

General Professional Equine Practitioner (GPEP)

A Comprehensive, Practical and
International Clinical Training Program
for Equine Practitioners



Dr Y. Nazem
2026

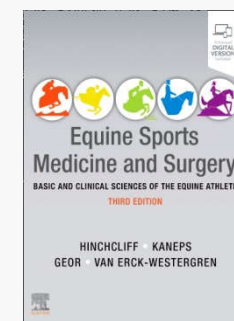
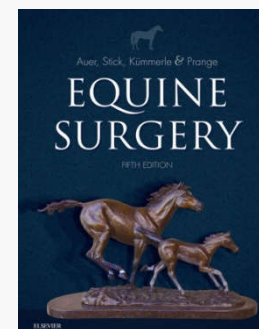
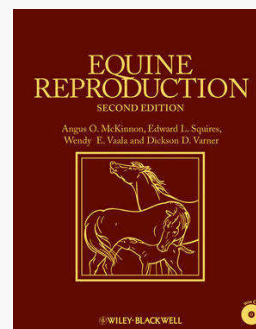
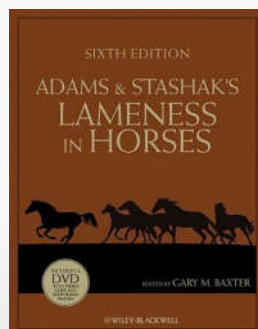
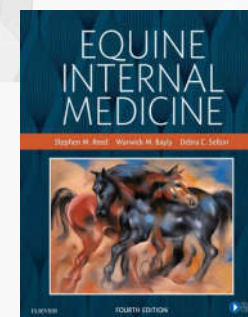
1. Course Overview

General Professional Equine Practitioner (GPEP) is a comprehensive, integrated, practice-oriented and internationally focused educational program in Equine Medicine, designed to enhance the clinical capabilities of veterinarians working with horses and to develop highly competent, confident and professionally independent **Equine General Practitioners**.

The program is designed around clinical principles and approaches commonly applied in Canada and other leading countries in veterinary medicine and the equine industry. It aims to integrate **scientific knowledge, clinical experience, practical skills and professional decision-making** into a structured and coherent educational pathway.

The primary goal of the program is to train veterinarians who can evaluate, diagnose, stabilize and treat a broad range of common and important equine conditions in real-world **Clinic, Hospital and, particularly, Field Practice** settings, while recognizing when timely **Referral** is required.

GPEP is not simply a collection of separate subjects in Surgery, Reproduction, Lameness, Internal Medicine, Dentistry, Ophthalmology and Emergency Medicine. Rather, it connects these disciplines within a unified clinical framework for the assessment and management of the equine patient.



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2. Educational Philosophy and Rationale

In traditional Equine Medicine education, different disciplines are often taught separately and in considerable depth, including Surgery, Lameness and Equine Sports Medicine, Reproduction, Internal Medicine, Dentistry, Ophthalmology, Emergency Medicine, Infectious Diseases.

This approach is essential for developing specialists in individual disciplines. However, it is **not** always sufficient for developing a **General Practitioner** who must manage patients comprehensively in real-world Practice.

As a result, a veterinarian may become highly competent in one particular discipline while having less confidence or experience in other areas that are essential to General Practice.

This challenge is particularly important in Equine Medicine because a substantial proportion of equine veterinary services are delivered in:

**Farms, Stables, Equestrian Clubs, Breeding Facilities,
Competition Venues and other Field Practice
environments.**

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2. Educational Philosophy and Rationale

