

IVEP

Hokkaido University-The University of Edinburgh International Vet Exchange Program 2023

Achieving Global Standards of Excellence in Veterinary Education



Student Report from School of Veterinary Medicine,
Hokkaido University
September 11th to 22nd

Project Managers

The University of Edinburgh

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Professor Toshio TSUBOTA

Laboratory of Wildlife Biology and Medicine, Hokkaido University

Yuto INOUE, 5th year

I participated in the IVEP program in Edinburgh with 3 purposes: 'studying animal welfare', 'observing Hospital for Small Animals (HfSA)', and 'improving my English skill'.

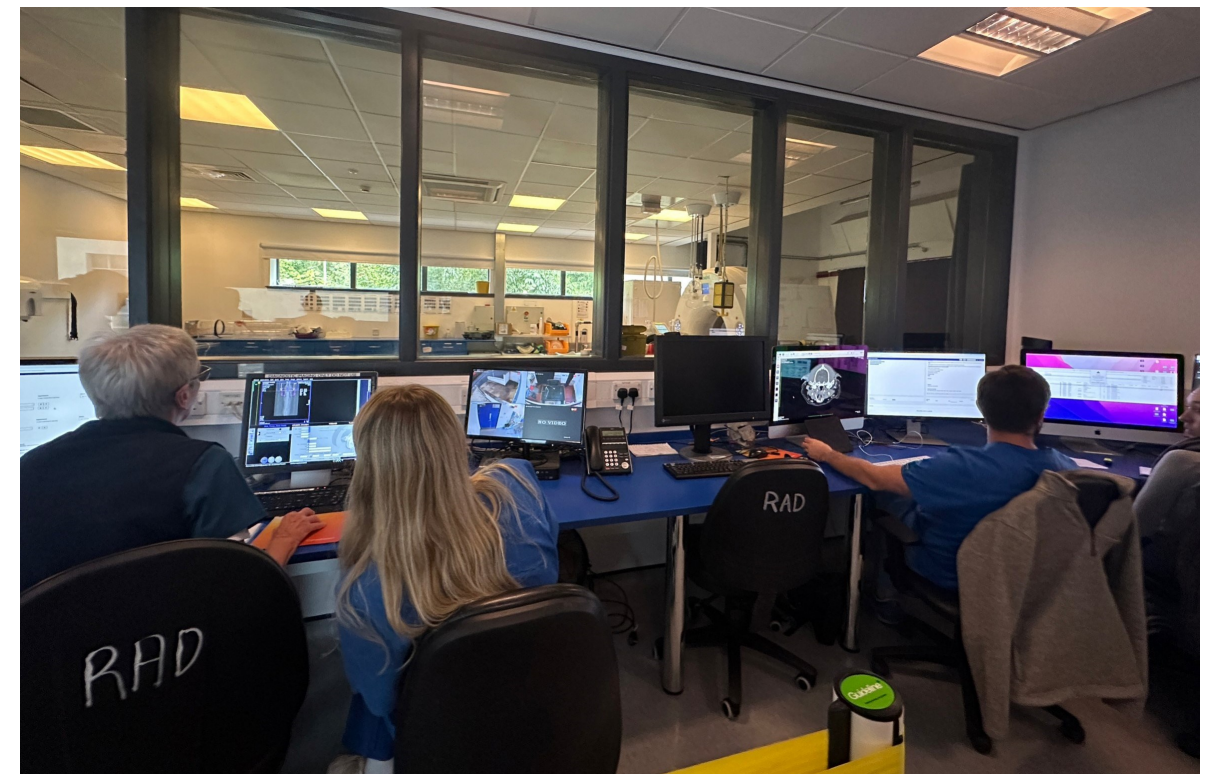
About animal welfare: On the first day, we attended lectures on initiatives in HfSA and how to give enrichment to hens and gave presentations on each theme which every student had chosen in Japan. On another day, we received training on welfare in a bleeding farm of pigs where people made efforts to improve pigs' welfare and on welfare of exhibited animals in Highland Wildlife Park. Through these experiences, I realized that although providing appropriate enrichment to animals could be challenging, it would not only contribute to well-being of animals but also lead to our benefits. However, we must be careful of the risk that we may not be able to offering animals appropriate choices, and in other words, it may even be our self-satisfaction and lead to their annoyance (for example, when the environment we give exhibited animals might be entirely different from their natural habitats).



First day presentation

About staying in HfSA: We had an opportunity to stay in Hospital for Small Animals for half a day, so I participated in oncology department. Vet school of the University of Edinburgh is quite extensive with so large campus that have various research faculties, such as the Roslin Institute, and have more than 140 students in a single year, and students and teachers are from a wide range of countries mainly from Europe, North America, and Africa. The small animal hospital also appeared quite big with many people and rooms. Moreover, I noticed that they have highly specialized departments with some residents and interns, which allows them to keep the number of cases per a veterinarian lower. This, in turn, gives them more time for each case than in Hokkaido University Veterinary Teaching Hospital. In the case that I saw, two final-year students worked together as a team and did clinical activities such as asking the owner the history in detail, analyzing urine, and sampling patient's blood by themselves, which is a different educational system compared to Hokkaido University. One thing that I was impressed was that every department holds meetings every morning. In these meetings, students briefly explained the history and plans of examinations of new and follow-up cases of the day, and then residents and interns provide additional information.

These meetings can provide opportunities for students to present what they searched for disease of the cases and for every staff member to be informed about other cases, which I found to be an excellent practice. Another point is that in the spacious imaging room there are multiple computers for scanning CT and PCs for reviewing images of past cases in a row like a semi-circle. This design allows several people to view the computer screens during scanning CT and communicate with other veterinarians who are diagnosing images with different PCs. Those communications among veterinarians are much useful for students to study and comprehend their cases. Overall, the program allowed me to find several differences between Hokkaido University and the University of Edinburgh in small animal clinical practice including their curriculum. It also helped me identify the strong point as a student of small animal clinic in our university and I found this program a highly interesting experience.



spacious imaging room

Impressions: Looking back on this program, I have a reflection to share that I should have worked more on my listening skills. While the local teachers and students made a conscious effort to speak slowly and clearly, there were still many situations when I needed to keep up with conversations among local people, such as at the small animal/equine hospital. I had been studying English using tools like the accompanying CDs with my vocabulary books and occasionally watching foreign films since I started preparing for the IVEP program interview test. However, I found that English speakers often speak faster than I had expected, and my brain had difficulty in keeping up. This was particularly challenging during the first week of the training. On the other hand, I gained a lot from this program. One thing that impressed me the most was observing the lifestyle of local students. It may be influenced by their personalities and cultural backgrounds, but I got the impression that all the local students were full of life. For example, they engaged in lively conversations with fellow students at the university's cafes or on bus, and during clinical rotations they actively participated in discussions. When they had questions, they didn't hesitate to ask. Their communication skills were excellent and their enthusiasm for learning was evident. Additionally, I noticed that they were good at balancing their focus. They diligently prepared for cases taking comprehensive notes and then actively engaged in lectures. Although there are cultural and societal differences, and the emphasis on clinical work versus research may vary, I was motivated by the same student spirit, and this experience greatly enhanced my enthusiasm for studying veterinary medicine. Overall, this program was enjoyable and fulfilling.

Lastly, I would like to express my gratitude to all the people who helped this program: Dr. Tsubota, Dr. Nakao, Dr. Yanagawa, Dr. Yokoyama, MS. Oikawa, Dr. Ohtani, Dr. Neil, Dr. Holly, Dr. Nicola, the students of Edinburgh who supported us, and the participants who shared this journey with me...Thank you very much!

Rio HARADA, 5th year

During the program of Edinburgh University, we mainly studied about animal welfare, veterinary medicine of small animal and horse, and wildlife.

