One Health in Veterinary Practice:
Engaging students in addressing gaps in accessible care

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CO Native and Triple Ram
My Role at CSU

• Increasing access to veterinary care through building student capacity and professional satisfaction
  • Veterinary care programs regionally & internationally
  • Language education
  • Personal & professional wellbeing

Today’s topics:
• Communication - Spanish for Veterinarians
• Community - Hub Outpost Project in Rural Alaska
• Colleagues - One Health IPE in Mexico and the US
Spanish for Veterinarians

Building communication capacity in the practitioner
Spanish is second most spoken language in US

15,091,444 Spanish-speaking households in US (2020 US Census Bureau)

Over the past decade, the number of Hispanic pet owners grew by 44%. (2020 Businesswire)

No official interpreter system as in human medicine

Clients rely on friends or relatives, body language, or try to find clinics with Spanish-speaking resources
Language barrier impacts

• Vets rely on the communication by the owner/animal caretaker

• The “history” guides the vet’s decisions in creating diagnostic & treatment plans.

• Miscommunication can impact:
  • Plans and decisions made by the veterinarian AND
  • The owner’s interpretation of the advice and instructions given from the veterinarian.
Spanish for Veterinarians at CSU

- Profession Specific Language training
  - Task Based Language Teaching

- 2018 – 7 credits of courses integrated into DVM student curriculum
  - Language needs analysis (LNA) in livestock and SA field experience

- 2021 – PetSmart Charities grant: companion animal LNA & curriculum development

- 2023 – Graduate Certificate Program in CSU DVM program – 9 credits
- 2024 – Goal expand beyond CSU
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<td><strong>Consistent exposure</strong></td>
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<td><strong>Authentic language use</strong></td>
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<td><strong>Collaboration is key</strong></td>
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Graduate Certificate layout

Course 1: Wellness Appointment
- obtain patient and client information
- establish normal healthy animal behaviors
- discuss preventive care practices

Course 2: Obtaining health histories
- identify the presenting problem,
- ask questions about abnormal behaviors and indicators of illness
- obtain information about the onset, duration, and detailed nuances of the client’s concern.
- explain the next stages of the visit
- obtain client consent to proceed with treatment.

Course 3: Diagnostic Procedures
- describe and recommend diagnostic tests
- explain the results, potential diagnoses, and associated diseases

Course 4: Treatment Plan
- recommend treatment options
- discuss outcomes and risks
- negotiate a plan
- give information for medication administration, including prescription directions in written and spoken format,
- at-home care and follow up instructions.

Course 5: Capstone
- developing cultural awareness in the veterinary professional,
- creation of an accessible veterinary clinic.
Building Capacity

• Future Veterinarians

• In the future, practicing veterinarians

• Language Instruction professionals
  • Trained in LNA’s
  • Trained in TBLT pedagogy
Hub Outpost Project – YK Delta, AK

Strategic approach to addressing issues caused by dog overpopulation through multiple upstream approaches.

Addressing immediate and future needs through

- change in policy
- delivery of vaccines
# The HOP program

A community based, public health focused, veterinary care program

Preventive health services for the pets of the public at no cost.

Hosted in a two-way partnership by the University of Alaska Fairbanks and CSU

Veterinary students participate in the community visits and campaigns
Build communication and other critical skillsets.

A Hub and Spoke model

The idea was created in 2017, funded in 2018, operating since 2019
**Foundational Program Aims**

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<th>Improve Health</th>
<th>Demonstrate Cost</th>
<th>Expose Students</th>
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<td>Improve the health of the human community through addressing the (over)population and health of the animal population.</td>
<td>Demonstrate that the cost of a preventive health community-based veterinary program is less than the costs to the human health and gov. orgs that react to the issues caused by the current dog overpopulation.</td>
<td>Expose students to situations where they learn to deliver quality care in under-resourced communities. And think about access to care and solutions they can incorporate into their practice or career.</td>
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Yukon-Kuskokwim (YK) Delta of Alaska

- Hub Town – Bethel pop. 6,700
- 48 surrounding communities
- Regional pop. 18,900
- This region is size of the state of Louisiana
- 400,000 sq miles

- 1 veterinarian 4 days/m to service Bethel
- 1 animal rescue NGO – focused on saving animals
- Infrequent service by other S/N NGO’s trying to cover ALL of AK
The complex issue of Access to Care in AK

Barriers to being a veterinarian
• AK state board
  • Student license cost
  • High cost of veterinary license
  • Restrictions on animal care community liaisons
• Challenging to live in rural areas
• Economic reality – hard to build a practice in small population communities with low income

Barriers to clients
• Geographical distance and isolation
• Economical realities
  • Low-income families
  • Subsistence living
  • High cost of living
Lack of Knowing

Dog Overpopulation

Dog Bites

Vaccines + Dewormer

Spray + Neuter

Online Learning Library

High School program

Vet Externship

Kids + School Visits

Newsletter + Radio Show

Subsidized cost program

Financial Barriers

Lack of Vets

Lack of Access to Vet Care

Policy A & B

Engage local students + youth to return w/ health degree

Support VMLP applications + designation

Rural life

Daunting professionally

 Veterinarian student externship

Dog bites + Disease Spread

Fear of dogs

Disengagement from history, culture, environment

Poor mental + physical health

Hub model
Vet student impact

• Every exposure could lead to a choice to increase access to care for clients and animals through:
  • Full time work → shelter or low-cost clinic
  • Part time work → volunteer or incorporate in
  • Advocacy → policy, VMAs, State boards

• Professional skills development
  • Inclusive communication
  • Understanding diverse backgrounds
  • Surgical and technical skillsets

• Exposure to
  • Complex systems
  • Collaborative partnerships
  • Innovative problem solving
USDA Internships

• 2, 1 year veterinary internships available

• Build the skills of community engagement, planning

• Feed the model, hopefully to work in similar projects upon completion
A budding idea with Dr Christie Reimer & Dr Tania Zenteno

Collaboration:
- CU Medical Program & CSU DVM Program
- OHI & CSU Todos Santos Center

Seeking funding and securing partnership
Course Goals

Build a foundation in bicultural learning and living through exposure & immersion in language and culture in the US & Mexico.

Create an integrated one health team & establish longitudinal relationships.

Promote long term connections across borders & professions.

Develop understanding of cultural views of health and health approaches in the US and Mexico.
Participants with equal representation

- Students from a variety of health-based disciplines
  - DVM
  - MD
  - Future inclusions:
    - MPH, Other?
- Students from Mexico and the US
- Leaders from each discipline and country
Proposed Format

• Program includes visits to each country and various site visits

• 4-week program
  o 1-week virtual prep work
    ▪ Language, culture, foundational health concepts
    ▪ Human health, animal health, the intersection
  o 1 week in Mexico
  o 1 week in Colorado
  o 1-week virtual wrap up

• Participants will engage in cross professional learning and teamwork.
• The course will be project-based
• Projects will:
  ▪ Aim to address the intersection of human and animal lives and health.
  ▪ Include Assessment of current health issues in the two host locations
• An Example Project:
  • Vector borne illnesses, immunology, parasitology (chagas), vaccine development.)
Challenges

- Funding
- Time to develop
- Scheduling
  - Optimal timing for multiple organization and country schedules and accessibility for students and instructors
Engaging the future of our profession(s):

Communication, Community and Colleagues

- Exposure to & understanding of barriers to care and health
- The interaction of humans, animals, and their environment
- Interprofessional engagement
- Collaboration