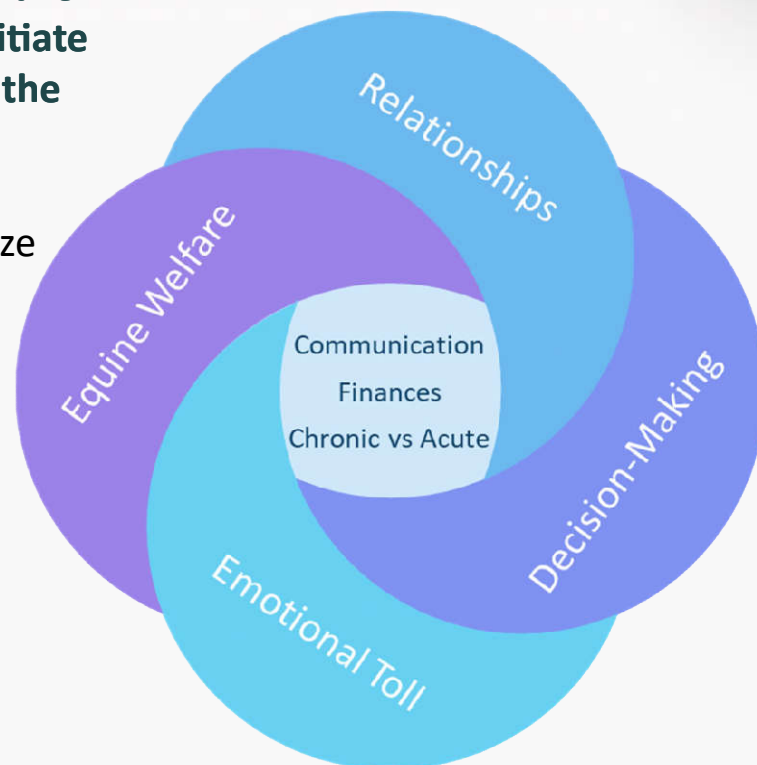
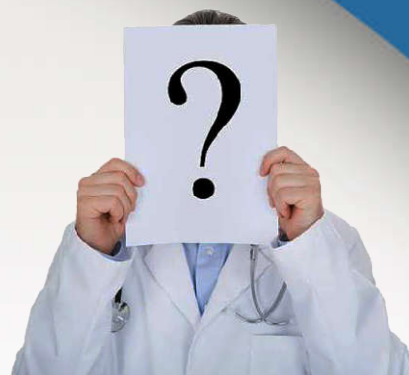
In these settings, veterinarians may encounter patients with multiple systems involved simultaneously, while access to advanced diagnostic equipment, immediate specialist consultation or rapid hospital Referral may be limited.

A professional Practitioner must be able to:

See the patient → Define the problem → Establish priorities → Develop Differential Diagnoses → Make diagnostic decisions → Stabilize the patient → Initiate treatment → Monitor the patient → Recognize the appropriate time for Referral.

Therefore, the central objective of GPEP is to organize fragmented veterinary knowledge into a coherent framework of **Structured Clinical Thinking**.
In other words:

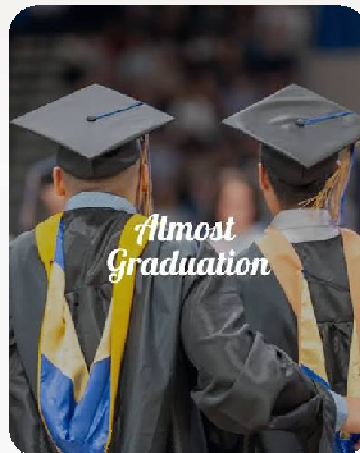
**Scattered Knowledge →
Structured Clinical Thinking →
Practical Decision-Making**



3. How GPEP Differs from Traditional Academic Education

GPEP is not a conventional university-style course focused on repeating basic subjects, pure pathophysiology, disease mechanisms or memorization of disease classifications. The program assumes that participants already possess fundamental veterinary knowledge.