At the first day of the program, we attended the workshop about animal welfare of companion animal and farm animal and studied about that. In Hokkaido University, we learned animal welfare in terms of the five freedoms, but the recent global standard is the assessment based on the five domains. Five domains consist of nutrition, environment, health, behavior, and mental, and animal welfare changes through interactions among these domains. In the workshop, we got the lecture and also made a presentation of our own theme. I introduced about animal welfare of laying hens and learned one thing through preparation for this presentation. I learned that animal welfare is based on a balance between positive and negative factors. In Japan, battery cage is the most popular to keep laying hens, but it is prohibited in UK because it is against animal welfare. Instead of it, enriched cage or free range are major now. It is seemed that animal welfare of laying hens improved due to this reformation, but something got worse. The injury rate increased when a large number of hens were kept in the same space and the cases of diseases increased due to the difficulty of managing the sanitary environment. Thus, although animal welfare has improved in terms of natural behavior, it has got worse in terms of physical health.

Furthermore, it is the same for animal welfare of wildlife. During the program, we visited Highland Wildlife Park and studied about animal welfare and conservation of wildlife. In the park, there is the area that were accessible only by car, where Przewalski's wild horse and bison were free ranging, and carnivores were displayed in a vast enclosure. The park was completely different from zoos in Japan. The most impressive of all was the exhibition of polar bear. The enclosure of polar bear was the vastest in the park, with an electric fence surrounding a hillside covered with tall grass and flowers. Two polar bears were in this vast enclosure. We was able to observe a variety of behaviors in a short time: climbing hills, getting in a pond, napping on glass, and communicating with each other. Polar bear is known as a species that shows remarkable stereotypic behavior due to a monotonous environment with no stimulation, and they are often seen moving back and forth in exhibit cages. I was surprised to see the polar bears in the park behaving naturally in contrast to those in Japanese zoos. The park uses score sheet to assess the animal welfare of exhibited animals, and we had an opportunity to experience the assessment of snow leopards and tigers. And here, same as in the case of laying hens, we realized the difficulty of the balance of animal welfare. The enclosures of snow leopards and tigers, like the enclosure of polar bears, were vast and there are a variety of enrichments and shields that allow animals to hide from humans. This enrichment can reduce their stress.



Polar bears in Highland Wildlife Park

On the other hand, there is the risk of injury due to the complex structures in enclosure, and it is more difficult to observe the animal, making it difficult to assess their health conditions. Thus, I realized that exploring a point of compromise for the balance between the mental and physical health of animals will be challenge for animal welfare in the future.

On the last day of the program, we visited the small animal hospital. I was surprised to see the vet students actively participate in examinations and treatments. Also we can see the teachers and students discussed very actively. These activities are different from those of Japanese hospitals. We had an opportunity to talk with the vet students of Edinburgh University and exchange information about each University. We also visited the Roslin institute at Edinburgh University. This is the insitute where Dolly the cloned sheep was born. The Institute has a variety of departments such as genetics, molecular biology, virology, bacteriology, or mycology, and there are many cutting-edge equipment. These equipment are common property of the institute and can be used by anyone who applies for them. What was most surprising was that each equipment had a specialist attached to it, and the specialist is also in charge of experiments using it and management. If one wanted to get the results of experiments using the experiment, and there is no need to learn a complicated operation. In this way, I got the impression that Roslin institute was very efficient. In addition to this laboratory, I was surprised to see the poultry facility where genetically modified chickens are generated. Because now I am studying about avian influenza virus, I am interested in it. In this poultry faculty, the researchers generated genetically modified chickens that are not infected with avian influenza virus by knocking down the host factors involved in the replication of the virus. In Japan, there is no facility that generate genetically modified chicken, so I was very impressed to see this facility and the idea that they tried to make uninfactable chickens.



Roslin Institute tour

I was able to participate in a variety of activities through this program. Especially, I think it was a valuable opportunity that I was able to learn about animal welfare. I felt that what I learned in this time will be very useful for me to work as a vet in the future because vets have an important role for the improvement of animal welfare. In Japan, animal welfare has not spread among people, so vets are responsible for enlightening them as a specialist of animals. In addition, there are many difficult technical terms in English, and I felt that I still need to learn English more in order to work internationally. I would like to make use of this experience in order to make more efforts and become an international veterinarian.

Finally, I deeply thank those who planned and managed this program of Edinburgh University.

Risa YASUDA, 5th year

My experience at the University of Edinburgh was extremely valuable and something I couldn't have obtained through my veterinary education in Japan. The experience related to animal welfare was especially memorable. Therefore, I would like to focus on animal welfare and introduce the appeal of the University of Edinburgh.

· Experience at a hospital

At the University of Edinburgh, we had the opportunity to visit both a horse hospital and a small animal hospital. In the horse hospital, we observed the care provided to horses and the methods used to examine their lameness issues. What surprised me here was the level of importance placed on the well-being of the patients, which differed from what I had seen in Japan. In Japan, when horses get agitated during treatment, sedatives and nosebands are often used. However, at Edinburgh, there were alternatives like giving treats to the horses or allowing them to graze outside. Additionally, there were two large exercise areas used for diagnosing lameness in horses. Furthermore, they had devices attached to the horse's legs or head that allowed real-time monitoring. As someone who had limited experience with lameness diagnosis, I found it to be a challenging task. Therefore, I found these devices very convenient, as they made the changes due to treatment immediately apparent. These facilities and equipment were something I hadn't encountered in my veterinary education in Japan, and they were both refreshing and fascinating. During our visit to the small animal hospital, I had the opportunity to observe the Diagnostic Imaging Unit, and I noticed significant differences compared to Japan. Specifically, I was surprised to learn that it's common to perform ultrasound examinations on animals under sedation. Performing ultrasound examinations while the animal is sedated not only reduces stress on the animal due to immobilization but also allows for more delicate and precise imaging, as there is minimal movement of animals. However, I realized that using sedation for ultrasound examinations is a complex issue, as it comes with certain risks. Furthermore, it was interesting to note that ultrasound examinations were not as common in primary care hospitals in Scotland compared to Japan. This difference, coupled with the tolerance for sedation, made me think that the acceptability of sedation by pet owners is one reason why ultrasound examinations are more prevalent in advanced medical facilities.



· Highland wild life park

Highland Wildlife Park has several significant differences from Japanese zoos. First, they only had animal species that can adapt to the natural environment of the Highland region. In contrast, in Japan, it's not uncommon to find species from tropical or polar regions, which are not suited to the Japanese climate, being kept and displayed outdoors to attract visitors' attention. The second point is that they provide very spacious enclosures for each species on their extensive grounds. This is in stark contrast to many Japanese zoos, where animals are often housed in small enclosures. The difference in space allocation was quite significant, and it made a strong impression on me. Third, I was very impressed by the fact that in Scotland, there are laws that prohibit zoos from operating unless they meet certain standards of animal welfare. To assess whether Highland Wildlife Park indeed met these standards, I conducted an evaluation of the Amur tiger facility based on an animal welfare assessment sheet. This evaluation involved scoring 31 specific items categorized into four areas: environment, health, nutrition, and behavior. It allowed me to assess whether the facilities and animal interactions were appropriate. During this evaluation process, I had the opportunity to discuss the issues I observed with experts from the Royal Zoological Society of Scotland (RZSS), which was a highly valuable experience.



· Pig Unit

In the Pig Unit, we primarily observed research activities related to farrowing crates for pigs. Currently, it's common practice to confine mother pigs in immobile crates to prevent them from accidentally crushing their piglets shortly after birth. However, extended confinement of this nature over several weeks has raised animal welfare concerns. As a result, various designs of farrowing crates have been developed, and research is ongoing to improve pig welfare. In Japan, the use of farrowing crates is widespread, and furthermore, a 90% of farms use gestation crates, where pregnant sows are confined for the entire 100-day pregnancy period (gestation crates are already banned by law in Scotland). One of the reasons why discussions on these issues haven't progressed much in Japan may be the limited awareness and interest of the general public in the lives of animals on farms. In Japan, consumers often prioritize factors like genetically modified foods and food additives when making food purchase decisions. In contrast, in Scotland, I noticed a significant presence of food products explicitly stating that they are produced on farms with a strong focus on animal welfare. This indicates a higher level of concern among the Scottish people regarding the welfare of livestock, including pigs. In Scotland, objective evaluation methods for pig welfare are well-established, and I had the opportunity to learn and apply these assessment methods in the Pig Unit. This experience allowed me to deepen my scientific understanding of animal welfare, ensuring that welfare assessments are not based on vague criteria but on objective measures.

