

REPORT OF THE COMMITTEE ON CONTINUING EDUCATION OF THE AAAP 1974-75

- This committee was charged with the responsibility
- 1) of immediately contacting the regional association to help organize in-depth programs for regional association meetings,
 - 2) to complete a survey of all colleges of Veterinary Medicine to determine the extent and location of avian diseases in the curriculum, and,
 - 3) decide whether a workshop or seminar on this subject could be organized for the 1975 meeting.

The following action was taken on the various directions given the committee during the past year.

The membership of the committee was canvassed to obtain their suggestions on an in-depth program which could be offered to the various regional conferences that would be the most beneficial and probably the most difficult to organize by the individual areas themselves. From the list of suggestions obtained, the decision was made to offer a program in diseases of wild birds through the auspices of the committee to the four regional avian disease conferences held in the United States. A program was therefore organized consisting of three specialists from the area of wild bird diseases and this program was offered to the chairman and the program committees of the four regional national conferences. Two of the regions accepted the offer of the program on wild bird diseases and the program was presented at the Southeast Conference on Avian Diseases at Raleigh, North Carolina in March, and again at the Northeast Conference on Avian Diseases at Northhampton, Massachusetts in June.

The other two regional conferences elected to use the funds made available to them by the continuing education committee to bring in speakers to supplement their own programs on Mycoplasma that were being offered at each of these regional conferences.

The second function assigned to the committee was to complete a survey of the colleges of Veterinary Medicine to determine the extent and location of avian diseases in the curriculum. This was accomplished by sending a questionnaire out to the dean of the 25 colleges of Veterinary Medicine accredited by the American Veterinary Medical Association in North America. Nineteen of these institutions replied to the questionnaire.

The questionnaire asked the total number of hours that each undergraduate veterinary student received in poultry diseases during the four

years of the course, whether or not poultry disease was a required subject for undergraduate students, or whether it could be taken as an option, the percentage of lecture and laboratory time devoted to the subject, what department of the college was responsible for teaching poultry diseases, whether or not post-graduate instruction to veterinarians in poultry disease was available and to what level - M.Sc., Ph.D. or a diploma program, and the number of hours of instruction in diseases of pet birds offered. Table 1 is a summary of the replies received. A range of, from 8 to 105 total hours of instruction in avian diseases, was offered in the various colleges. The average was 49 hours of instruction in the subject. There was a considerable difference in the percentage of the time devoted to lectures and laboratories at the different schools. About 5 are offering optional hours in courses in avian diseases in addition to a basic requirement in this subject. In most instances, the avian disease course is taught in either the department of pathology or the department of microbiology. In no instance has the course in poultry diseases been eliminated entirely from the curriculum; however, the basic requirements in some Universities is as low as 8-16 hours of total instruction. However, the schools which are offering it as a low level requirement subject are usually offering an optional course in avian diseases. In general, the colleges close to areas of extensive poultry production are offering more training in avian diseases than those which have a very limited poultry industry within their area.

Concurrent with the survey of the veterinary colleges, a survey questionnaire was sent to the departments of poultry science in the various colleges asking a series of questions regarding the teaching of avian diseases to majors in this subject. The colleges were asked whether all undergraduate courses in poultry disease were available to non-veterinary undergraduate students in their university, what year or years in the curriculum the course is taught, how many hours of instruction in poultry diseases the students receive, what department of the University teaches the poultry disease course, whether or not the course is taught by a veterinarian and whether or not they felt that the amount of poultry diseases instruction to their undergraduate students should be increased, decreased or remain the same, and whether or not post-graduate courses in avian diseases were available to poultry science graduates on their campus.

Forty-four departments were sent questionnaires and 41 of these replied. It was found that, of the 41 departments of poultry science that replied, 10 did not offer any course in avian diseases to their undergraduate poultry science majors. In most instances, the course was offered to either third or fourth year students in the program. It was found that an average of 30 hours of lectures in poultry diseases was offered to the students. An average of 30 hours of instruction was also given in laboratory periods, usually in diagnostic laboratories

associated with the various departments. In all cases except 3, the instruction of avian diseases to the poultry science major was being given by a veterinarian. Of the schools replying, 6 felt that the amount of instruction being given to the poultry science majors in avian diseases should be increased from that currently being offered. The remainder felt that the amount being given was sufficient. The results of this survey would indicate that, on the average, poultry science departments in the various colleges are offering as much instruction in avian diseases to their majors as the veterinary colleges are to their veterinary undergraduates.

A third questionnaire was sent to the members of the A.A.A.P. To date, about 200 replies have been received and assessment of these questionnaires is not completed.

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