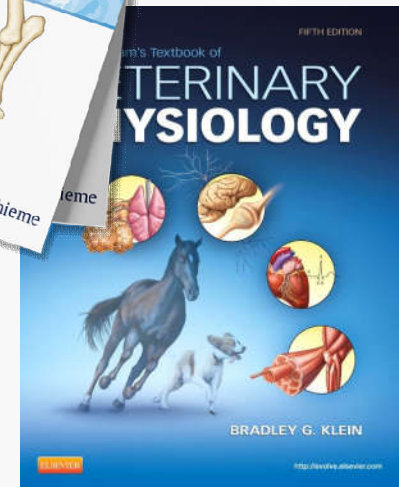
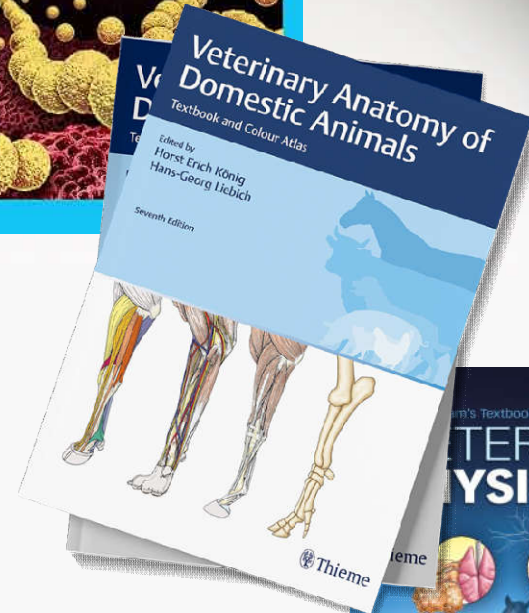
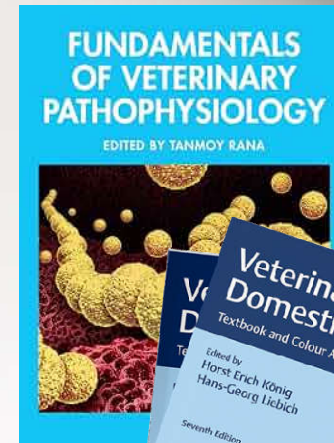
From this day forward,
I am a highly experienced,
fully qualified equine
practitioner.



The central question of the course is:

**“When you are faced with a real case,
how should you think and what should you do?”**

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3. How GPEP Differs from Traditional Academic Education

Training begins with **Clinical Presentation, Clinical Signs, examination findings, the owner's concerns and the Problem List**, and progresses through:

Differential Diagnosis → Diagnostic Selection → Interpretation of Findings → Treatment Decision → Monitoring → Prognosis → Referral

The principal educational pathway is:

Clinical Presentation → Clinical Reasoning → Diagnosis → Decision → Treatment → Outcome

rather than:

Pathophysiology → Disease Classification → Memorization

The objective is to transform the scientific knowledge already possessed by the veterinarian into knowledge that can be effectively applied in real-world Practice.

4. A Major Strength of the Program: Clinical Diagnostic & Management Charts



One of the most distinctive features of GPEP is the use of a comprehensive collection of **Clinical Diagnostic & Management Charts**.

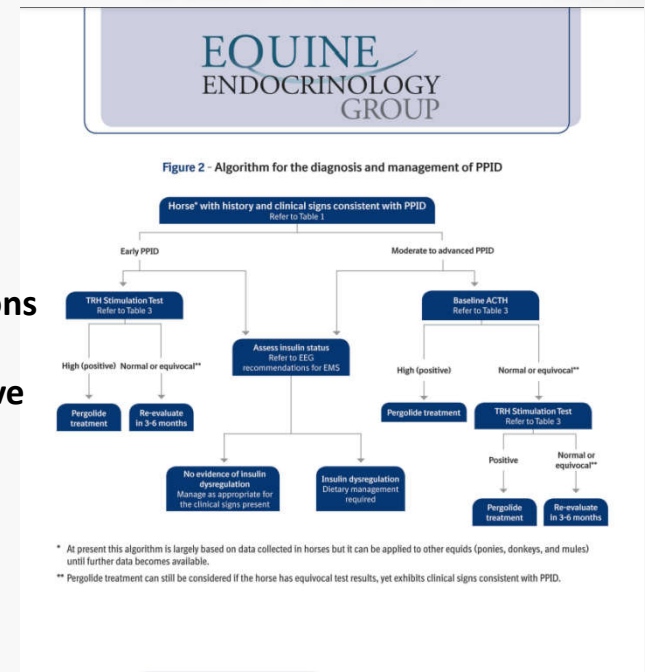
These charts are structured clinical algorithms designed to guide the veterinarian from the first presenting sign or complaint through:

Initial Assessment → Diagnosis → Immediate Actions → Treatment → Monitoring → Referral

The charts are not simply summaries of textbooks or translations of existing guidelines. They represent an integration of:

- International scientific knowledge and authoritative references
- Professional guidelines
- Evidence-Based Veterinary Medicine
- Direct clinical experience of the instructor
- More than 15 years of Private Equine Practice
- Extensive exposure to real-world Cases
- Clinical decision-making under real Field and Hospital Practice conditions

An important feature of these charts is the incorporation of **Alternative Pathways**.