· Conclusion

In conclusion, through my experience during the Edinburgh exchange program, I gained valuable insights and deepened my understanding of animal welfare, particularly in contrast to the situation in Japan. Efforts to enhance animal welfare in Japan are still evolving, with numerous challenges ahead. Regardless of the specific field I choose in veterinary medicine, I aspire to be a veterinarian who approaches the profession with a broad perspective and actively contributes to the improvement of animal welfare. I am deeply grateful to the individuals who supported and made this invaluable experience possible, including Professor Holly, Professor Neil, Professor Nicola, Mr. Otani, Professor Yanagawa, Professor Yokoyama, Mr. Oikawa from IVEP, and all the staff and students who generously shared their knowledge during my time in Edinburgh. Thank you very much.

Kazuki KUBOTA, 5th year

I was dispatched to the University of Edinburgh in the UK from September 11th to September 22nd as part of the IVEP program. During this program, I undertook clinical training for both small and large animals at The Royal (Dick) School of Veterinary Studies (RSVS). I also participated in conservation activities at Carrifran Wildwood and Spey River, and assessed animal welfare at pig farms and at the Highland Wildlife Park. First, I'd like to discuss the clinical training for small and large animals. The small animal hospital at RSVS had many more specialties than Hokkaido University. We could choose from departments like internal medicine, oncology, radiology, anesthesiology, and neurology. I chose to observe the internal medicine department. In this department, after briefly reviewing case studies, students and staff would have tutorials. During the tutorial, we discussed topics like cat urine tests and infectious diseases for about 1.5 hours. Although they only dealt with about 8 cases a day, their procedures seemed very efficient. This was due to a well-staffed team and delegating some specific tasks, like imaging. I noticed that they made good use of their ample time for discussions with residents, promoting a deeper understanding of clinical knowledge. Even though my observation was only in the morning, the hospital staff were very kind, and I had a fulfilling experience. Comparing with our university, the services offered seemed similar. However, I felt that they place a great emphasis on clinical education, securing human resources for tutorials, and having a longer rotation period in the hospital. Next, I'd like to share my experiences with conservation activities. At Carrifran Wildwood, I learned in-depth about the forest regeneration efforts that have been ongoing since the 1990s. This project aims to recreate the primitive forest that existed before human intervention. The main activities involve planting native species and removing invasive ones. The sight of barren land, stripped of vegetation due to overgrazing by livestock, was truly shocking. The goal of the project isn't just planting trees, but creating a habitat for a diverse range of flora and fauna. I got the chance to walk through the regenerating forest and learned a lot about these efforts. The stark contrast between the conserved areas and the non-conserved ones emphasized the importance of conservation. In the areas without conservation efforts, there wasn't a single tree, showcasing the dire state of the land.

Moreover, I'd like to report about my canoeing experience at Spey River. The flow of the Spey River was calm, and I leisurely traveled down about 15km. Although the weather was a bit chilly, I managed to enjoy canoeing without falling into the water. It was my first time canoeing, but I gradually got used to it and eventually had a lot of fun. At the Spey River, we can also enjoy fishing through a registration system. The fees for this seem to be used for river maintenance. As a result, I realized that the river remains pristine and beautiful. Engaging with Scotland's nature allowed me to truly appreciate its beauty and value.



First day presentation



Scottish breakfast

Finally, I'd like to discuss animal welfare. I attended a conference on animal welfare at the University of Edinburgh, where I took lectures on anesthesia for companion animals and on poultry farming. A lecture from a nurse specializing in anesthesia particularly stood out, and I was impressed with the University of Edinburgh's approach to minimizing pain for treated animals. There were clear differences from practices at Hokkaido University, such as the use of sedatives during ultrasound examinations. This experience made me more aware of how much the general public understands about animal welfare and how it's communicated. Specifically, we debated how to effectively convey the importance of animal welfare to the public. While it can be challenging to instill understanding, I felt that letting pet owners directly experience the effects of basic procedures can be essential.

We also presented at the conference. Presenting and participating in Q&A sessions in English, in an English-speaking environment, was a first for me and quite nerve-wracking. Comparing myself to other presenters, it wasn't just about pronunciation but also the style of presentation that was different. I was especially struck by their ability to engage with the audience and convey their message, and I'd like to be mindful of that in future presentations.

Among the things I learned in Edinburgh, evaluations related to the practical application of animal welfare stood out. I visited a pig farm and the Highland Wildlife Park to directly observe and evaluate the state of animal welfare. At the pig farm, I was surprised to see facilities designed with respect to the pigs' natural behaviors and characteristics. For instance, there were designs allowing pregnant sows to hide from other pigs and spaces emulating group living, reflecting a genuine concern for individual welfare. Meanwhile, the Highland Wildlife Park, set against the backdrop of Scottish nature and culture, primarily showcased endangered species. Their commitment to ensuring animal welfare by limiting the number of displayed animals and the size of the exhibit area was striking. I was in charge of evaluating the Amur tiger, and behavioral observation-focused evaluations proved challenging. I also learned about the challenges related to the captivity of Japanese macaques and other animals. This experience deepened my understanding not just of the theory behind animal welfare but also the real-world challenges and efforts. I was profoundly moved by the local dedication to ensuring animal welfare and addressing related challenges.

About Life in Scotland

September in Scotland felt a bit chillier than Hokkaido. Its capricious weather, characterized by almost daily rains even if brief, made umbrellas indispensable. Nevertheless, the frequent showers enriched the landscapes with lush greenery and offered glimpses of rainbows. The Scottish people's attitude towards dogs was genuinely heartwarming and astounding. In restaurants, hotels, and even on public transportation, it was a common sight to see dogs naturally accompanying their owners. In the UK, nearly all public transport allows dogs to accompany their owners without the need for cages, and often without any charge. This widespread acceptance of dogs as an integral part of daily life was palpable. I also wish to touch on the food experiences. The traditional Scottish breakfast, especially dishes like haggis and black pudding, was remarkable not just in appearance but in taste too. Contrasting significantly from Japanese breakfasts in terms of volume, I was initially overwhelmed. However, I was soon captivated by its flavors and textures, making it an indispensable part of my mornings. In general, the exposure to Scottish life, culture, and people's ways of thinking and values broadened my perspective and reminded me of the importance of diversity and mutual understanding.

Lastly, I would like to express my deepest gratitude to the faculty of both universities and the staff of IVEP. Also, a big thank you to the veterinarians and instructors who provided guidance. Participating in this program has genuinely helped me appreciate the vastness of our world. Thank you very much.



The University of Edinburgh

Fuka WATANABE, 4th year

I participated in the IVEP program at the University of Edinburgh from September 13 to 19. On the 13th, we went to a conference at the University of Edinburgh, listened to some presentation on animal welfare, and gave a presentation on animal welfare that we had prepared in advance. On the 14th, we went to Carrifran Wildwood to learn about the reforest and hiked to learn about the ecology of various plants and animals. On the 15th, we visited and saw Equine Clinics in the morning, and in the afternoon, we visited a pig unit to see a pig farm and evaluate the animal welfare of pigs there. On the 16th, we moved to Aviemore, and on the 17th, we went canoeing on the Spey River, observing wildlife and learning about ecosystems. On the 18th, we visited Highland Wildlife Park, and toured the zoo and worked in groups to assess the animal welfare of snow leopards and tigers. On the 19th, we visited Small Animal Clinics in the morning, breaking up into individuals and visiting different departments. In the afternoon, we attended a lecture at the Roslin Institute and also toured the institute. As I mentioned above, it was a very productive period of the program, with a variety of experiences each day.

