesson and it is easy to understand.”
- “Time management and managing people. I'd love to manage but managing people has kept me from pursuing it because I'm not good in that area. This course gave me some helpful tips in that aspect.”
- “I enjoyed learning about the small business operations of a veterinarian clinic.”

Faculty Perceptions: Agricultural Business

- “Teaching a team developed/taught course allowed me to see the material from a different perspective and allowed for applications of business concepts in unique ways.”
- “Finding time to meet with other faculty was difficult, but the planning phase was vital and worth the time.”
- “This is a great way to provide complete understanding for students to how real world problems work by using diverse resources.”
- “I would do this again and I can see the process being beneficial to other areas with business.”

Faculty Perceptions: Veterinary Science

- "True value in the course is the "real world" experience of the instructors in veterinary practice."
- "Students seem to understand that the small business skills learned in this course are applicable to multiple other businesses."
- "Being able to lean on the agriculture business faculty to more fully explain the financial side of the was very beneficial."

Advantages of the Course

- The online format allowed for students to access the course material around their schedule.
- Provided greater point of contact for the students (they could contact more than one faculty member about issues or questions).
- Ability to cover a broader variety of concepts.

Disadvantages of the Course

- Some terminology or concepts are unfamiliar to those outside of the veterinary medical field
- Difficult to gauge student interest due to lack of in-person interaction
- Occasional confusion due to teacher's LMS site appearing different than students' site

Future Improvements

- Incorporate more project-based assessments
- Develop more videos from professionals in the veterinary management field
- Provide for more teacher-student interaction through the use of videoconferencing tools



Conclusion

- Students seemed to favor a course based around the issues facing a familiar type of business.
- A course such as this provides the opportunity for students to learn about and develop professional skills which make them more employable.
- Helps improve relationships between faculty in different disciplines and allows them the opportunity to apply and relate concepts in a unique way to students.
- Several challenges associated with the online format such as faculty-student interaction and assessments must be addressed.

References

- Hodgson, Jennifer L., et al. “Beyond NAVMEC: Competency-Based Veterinary Education and Assessment of the Professional Competencies.” *Journal of Veterinary Medical Education*, vol. 40, no. 2, 2013, pp. 102–118., doi:10.3138/jvme.1012-092r.
- Lane, India F. “Professional Competencies in Health Sciences Education: From Multiple Intelligences to the Clinic Floor.” *Advances in Health Sciences Education*, vol. 15, no. 1, 2010, pp. 129-146., <https://link.springer.com/article/10.1007%2Fs10459-009-9172-4>

Questions?