Navigating Diversity and Inclusion in Veterinary Medicine

Greenhill, Lisa M., Davis, Kauline Cipriani, Lowrie, Patricia M., Amass, Sandra F.

Published by Purdue University Press

Greenhill, Lisa M., et al.
Navigating Diversity and Inclusion in Veterinary Medicine.
Purdue University Press, 2013.
Project MUSE. muse.jhu.edu/book/24858.

For additional information about this book
https://muse.jhu.edu/book/24858

For content related to this chapter
https://muse.jhu.edu/related_content?type=book&id=924349
Appendix A
Representative Summary of P-12 Programs at Schools and Colleges of Veterinary Medicine

College of Veterinary Medicine & Biomedical Sciences at Colorado State University

Students entering grades 10 through 12 spend their afternoons at the veterinary college for one week and learn about veterinary medicine through presentations, demonstrations, hospital visits, and interactive activities during the Summer Vet Program. Students desiring a residential program can combine the veterinary program with a science camp in the mornings and stay on campus (www.cvmbs.colostate.edu/cvmbs/vetprep.htm).

College of Veterinary Medicine and Biosciences at Texas A&M University

The Partnership for Environmental Education and Rural Health (PEER) program provides a web-based curriculum for middle school and high school students, teacher training, and classroom visits to encourage interest and improve student
skills in science, technology, engineering, and mathematics. The program is fund-
ed with support from the National Institutes of Health and the National Science
Foundation (peer.tamu.edu/).

Veterinary Enrichment Camp is a three-day camp for junior and senior high
school students. The camp has a competitive admissions process. Eligible students
must have at least a 3.0 GPA and twenty-four hours of animal experience under
the supervision of a clinical or research veterinarian or forty-eight hours of formal
animal experience (http://vetmed.tamu.edu/bims/future/veterinary-enrichment-
camp).

**College of Veterinary Medicine at Michigan State University**

The Vetward Bound Program has served for the last thirty-five years as an umbrella
under which a series of educational programs for primary and secondary grades,
undergraduates, and professional veterinary students have been implemented. The
primary and secondary levels of programming are driven by objectives that are de-
signed, first, to stimulate and reinforce an interest in “doing” science, and second,
to encourage an interest in the health professions as career options (cvm.msu.edu/
about-the-college/vetward-bound-program/).

Four elementary schools within the contiguous school district of Lansing are
foci for “Discovering Science” activities and from which about 120 students par-
ticipate annually. Middle school involvement is aligned with existing partnerships
with the campus Talent Search/Gear Up Leadership Program and two senior high
schools that have long-standing collaborations with Michigan State University’s
College of Veterinary Medicine. Schools are selected on the basis of their racially
and ethnically diverse enrollments, performances on state-mandated standardized
tests, and the high percentages of free or reduced lunch.

With cooperation from school administrators, teachers, and parents, the el-
émentary activities include: parent booster clubs and “Discovering Science” af-
ter-school curriculum; community field trips to the planetarium, the local zoo,
the science museum, the College of Veterinary Medicine’s open house, and other
similar activities; classroom projects; human and animal health resource presen-
tations; annual science fairs; and service learning outreach with Vetward Bound
undergraduate students.

The Talent Search/Gear Up Leadership Program provides reinforcement for
middle school students in math and science content, to stretch beyond required
learning, and to apply that knowledge to practical or experimental investigative
design. Program activities are divided into both academic year and summer com-
ponents. During the academic year, several “college day” programs allow students to visit various learning sites and participate in panel discussions on college life.

On Saturdays, Talent Search students participate in workshops that involve whole families. These workshops assist families in understanding college preparatory transitions. Topics of discussion include: high school and college course selection; stress and peer pressure management; leadership development; academic skill building; employability skills; career development; and financial aid assistance. Twelve Saturday sessions take place during the academic year. Annually, a weekend day and a half conference is conducted specifically for parents to focus on parenting skills, mentoring, specialized child advocacy, accessing community resources, and a more in-depth understanding of the college-wide financial aid process.

The summer residency component is a five-day program experience in a residence hall that includes exposure to college-type classes, survival skills, and residential life. Students engage in hands-on learning, motivational activities, leadership, and self-esteem and communication skill-building sessions. Specifically, content areas are science, social science, language arts, math and problem solving, and team building.

The high school Health/Science Career Fair model includes a keynote presenter, panel discussions, and a “stationed” fair with interactive exhibits staffed by persons in the sciences and health professions. The “hands-on” station activity is indicative of the profession so that students, by demonstration, learn about and meet the professional. A Health/Science Career Club membership serves as the organizing group, with major leadership for planning and implementation.

The summer resident high school Multicultural Apprenticeship Program, a partnership of the College of Agriculture and Natural Resources, gives twenty-five high school students the opportunity to engage in health research training with faculty in the biosciences, agricultural, food sciences, natural resources, and related sciences. Students gain hands-on experience in laboratory research, field research, computer technology, and use “high-tech” equipment, while interacting with college students, faculty, and other professionals. Students also prepare for the ACT via software that monitors their progress. During a thirty-five to forty hour per work week, seven-week program, they experience college life while applying life skills (money, time management, and decision making).

Cornell University College of Veterinary Medicine

Cornell’s Summer College Program offers two, three-credit summer courses for juniors and seniors in high school: Conservation Medicine and Small Animal Prac-
tice. Faculty teach the courses with assistance from veterinary students (www.sce.cornell.edu/sc/index.php).