Next, I would like to introduce three things in the program that particularly impressed me. The first is about animal welfare. Actually, one of the reasons I originally applied for this program was because I wanted to learn about animal welfare in the UK. Therefore, I was very interested in animal welfare lectures about small animal clinical care and animal welfare in egg-laying hen and broiler production. It was also the first time for me to evaluate animal welfare in the zoo or the pig unit, and it was a good experience for me to learn how to evaluate. I also found free range eggs in supermarkets and dishes using free range eggs in food stalls in the UK, and I was reminded of the great interest people in the UK have in animal welfare. Furthermore, I had the opportunity to talk with Yuki Otani, a graduate of Hokkaido University who is currently conducting research on animal welfare at the University of Edinburgh. Ms. Otani believes that because of the differences in culture and national character between Japan and the U.K., the way of animal welfare in the U.K. does not necessarily suit Japan, and that there may be unique ways to improve animal welfare in Japan. As I had been looking at the animal welfare in the UK and thinking only about what Japan lacks, her way of thinking was an eye-opener for me, and I thought that she was right. I learned a lot from her.

The second was a clinical tour. In this program, we visited Equine and Small Animal Clinics, and in both cases, I was very surprised at the quality and size of the facilities. Equine clinics was divided into an inpatient wing and an operating room wing, and there were a great many stables for horses. In the UK, there are many cases that horses are privately owned, and equine clinics are developed very well. There are an indoor room and outdoor grounds for gait testing of horses to examine horse's gait on both hard floor and soft soil. In the gait test we saw, electronic devices are attached to horses to analyze their leg movements. It was the first time for me to see equine clinical practice itself, so everything was new and interesting for me.

In Small animal clinics, I visited the anesthesiology department. I had imagined that veterinarians in the anesthesiology department manage anesthesia during surgery, but I knew that they must do more various tasks, for example, preparation for anesthesia, meeting before surgery and post-operative animal management. Unfortunately, I didn't understand everything because technical terms were difficult for me. But everyone in the anesthesiology department explained the equipment and anesthesia to me very kindly. With this experience, I would like to visit an anesthesiology department in Japan someday and see the difference.

The third was a tour of the University of Edinburgh's Faculty of Veterinary Medicine. We were given a tour of the Veterinary School's Skills Lab, library, practice rooms, lecture rooms, and study rooms, and were surprised to find that they are very well equipped. There were a lot of spaces for students to study, and desks there were very large. Also, in the library, there was a long whiteboard on the wall, on which there were many detailed notes written by students. I felt environment for studying was excellent.



Horse gait analysis

Next, I would like to introduce what I felt throughout the program. First, I keenly felt my own lack of English ability. In particular, listening was very difficult, and there were many times when I could not understand what the other person wanted to say, which was very frustrating. I also felt that I should have studied English vocabulary for technical terms more. I will make more efforts to improve my English, driven this regret.

Second, I was very impressed by the high level of motivation of the students at the University of Edinburgh. One student happily told me that although she found studying veterinary medicine to be very demanding with a lot to learn, it was also very enjoyable. She attended the conference we had herself and said she also enjoyed it very much. I also met other 5th year students on clinical rotation who were very motivated, actively expressing their opinions and asking many questions. I was very impressed by these students, and I strongly hope to be like them in the future.

This program gave me many experiences that I could not have experienced in Japan, and it was also an opportunity for me to reflect on myself.

If there are any students who are not sure whether to participate in this program, I think they should take the first step and participate. I am sure that this program will give fruitful experiences. Also, if you decide to participate, I strongly recommend that you learn English (especially clinical terms) beforehand.

Finally, I would like to express my sincere gratitude to Dr. Yanagawa and Dr. Yokoyama for leading us, to the professors at the University of Edinburgh for taking care of us, to the students of the University of Edinburgh who showed us around Edinburgh, and to all those who were involved in making this program a successful one. Thank you very much.



The library of the university of Edinburgh



Interaction with students of the university of Edinburgh

International Vet Exchange Program (IVEP)
Achieving Global Standards of Excellence in Veterinary Education

派遣先大学名	エジンバラ大学
名前	井上祐人
学年:	5 年

今回私は、「Animal Welfare を勉強する」「HfSA (Hospital for Small Animal)を体験する」「英語力を向上させる」という 3 つの目標を立ててプログラムに参加しました。

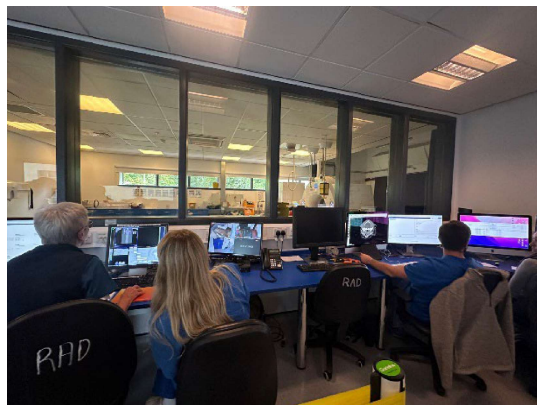
Animal Welfare について

研修初日に HfSA での取り組みや hens 飼養での enrichment についての講義を受けたり、派遣生各々が 1 テーマについてプレゼンを行いました。また welfare について積極的に取り組んでいるブタの繁殖農場や Highland Wildlife park にて展示動物の welfare についての研修を受けました。それらを通じて、適切な enrichment を動物に提供することは難しいが動物が感じる安心や幸せだけでなく場合によっては人にも利益がある、その一方で、設置した enrichment について動物に適切な選択肢を与えることができていないのではないか、平たい言い方をすると動物にとっていい迷惑なのかもしれない(例えば、展示動物の飼育環境が野生の生息地と全く異なる)という危険と常に隣り合わせであることに注意する必要があると考えました。



HfSA 見学

半日間大学の小動物病院を見学する機会があり、私は oncology の診察に参加しました。そもそもエジンバラ大学の vet school はキャンパスが独立しているほど規模が大きく(Roslin Instituteをはじめとする様々な研究施設が併設されていたり学生が 1 学年 140 人以上いたり)、学生や教員はヨーロッパや北米、アフリカといった地域を中心に様々な国々から集まっています。小動物病



院もまた建物が大きく、人や部屋がずいぶん多いなと感じました。また細分化された department と複数人のレジデントによって獣医師 1 人あたりの症例数を抑えており、1 症例にかける時間を北大病院より長くとっている、という印象を受けました。また oncology では最終学年の学生 2 人でタッグを組み、自分たちだけで問診や尿検査、採血を行っており、北大との教育システムの違いを感じました。さらにすべて

の department で朝ミーティングを行っており、そこでは学生がその日の初診・再診の症例について経過や検査プランを簡潔に述べた後レジデントが補足して全体に周知する仕組みで、学生にとっては疾患について調べてきたことを発表する場であり、全スタッフが他の症例について把握することができる点がすばらしいと感じました。

もう 1 点、うらやましいと感じたことは、広い画像室に CT 撮影用のコンピューターと撮影した過去の画像を閲覧するための何台ものパソコンが半円を描くように並んでいたことです。というのも、撮影中のコンピューターを複数人が見えても狭くないことや、他のパソコンで検査している先生からコメントをもらいながら撮影を行っており、その会話の内容が学生の勉強の一助となっていました。

カリキュラム含め北大とエジンバラ大学の付属動物病院でそういった様々な違いを見つけることができたことや、また北大の臨床系学生としての強みを見つけることができ、とても興味深いプログラムだったと思います。

