Letter to Editor

Multidisciplinary Vision in the Teaching of Veterinary Medicine

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Abstract

The fabulous world of veterinary medicine has been uncovered years ago in history.

The study of some pathologies such as canine distemper is proof of this. There are many others that without the multidisciplinary approach today would still be in a precarious situation, because since Mochizuki., *et al.,* in 1999 described new genotypes of the canine distemper virus that story changed.

This brief report does nothing but improve the current multidisciplinary approach of Veterinary Medicine, today more important considering the concept of One Health.

Keywords: Veterinary Medicine; Veterinary Doctors

Background

Veterinary Medicine is a fabulous undergraduate position. The study of animal behavior, its physiology and the abnormalities observed must be approached from a multidisciplinary vision which has led to the specialization of veterinary doctors in areas not suspected or explored years ago [1].

However, if we accept that knowledge is spatially distributed, the incorporation of other professionals takes on real importance and this has been gradually accepted. Knowledge and its expansion towards today's students, promptly professional or academic, must be generous and broad [2,3].

Veterinary medicine addresses the study of more than one species, obviously. However, this obviousness places it on a more versatile platform than its human simile. Refusing, then, the participation of other qualified professionals/scientists is not a demonstration of lack of intelligence, but rather of a territorial bubble demonstration [3-5].

Today, the incorporation of new academics to a Veterinary School adheres to international parameters considered for the preparation of different university rankings, such as having a recently obtained doctorate. However, the latter is no guarantee that the knowledge will be transferred to the students.

University teaching must be approached with this multidisciplinary vision, which opens the minds of our students, taking advantage of the research experience of those professors who have or do not have a doctorate degree. This is generally true when the teacher is a veterinarian, however, it is somewhat less likely if it is not. It is precisely the latter that may be failing in a faculty like ours, since there is much talk of a multidisciplinary vision that in practice only incorporates veterinarians with a doctor's degree [5-7].

The new generations of academics possess all the research competencies and must acquire those others related to university teaching, for an excellent training of the new generations of veterinary doctors, as currently required by the bubble of university rankings.

After 23 years of work in a Veterinary School, I have been a privileged witness of this very slow incorporation of other professionals and, even more tragic, of the opening of new hires that include among the application requirements, being a veterinarian [7,8].

It is to be expected that in the near future, the new hires will include other professionals, suitable in each subject, that will allow improvement in the various disciplines of Veterinary Medicine, since complementarity is necessary and other obscure practices must be left behind [9].

Perhaps, today talking about this issue leads to the phrase "the same thing happens everywhere", but this situation, far from accepting it, we must do our best to change it, everywhere.

Finally, as a tangible example, I can mention that this own multidisciplinary approach has led to at least the conditions for one of our undergraduate students to have completed his doctorate and is currently at the Kennedy Rheumatology Institute of the Oxford University, UK [10,11].

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