**Louisiana State University School of Veterinary Medicine**

Pets & Vets is a free, educational summer program that meets for two hours twice a week each June. Kids age six to fourteen and their families are welcome to attend. Faculty, staff, and students provide twelve hours of presentations on veterinary medicine and animal care (www1.vetmed.lsu.edu/svm/+).

**North Carolina State University College of Veterinary Medicine**

Gateway Inc., the Association of Minority Veterinarians, and local practitioners, supported a one-week day camp for thirty underrepresented minority middle school students to promote diversity in the veterinary profession. Veterinary students served as counselors. The camp is not currently offered (www.cvm.ncsu.edu/+).

**Purdue University College of Veterinary Medicine**

Boiler Vet Camps are week-long, residential camps for students entering grades 8 through 12. Faculty and staff provide presentations and activities, and veterinary students are camp counselors. Assessment demonstrated that camps successfully increased knowledge of the veterinary profession among middle school campers (www.vet.purdue.edu/boilervetcamp/+). Pfizer Animal Health is the lead sponsor.

Purdue Veterinary Medicine Bound is a baccalaureate-DVM program that is a partnership among Purdue’s Science Bound and Crispus Attucks Medical Magnet High School. Crispus Attucks students who complete the Science Bound program and are accepted to Purdue University receive a full-tuition scholarship to Purdue for eight semesters. PVM Bound students have the opportunity to compete for early admission to PVM, with extended full-tuition scholarships to complete the DVM program.

Fat Dogs and Coughing Horses: Animal Contributions towards a Healthier Citizenry program is funded by a Science Education Partnership Award from the Office of Research Infrastructure, a component of the National Institutes of Health. This program is a cooperative effort among other areas at Purdue, public schools in Indiana, and the Children’s Museum of Indianapolis. It provides educational programs for P-12 students and the public about the science involved in keeping people healthy. Curricula and activity books for students in grades 3, 6, and 9 are available free online (www.vet.purdue.edu/engagement/sepa/index.php).
Boiler Vet Clubs are designed to excite youth about careers in veterinary medicine. Membership benefits include an electronic newsletter, membership card, membership certificate, log to document veterinary-related experiences, and a Purdue Veterinary Medicine pen, pencil, and notepad. The objective of the clubs is to continue to engage students met at recruiting events, community events, and Boiler Vet Camps (www.vet.purdue.edu/engagement/p12/boiler-vet-club.php).

The 4-H Veterinary Science Program provides an opportunity for 9th through 12th grade 4-Hers exhibiting at the Indiana State Fair in Veterinary Sciences to participate in PVM’s Open House by exhibiting and discussing their projects with Open House visitors, members of the PVM Admission’s Committee, faculty, staff, and students. The exhibition is followed by a student panel where 4-Hers have the opportunity to ask current veterinary medical and veterinary technology students about their experiences. Participants are given information on careers as veterinary technicians/technologists and doctors of veterinary medicine, and they are presented a certificate of participation (www.vet.purdue.edu/engagement/p12/4h.php).

VM 10201 Careers in Veterinary Medicine is an online, one-credit course for high school students interested in careers in the veterinary profession. Students can earn Purdue credit upon successful completion of the course. Students are expected to: demonstrate an understanding of the veterinary medicine admission requirements and processes (DVM and veterinary technology); demonstrate an understanding of the career opportunities in veterinary medicine; gain an appreciation of the local-to-global perspective of veterinary medicine; and gain an awareness of issues of animal and human well-being addressed by the veterinary profession (www.vet.purdue.edu/engagement/p12/vm10201.php).

University of Georgia College of Veterinary Medicine

The weeklong Veterinary Career Aptitude and Mentoring Program (VetCAMP) brings students entering grades 11 and 12 to campus to learn about exciting careers in veterinary medicine. Students learn about the admissions process, the veterinary curriculum, research programs, and study abroad opportunities. Students also experience the Veterinary Teaching Hospital, Diagnostic Laboratory, and visit the Georgia Aquarium (www.vet.uga.edu/academic/vetcamp).

The University of Georgia College of Veterinary Medicine, in cooperation with the David Forehand Foundation, holds an annual Vet School for a Day program for Georgia and South Carolina high school students. Students—accompanied by a parent, teacher, or counselor—tour the Veterinary Teaching Hospital and meet with faculty and veterinary students (www.vet.uga.edu/academic/vet_school_for_a_day).
University of Illinois College of Veterinary Medicine

The Veterinary Mentor Program is offered in partnership with the Anti-Cruelty Society to students in grades 10 through 12, who have at least a 3.0 GPA and an interest in veterinary medicine. Students attend a two-hour seminar one Saturday each month (engage.illinois.edu/entry/3597).

University of Minnesota College of Veterinary Medicine

VetCamp, created and delivered by students, is a one- to three-hour program for twelve- to eighteen-year-old students interested in veterinary medicine. The program is funded by the Minnesota Veterinary Medical Foundation. Presentations and hands-on activities foster interest in the veterinary profession (www.cvm.umn.edu/education/prospective/vetlead/home.html).

University of Tennessee College of Veterinary Medicine

The Veterinary Summer Experience Program is offered for students in grades 11 and 12, who are Tennessee residents with a 3.0 GPA. The program combines seven weeks of working in a veterinary practice near the student’s home with one week of educational programming. The opportunity is funded by the Tennessee Higher Education Commission (www.vet.utk.edu/summerexperience/index.php).