感想と反省

もう一つの目標の英語力について、反省としてリスニング力をもっと鍛えて挑むべきでした。もちろん現地の先生方や学生さんはゆっくり丁寧に話すよう意識してくださったのですが、現地の人同士の会話についていく必要がある場面(例えば動物病院でのディスカッション)も多々ありました。私は IVEP の応募が始まったときから受験の時に使った単語帳の付属 CD やときに洋画を観て勉強しましたが、想像以上に英語が速いことや脳の使い方がうまくいかなかったことで、特に 1 週目はリスニングに苦労しました。

しかしながら、今回の研修ではたくさんの学びを得ることができました。一番見習おうと思ったのは、現地の学生のライフスタイルでした。人柄・国柄もあると思うのですがみな生き活きとしていたような印象を受けました。例えば、朝の大学構内のカフェやバスの車内で隣の人と楽しく談笑したり、臨床実習では先生を中心に活発なディスカッションをしていたり。そしてわからないことが見つかったらすぐに質問をする。とてもコミュニケーションが盛んでした。また気を引き締めるときはしっかりと締める、例えば症例の予習をみっちりノートにしたためたり、先生のレクチャーを全員が集中して聞いたりといったオンとオフがしっかりとされていました。北大とは臨床・研究の力を入れる割合が異なっていることや発言すべきタイミングといった文化的・社会的な背景の違いはあると思いますが、同じ学生として刺激をうけ獣医学を勉強するモチベーションが大いに向上しました。

今回の研修はとても楽しく充実したものでした。最後に、プログラムをコーディネートくださった坪田先生、中尾先生、及川さん、大谷さん、引率し優しく見守ってくださった柳川先生、横山先生、英語が拙い私に辛抱強く様々なことを教えてくださった Neil 先生、Holly 先生、Nicola 先生をはじめとする現地の先生方、お友達としてたくさんお話ししてくれた現地学生の皆さん、そして一緒に旅をしてくれた派遣生の皆さん、すべての方に心からお礼申し上げます。

派遣先大学名:エジンバラ大学

名前:原田里桜

学年:5 年

今回のエジンバラ派遣プログラムではエジンバラ大学およびハイランドにおける学習を通して、主に動物福祉、小動物・馬の臨床、野生動物について理解を深めた。

研修初日にワークショップに参加し、伴侶動物と産業動物それぞれの視点から動物福祉について学んだ。北海道大学では動物福祉について、飢え・渇きからの自由、不快からの自由、痛み・負傷・病気からの自由、行動の自由、恐怖・抑圧からの自由からなる 5 つの自由を中心に学んだが、現在のグローバルスタンダードは 5 つの領域に基づく評価である。5 つの領域は栄養・環境・健康・行動・精神からなり、動物福祉はこれらの領域が相互作用することで変化する。ワークショップではこの 5 つの領域に基づく動物福祉についてレクチャーを受けるとともに、自身でテーマを掲げて発表を行った。私は産卵鶏の動物福祉について発表したが、この発表を通して大きな学びを得た。それは、動物福祉は正と負のバランスの上に成り立っているということである。日本における産卵鶏の飼養形態は身動きできないほど小さいケージ内で鶏を飼育するバタリーケージが主流であるが、EU およびイギリスではこれは動物福祉に反するとして禁止されている。そのかわりに、現在では止まり木・砂浴びマット・巣が設置されているエンリッチドケージや、平飼い、放し飼いが主流である。これらの改革により産卵鶏の動物福祉は向上したように思えたが、悪化した一面もある。多数の鶏を同じスペースで飼育することで鶏同士でつつき合い怪我の割合が上昇したり、衛生環境の管理が難しくなったことで疾病の発生率が上昇するといった点である。このように、鶏本来の行動が可能であるという点で動物福祉は向上したが、怪我や疾病の発生率の増加という点では損なわれている。

さらに、これは野生動物の動物福祉においても同様であった。研修の中でハイランドワイルドライフパークを訪問し、野生動物の動物福祉および野生動物保全について学んだ。パーク内には車でのみ立ち入りが可能なエリアがありモウコノウマやバイソンが放し飼いにされていたり、肉食獣が広大な展示場で展示されていたりと、日本の動物園とは全く異なる印象を受けた。その中でも最も印象的だったのはホッキョクグマの展示である。ホッキョクグマの展示場はパークの肉食獣の展示場の中でも最も広大であり、丈の高い草花が生い茂る丘陵を電気柵で囲ったものだった。この広大な展示場では 1 エリア当たり 2 頭のホッキョクグマが展示されており、丘に登ったり、池に入ったり、草原で昼寝をしたり、2 頭でコミュニケーションを取ったりと、短い時間で様々な行動を観察することができた。ホッキョクグマは刺激のない単調な環境によるストレスに起因する常同行動が顕著な種であり、日本の動物園では展示場内を行ったり来たりする様子がよく見られる。それとは打って変わって自由気ままな行動をするパークのホッキョクグマを見て、大きな衝撃を受けた。また、このパークでは展示動物の動物福祉をスコアシートで評価しており、私たちも実際にユキヒョウとトラの展示を対象に評価を体験した。そしてここでも、産卵鶏の場合と同様に、動物福祉のバランスの難しさを実感した。ユキヒョウとトラの展示場もホッキョクグマの展示場と同様に広大でエンリッチメントに富んでおり、人の目から隠れることのできる遮蔽物があったりと、動物のストレスを軽減する工夫がされていた。一方で、広大で複雑な構造物がある展示場では怪我のリスクが上昇し、かつ動物を観察しにくくなることで健康状態の把握が難しくなるというデメリットもある。このように、動物の精神面と身体面のバランスの落とし所を探り探り見出していくことが、今後の動物福祉の課題であると実感した。



ハイランドワイルドライフパークのホッキョクグマ

研修最終日には、エジンバラ大学内にあるロスリン研究所を見学した。クローン羊のドリーが誕生した研究所である。研究所内には遺伝学、分子生物学、ウイルス・細菌・真菌学など様々な分野の部門があり、最先端の機器が所狭しと設置されていた。これらの機器は研究所の共用物であり、申請すれば誰でも使用することができる。最も衝撃的だったことは、精密機器には専属のスタッフが配備されており、その機器を用いた実験と管理を担当していることだった。その機器を使用した実験結果を得たければその担当者に実験を依頼することができ、新たに複雑な操作を習得する必要はない。このように、ロスリン研究所は細部まで無駄が省かれ、非常に効率化されているという印象を受けた。



ロスリン研究所の見学

今回の研修を通して様々な活動に参加させていただいたが、特に動物福祉に深く触れることができたという点で非常に貴重な機会だったと思う。獣医師という動物福祉の推進に重要な役割を持つ職種を目指す上で、今回得た学びは非常に役立つと感じた。また、英語に関しても、獣医学の専門用語には難解なものも多く、国際的に活動するためにはまだまだ学習が必要だと感じた。この経験を糧に努力を重ね、国際性豊かな獣医師を目指したい。

最後に、このエジンバラ派遣プログラムを企画・運営してくださった全ての方々に感謝申し上げます。

International Vet Exchange Program (IVEP)
Achieving Global Standards of Excellence in Veterinary Education

派遣先大学名	エジンバラ大学
名前	安田理紗
学年:	5 年

エジンバラ大学への派遣の経験は、日本での獣医学教育では得られない非常に貴重なものでした。多くの貴重な体験の中でも、特に印象的だったのは動物福祉についての理解を深める機会が数多くあったことでした。そのため、私は特に動物福祉に焦点を当てて、エジンバラ大学への派遣の魅力について紹介しようと思います。

