1. Introduction

Increased awareness of the need to improve the skills of veterinarians (and subsequently job perspectives), asked for reformulation of the curriculum of the MSc program Veterinary Medicine of the Faculty Veterinary Medicine (FVM) at Utrecht University. In the master program students have the opportunity to choose, apart from more in depth clinical tracks, for an 39 weeks program on different non-clinical skills or subjects. At present already 39 weeks courses (tracks), focused on One Health, Animal Welfare Management, Veterinary public governance or research are offered. These tracks consist of a course based education period of 20 weeks and an internship of 19 weeks. The course based education period is divided in a compulsory core program (10 weeks) and an elective program (10 weeks). Courses within the University Utrecht or other Universities embracing the multidisciplinary side of the subjects can be chosen. This mix of students stimulates discussions, opens eyes for other disciplines and increases the skills of all participating students.

2. Program schedule MSc Veterinary Medicine

The MSc Veterinary Medicine at Utrecht University, The Netherlands, is based on a choice for animal differentiation and an in depth specialization track.

3. As an example: Track One Health education goals and career perspectives

Topics addressed in the MSc Veterinary Medicine track One Health are risk assessment, risk management and risk communication. The core program is interdisciplinary courses within the University Utrecht to emphasize the multidisciplinary side of One Health like: Introduction to Epidemiology, Study design, Microbiology and infectious diseases (including antimicrobial resistance and molecular epidemiology), Risk Assessment and risk management of infectious diseases related to the cohabitation of animals and humans and taking into account environmental, social, ecological and economical (in particular cost benefit) aspects. It is defined as the integrative effort of multiple disciplines working locally, nationally, and globally to attain optimal health for people, animals, and the environment.

One Health has a distinctly different emphasis in comparison to One Medicine. One Medicine aims at diagnosing and treating disease with the animal as model for humans and vice versa.

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4. Conclusions

Career perspectives for “Professionals” are changing in the information era. The veterinary medicine Professional has to be able to cope with the new demands of animal owners and society. Therefore veterinary medicine curricula have to be adapted in order to develop the skills and competencies of future veterinarians. Skills like communication, looking beyond professions and out of the box thinking combined with competencies as working in multi disciplinary teams and flexibility can only be educated in multidisciplinary education environments. The Utrecht Veterinary Medicine curriculum has been changed in this direction by teaching veterinary subjects in courses filled with students from different studies and allowing veterinary students to follow courses outside the veterinary curriculum. Students and educators have, in evaluations, expressed their enthusiasm for these developments.