・病院見学

エジンバラ大学で私たちは馬の病院(Equine Clinics)と小動物の病院(Small Animal Clinics)を見学しました。馬の病院では、入院馬のケアと跛行診断のプロセスを間近で見学しました。ここで驚いたのは、患者の福祉に対する深い配慮だけでなく、施設についても日本との明確な違いがあることでした。患者の福祉については、エジンバラの方が日本よりも進んでいる印象を受けました。例えば、治療中に興奮した馬に対して、日本では通常、鎮静剤を使用し、さらに鼻ネジを装着することが一般的です。しかし、エジンバラでは、馬におやつを与えたり、外で草を食べて休憩したりといった選択肢があり、患者に寄り添った治療が行われていました。また、設備に関してはハードとソフトの 2 つのタイプの広大な運動場が完備され、跛行診断に活用されていました。さらに、馬の動きをリアルタイムで監視するデバイスを馬の脚や頭に取り付け、治療前後の変化を的確に評価するために使用されていました。跛行診断について初心者の私は、従来の跛行診断(歩様の観察)では治療前後の変化に気づくことができませんでしたが、デバイスを用いれば変化が一目瞭然でしたので、非常に画期的で実用的な方法だと感じました。これらの施設や設備は、日本での獣医学教育では見られないものでありとても新鮮でした。

小動物の病院では画像診断科(Diagnostic Imaging Unit)の見学をし、日本との顕著な違いに触れました。特に、超音波検査において、動物が鎮静状態で実施することが一般的であることに驚きました。鎮静をかけた状態での超音波検査の実施は、保定による動物へのストレスが軽減できるだけでなく、体動が少ないことでより繊細なイメージを得やすいという利点があります。ただし、鎮静自体には一定のリスクが伴うことから、超音波検査での鎮静剤の使用について、一概に評価することができない難しい問題であると感じました。また、スコットランドの一次病院では、超音波検査が日本と比べて一般的ではないことも、大きな違いでした。鎮静に寛容であることはもちろんのこと、高度な医療機関でしか超音波検査が実施できないことも、飼い主が鎮静を許容しやすい理由の一つであると考えました。



・Highland Wild Life Park

Highland Wild Life Park は日本の動物園とは異なる点がいくつもありました。まず一点目は、Highland の自然環境に適応できる動物種のみを飼育している点です。対照的に、日本では、日本の環境に適応できない熱帯や寒帯に生息する種さえも、来場者の関心を引くために飼育され、屋外で展示されることも珍しくありません。二点目は、保有している広大な敷地を、それぞれ動物種に惜しみなく割り当てている点です。これは、狭いスペースに動物を収容しているほとんどの日本の動物園とは対照的で、大きな差異を感じました。三点目は、スコットランドでは動物園が一定の動物福祉の水準を満たさなければ営業が許可されない法律が存在する点で、非常に印象的でした。そこで、実際に Highland Wild Life Park が動物福祉の水準を満たしているかを評価するためにアムールトラの施設について動物福祉の評価シートに基づいて調査しました。環境、健康、栄養、行動の 4 つのカテゴリーを細分化した 31 項目をスコア化し、施設や動物同士の関係が適切かを評価しました。この評価の過程で自分の感じた問題点を RZSS(Royal Zoological Society of Scotland)の専門家とディスカッションする機会があり、非常に有益な経験になりました。



・Pig Unit

Pig Unit では、主に豚の分娩クレートの研究活動を見学しました。現在、生まれた子豚が母豚に潰されないようにするために、母豚を身動きが取れないクレートに拘束することが一般的です。しかし、このような拘束が数週間にわたって続くことは動物福祉に反するとして問題視されています。そのため、様々な形状の分娩クレートが開発され、豚の福祉を向上するための研究が進行中です。日本では分娩クレートの使用が一般的であり、さらには妊娠期間の100日間も母豚を身動きが取れないクレートに拘束する妊娠クレートが 90%の農家で使用されているのが実情です。(スコットランドでは妊娠クレートはすでに法律で禁止されています。) このような問題についての議論が進まない背景には、一般の人々が農場での動物の生活について関心を寄せる機会が少ないことも影響しているでしょう。日本では遺伝子組換え食物や食品添加物を使用しているかどうかなどが食品を購入する上で重視されます。一方、スコットランドでは、動物由来食品が福祉に配慮した農場で生産されていることを明記している食品を多く見かけました。この事実からも、豚を含む家畜の福祉に対するスコットランドの人々の高い関心が伺えます。豚の福祉については、曖昧な評価方法ではなく、客観的な評価方法が確立されています。これらの評価方法を学び、Pig Unit で実際に評価を行うことで、動物福祉について科学的な理解を深める機会となりました。

・まとめ

このエジンバラ派遣を通じて、様々な貴重な体験をし、特に動物福祉について理解を深めることができました。日本において動物福祉を向上させる取り組みはまだまだ発展途上で、課題は多く残されています。将来、獣医学のどの分野に携わるにせよ、私は一人の獣医師として幅広い視点を持ち、動物福祉の向上に率先して貢献したいと考えています。このような貴重な経験を支えてくださった、エジンバラ大学の Holly 先生、Neil 先生、Nicola 先生、大谷さん、引率の柳川先生、横山先生、IVEP の及川さん、現地でたくさんのことを丁寧に教えてくださったスタッフや生徒の皆さんに心から感謝申し上げます。ありがとうございました。

International Vet Exchange Program (IVEP)
Achieving Global Standards of Excellence in Veterinary Education

派遣先大学名	エジンバラ大学
名前	久保田和基
学年:	5 年

エジンバラ大学で学んだこと

私は IVEP のプログラムとしてイギリスのエジンバラ大学に 9 月 11 日から 9 月 22 日まで派遣された。この派遣プログラムでは、The Royal (Dick) School of Veterinary Studies(RSVS)での小動物および大動物臨床実習、Carrifran Wildwood や Spey River での自然保護活動、養豚場や Highland wild life park という動物園で動物福祉の評価を行った。

まず、小動物および大動物臨床実習について触れたいと思う。RSVS の小動物病院は北大と比較すると多岐にわたる専門科が存在していた。我々は内科、腫瘍科、画像診断科、麻酔科、神経科から希望する科を選び、それぞれ異なる科を見学し、私は内科に参加した。内科では簡単に症例検討が行われた後、学生と教員でチュートリアルを行っていた。チュートリアルでは猫の尿検査や感染症について 1.5 時間ほどディスカッションを行っていた。1 日の症例数は 8 つ程度だったが、獣医師が充実していることや、画像検査を含む一部の業務は専門科に委ねられていることから、非常に効率的に診療が行われている印象を受けた。このような余裕ある時間を利用して、レジデントとディスカッションを通じて、臨床知識の深化が推進されているように見受けられた。見学は午前中のみであったが、病院のスタッフの方々から親切に対応していただき、充実した時間を過ごすことができた。北大と比較すると提供しているサービスに関しては特段違いはないように感じた。しかし、チュートリアルのための人的資源の確保や、病院でのローテーション期間が長いなど、臨床教育に非常に力をいれていると感じた。

次に自然保護活動について体験したことを述べたいと思う。

Carrifran Wildwood で行われている 1990 年代からの森林再生の取り組みについて深く学んだ。このプロジェクトは、人間の介入前の原始的な森林を再現するためのもので、在来種の植樹や外来種の除去が主要な活動として行われている。家畜による過放牧の影響で草木が失われた荒野の現状は非常に衝撃的であった。プロジェクトの目的は単に植樹だけでなく、多種多様な動植物の生息地を創り出すことにあるとのことで、再生が進む森を実際に散策しながら、その取り組みについて詳しく学ぶことができた。保全活動が行われている場所と、そうでない場所とのコントラストは鮮明で、保全の重要性を体感しました。保全を行っていない場所には木が 1 本も生えておらず、その悲惨さを実感した。



Carrifran Wildwood でのレクチャー

続いて、Spey River でのカヌー体験について報告する。Spey River の流れは穏やかで、約 15km をのんびりと下った。天気は少し涼しさを感じさせるものの、私は水に落ちることなく安全にカヌーを楽しむことができた。カヌー自体は初めての経験であったが、徐々に慣れ、最終的には存分に楽しむことができた。Spey River では、登録制を通じて釣りを楽しむことも可能で、そのための費用が川の整備に役立てられているようだ。その結果、清

らかで美しい川が維持されていることを実感した。スコットランドの自然と触れ合い、自然の美しさとその価値を実感した。

最後に動物福祉について述べる。

エジンバラでの学びの中でも特に印象的だったのは、動物福祉の実践に関する評価活動である。養豚場と Highland Wildlife Park を訪れ、動物福祉の状況を直接観察し、評価した。養豚場では、豚の自然な行動や性質を尊重した施設造りが行われていることが驚きであった。出産を控えた母豚が他の豚から隠れることができるような設計や、集団での生活を模倣したスペースの確保など、個体の福祉を重視した取り組みが見受けられた。一方、Highland Wildlife Park は、スコットランドの自然や文化を背景に、絶滅の危機に瀕している動物を中心に展示していた。特に、飼育面積の広さや、展示する動物の数や種を制限することで、その福祉を確保しようとする姿勢が印象的であった。私はアムールトラの評価を担当したが、行動観察を中心にした評価は難しかった。また、ニホンザルの飼育環境とその困難さなど、様々な動物たちの飼育に関する課題や取り組みについて学ぶことができた。この体験を通じて、動物福祉の理論だけでなく、実際の現場での取り組みや課題について深く理解することができた。動物の福祉を守るための努力や、それにまつわる課題に対する現地の取り組みには大変感銘を受けた。

スコットランドの生活について

9 月のスコットランドは北海道よりも少し肌寒い印象だった。気まぐれな天気が特徴的で、短時間であってもほぼ毎日雨が降っており、傘が手放せない日々だったが、その雨のおかげで緑豊かな景色や虹を楽しむことができた。スコットランドの人々の犬に対する態度には、心から驚きと感動を覚えた。飲食店やホテル、そして公共交通機関でさえも、犬が飼い主と一緒に自然に存在しているのをよく目にした。イギリスではほとんどの公共交通機関を犬と一緒に利用することができ、ゲージに入れる必要もなく、料金もかからないそうだ。人々の生活の一部として広く受け入れられていることが実感できた。そして、食文化についても触れておきたい。スコットランドの伝統料理、特にハギスやブラックプディングを含むスコティッシュブレッックファストは、見た目のインパクトだけでなく、その味も抜群であった。日本の朝食とは異なる、ボリュームたっぷりの一皿に最初は戸惑ったが、その風味や食感に魅了され毎朝欠かさずに食べることができた。総じて、スコットランドの生活や文化、人々の考え方や価値観に触れることで、視野が広がり、多様性の大切さや相互理解の重要性を改めて感じることができた。



スコティッシュブレッックファスト

最後にこのような充実したプログラムを組んでくださった両大学の教員や IVEP のスタッフの方々、指導して下さった動物病院の先生方やインストラクターの方に感謝申し上げます。このプログラムに参加したことで世界の広さを改めて実感することができました。本当にありがとうございます。

International Vet Exchange Program (IVEP)
Achieving Global Standards of Excellence in Veterinary Education

派遣先大学名	エジンバラ大学
名前	渡辺楓花
学年:	4 年

私は 9 月 13 日から 19 日までの間、エジンバラ大学の IVEP プログラムに参加しました。まず、このプログラムで行った内容を簡単に説明します。13 日はエジンバラ大学でカンファレンスを行い、動物福祉に関するプレゼンを聞き、また事前に準備していた動物福祉に関するプレゼンの発表を行いました。14 日は Carrifran Wildwood で reforest に関して学び、ハイキングを行いながら様々な植物や動物の生態を学びました。15 日は午前中に Equine Clinics で馬診療の見学を行い、午後は pig unit で豚の飼育場を見学し、豚の動物福祉の評価も行いました。16 日は Aviemore へ移動し、17 日に Spey river でカヌーを行いながら、野生動物の観察や生態系などを学びました。18 日は Highland Wildlife Park を訪れ、動物園の見学と、ユキヒョウとトラの動物福祉の評価をグループに分かれて行いました。19 日は午前中に Small Animal Clinics で小動物診療の見学を、各個人で別々の科を訪ねて行いました。午後はロスリン研究所で講義を受け、研究所の見学も行いました。以上の通り、毎日様々な経験をする事ができ、とても充実した期間となりました。

次に、プログラムの中で私が特に印象に残ったものを3つ紹介します。1 つ目はアニマルウェルフェアについてです。元々、私がこのプログラムに応募した理由の1つに、アニマルウェルフェアをイギリスで学びたいという気持ちがありました。そのため、動物福祉の講義で小動物臨床や産卵鶏・ブロイラー生産における動物福祉について非常に興味深く学ぶことが出来ました。また動物園や pig unit でのアニマルウェルフェアの評価をするのは初めてで、評価方法を学べて良い経験になりました。また、イギリスのスーパーや屋台などでも、フリーレンジの卵や、フリーレンジの卵を使った料理などを発見し、動物福祉がイギリスの人々に関心を持たれているのだなと改めて感じました。更に、北海道大学を卒業し、現在はエジンバラ大学でアニマルウェルフェアの研究も行っている大谷祐紀さんとお話する機会があり、動物福祉について伺うことができました。大谷さんは、日本とイギリスでは文化や国民性などが違うため、必ずしもイギリスの動物福祉のあり方が日本に合うとは限らず、日本の動物福祉の向上には日本独自の方法があるのではないかと考えていらっしゃいました。動物福祉の先進国であるイギリスの動物福祉のあり方を見て、日本に足りない部分ばかりを考えていた私にとって、大谷さんの考え方は目から鱗で、確かにその通りだと思いました。大谷さんから貴重なお話を聞けてとても勉強になりました。

2 つ目は臨床現場の見学です。本プログラムでは馬臨床と小動物臨床の見学を行ったのですが、どちらも、施設の充実度や規模の大きさに非常に驚きました。Equine Clinics は入院棟や手術室棟などに分かれていて、馬を収容する部屋も非常に多かったです。イギリスでは馬を個人で所有するケースも多く、馬臨床がとても発達しているそうです。馬の歩様試験をするための室内の部屋や屋外のグラウンドがあり、電子機器を馬に取り付けて足の動きを分析する歩様試験も見学させて頂きました。馬臨床自体を見るのが初めてだったので全てが新鮮でした。小動物臨床では私は麻酔科の見学を行いました。麻酔科は手術中の麻酔の管理をするイメージだったのですが、それ以外にも術前の麻酔の準備や打ち合わせ、術後の動物の管理など、様々な業務があるのだと分かりました。専門用語が多く、麻酔に関する知識も乏しい私には理解がとても難しかったのですが、麻酔科の皆さんが優しく機器や麻酔に関する説明をしてくださいました。この経験を元に、日本でもいつか麻酔科を見学し、日本とイギリスの違いを見てみたいと思いました。

3 つ目はエジンバラ大学獣医学部の見学です。獣医学部のスキルスラボや図書室、実習室、講義室、自習室などの見学をさせて頂いたのですが、非常に充実していて驚きました。特に学生が学習できるスペースが非常に多く感じました。図書室にはホワイトボードが壁に長く設置されていたのですが、そこには細かな文字で書

かれた学生のメモが多く残っていました。見学の際にも自習室や図書室には勉強している学生がいて、多くの学生に利用されているのだろうと感じました。



＜エジンバラ大学図書館＞

次に、実習全体を通して感じたことを紹介します。まず私は、実習を通して自身の英語力不足を痛感しました。特にリスニングが非常に難しく、相手が伝えたいことを理解できない場面が多々あり、とても悔しかったです。また、臨床現場では専門用語の英単語が分からず、もう少し勉強しておくべきだったと思いました。この悔しさを糧に、今後英語の勉強を頑張ろうと思います。

また、エジンバラ大学の学生の意欲の高さが非常に印象に残っています。あるエジンバラ大学の獣医学生は、獣医学の勉強は覚えることも多く非常に大変だと感じるものの、同時に非常に楽しいですと私に嬉しそうに話してくれました。彼女は私達が参加した動物福祉のカンファレンスに自ら参加し、カンファレンスも非常に楽しかったと話していました。また、他にも臨床現場で出会った Clinic Rotation 中の 5 年生達が、積極的に自分の意見を発言したり、沢山質問をしたりしていて、とても意欲に満ちていると感じました。このようなエジンバラ大学の学生達の姿がとても印象的で、私もそうなりたいと強く思いました。



＜エジンバラ大学の学生との交流＞

本プログラムでは日本ではできない経験を沢山することができ、自分を見つめ直す機会にもなりました。本プログラムに参加するかどうか迷っている学生の皆さんは、是非一歩踏み出して参加してみてください。きっと実りある経験ができると思います。また、もし参加する際は英語(特に臨床の専門用語の英単語)を事前に学んでおくことを強くお勧めします。

最後に、引率してくださった柳川先生と横山先生、エジンバラ大学でお世話になった先生方、エジンバラを案内してくれたエジンバラ大学の学生達、加えて本プログラムが無事に終了するよう携わってくださった全ての方々に、心から御礼申し上げます。ありがとうございました。

IVEP

Hokkaido University-The University of Edinburgh International Vet Exchange Program 2023

Achieving Global Standards of Excellence in Veterinary Education



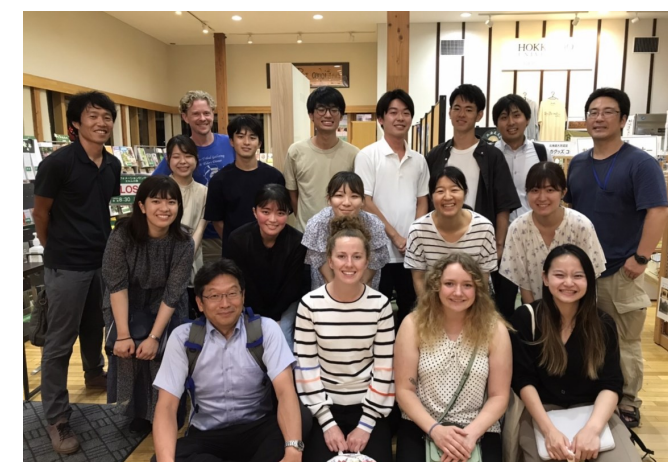
Student Report from
Royal (Dick) School of
Veterinary Medicine in Edinburgh,
August 20th to August 28th

From The University of Edinburgh to Hokkaido Uni

Celest Oon, 4th year

The exchange between Hokkaido University & Edinburgh University has been a wonderful & very enlightening experience. It was a great opportunity to learn more about the farming climate of Hokkaido and about the conservation work that is important in Japan. In particular, learning about the conservation of bears & deers in Shiretoko and the many difficulties faced by the rangers there was very interesting! The talk hosted by Shiretoko National Park was very insightful and taught me a lot about how important it is to mediate human & nature conflicts, especially in areas such as Shiretoko where human and bear conflicts are one of the highest in the world.

I also really enjoyed the opportunity to present in educational conference and learn more about the advancements in Hokkaido Veterinary medicine as well as advancements in conservation in Japan.



In particular, I found the presentations regarding polar bear conservation and the clinical cases at the Hokkaido University Animal Hospital especially riveting. I would love to get the opportunity to have a more in-depth tour of the hospital and witness some of the advanced procedures that take place in the practice!

The exchange also provided with the opportunity to whale watch for the first time. It was an amazing experience getting to see such majestic animals up close. I was extremely impressed by the professionalism of the workers in letting us observe the whales from a distance but also in making sure that we do not disturb their natural behaviour. I am forever grateful to Hokkaido University for allowing me to experience such a memorable moment of nature up close and personal.

I am also especially thankful to the Hokkaido University students for being so welcoming and accommodating of us and making sure to strike up a conversation in spite of the language barrier. I made some of my best memories on this trip due to how kind and enthusiastic the Japanese students were and I sincerely hope that I get a chance to visit them in the future!

This trip has been both very fun and very rewarding and I am am very grateful to both the Edinburgh University and Hokkaido University staff and students for making this possible!

From The University of Edinburgh to Hokkaido Uni

Jewellian Welcher, 4th year

My name is Julie Welcher, and I am a 4th year graduate entry student in the BVM&S program at the Royal (Dick) School of Veterinary Medicine in Edinburgh, Scotland. I attended the International Veterinary Exchange Program this summer and had an incredible time learning about wildlife conservation, zoonosis, and the veterinary programs in Hokkaido! This program provided a wonderful opportunity to dive into the One Health Initiative by exposing all of us in the program to specialists from a variety of fields in animal management. The One Health Initiative is a national and global approach to the goal of reaching optimal health between people, animals, plants, and the environment by the collaboration between all fields of work, be they human doctors, veterinarians, researchers, or any other professional in health or environmental maintenance. The specialists who taught us were working toward the aim of improving public health and facing environmental concerns with two main objectives. To briefly summarize the knowledge they imparted on us, the first objective they addressed was to educate as many people as possible, including our program, on the animals in their expertise such as, bears, deer, salmon, raptors, and common pets like dogs and cats. Specifically, they educated us on the animal's interaction with society and their impact on the world around them. The second objective being to implement and maintain programs that both improve the interactions between people and wildlife or pets, as well as direct the impact of different species on the environment around them by managing their health and population. The photos I shared are from just a few of the places we were able to see over the course of the program including a tour of Obihiro University, the trip to Kushiro Wildlife Conservation Center, and the visit to Shibetsu Salmon Park.

This program not only educated the students involved but also created an environment where the international students from University of Edinburgh and the students from Hokkaido University and Kyushu University, all from different backgrounds and many from different parts of the world, could come together and build friendships that cross nationalities and language barriers. This program is a remarkable foundation to build positive relations between people from different countries learning about the issues we and upcoming generations will face together. We were able to learn together, live together, and laugh together throughout the seemingly short week-long program that will forever live in our memories and will impact how we move forward in our careers and lives.



From The University of Edinburgh to Hokkaido Uni

Kelly Fahy, 4th year

My experience during the exchange between Hokkaido University and the University of Edinburgh was fun and enlightening. I studied Japanese language and culture during my first degree at North Carolina State University and have long desired to combine my interest in Japan with my passion for veterinary medicine. It was comforting to see so many similarities between my own university and the universities of Hokkaido and Obihiro, and I was inspired by some of the differences. For example, Hokkaido University's lecture hall that is designed to observe surgeries and accommodate live large animals, as well as Obihiro's recreational horse riding.

The joint conference on the conservation science of polar bears put the study of wildlife in a new perspective for me. Before, I was only vaguely aware of the effects that climate change was having on polar bears' environment, but I came to appreciate it much more as I learned about polar bear biology, reproduction, and their relationship with seals and the impact that has on the food chain. The student research component also introduced several biological concepts I had not even considered, such as using moss to study the livability of other planets and trade ships transporting invasive species attached to their hull. As we made our way to Eastern Hokkaido, I was surprised to learn that Shiretoko had such a concentrated brown bear population and that so much consideration was taken to protect the town and people's livelihood. The guides at Shiretoko Nature Foundation were excellent at explaining the protective mechanisms they implemented and culture of the area. I enjoyed my visit to Kushiro Wildlife Center more than I expected. I am not particularly interested in avian wildlife, but I learned a lot about the limitations and successes of rehabilitation and some pertinent infectious diseases and control mechanisms. Of course, the highlight of the trip for me was seeing the tanuki at Asahiyama Zoo, who carry the namesake of my own dog, Tanuki.

I'm grateful for this experience and the kindness of everyone on the trip. The Japanese students on the course with us made it even more enjoyable, and we had a great time practicing English and Japanese together and learning about each other's language quirks. Studying with biology students rather than vet students also helped broaden my perspective on wildlife and conservation in ways that will help me stay mindful of One Health concepts.