4. A Major Strength of the Program: Clinical Diagnostic & Management Charts

This means that when a veterinarian working in the field does not have access to advanced diagnostic equipment such as digital Radiography or advanced Ultrasonography, the chart provides alternative approaches based on:

- Detailed History Taking
- Physical Examination
- Basic diagnostic tools
- Diagnostic Reasoning
- Available clinical findings

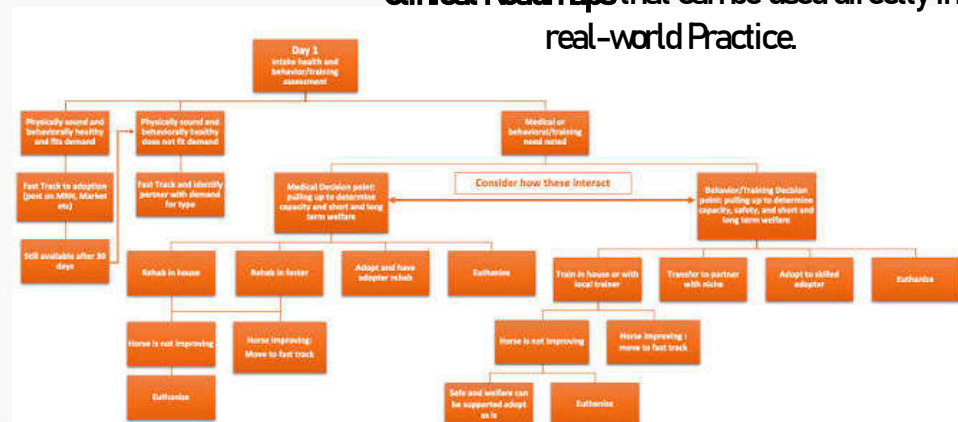
to reach the most appropriate diagnostic and therapeutic decision. For example, instead of simply learning a list of respiratory diseases, participants learn to approach the case systematically:

The horse presents with these clinical signs → What questions should I ask? → What should I look for during the examination? → What are my Differential Diagnoses? → Which diagnostic test provides the greatest clinical value? → How will the result change my decision? → What treatment should I initiate? → When is Referral required?

Making the right decision at the right moment.



The ultimate goal is for participants to leave the course not simply having memorized a collection of diseases, but possessing a practical set of **Clinical Roadmaps** that can be used directly in real-world Practice.



5. The Distinctive and Engaging Component: “Hi, Dr!”

One of the most distinctive components of GPEP is the “Hi, Dr!” section. In this component, education moves beyond theoretical instruction and places participants inside a realistic Practice scenario.

The scenario begins with a phone call from the owner:

“Hi, Dr! My horse has a problem.../ I want to get a service..”

From that moment, the instructor and participants follow the complete workflow of an Equine Practitioner step by step.

The Complete Scenario

1. Owner’s Phone Call



2. Initial Screening & Triage



3. Decision to Attend



4. Arrival & First Assessment



5. History Taking



6. Physical Examination



7. Problem List



8. Differential Diagnosis



9. Diagnostic Plan – Field vs. Hospital



10. Interpretation of Findings



11. Emergency Stabilization



12. Treatment Execution



13. Client & Groom Communication



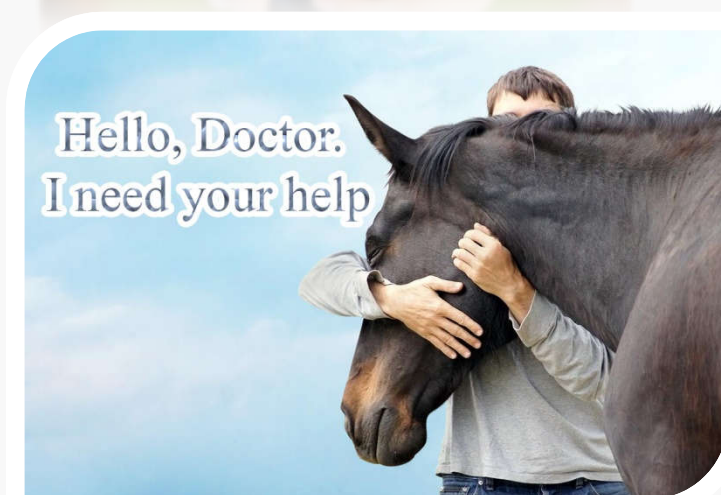
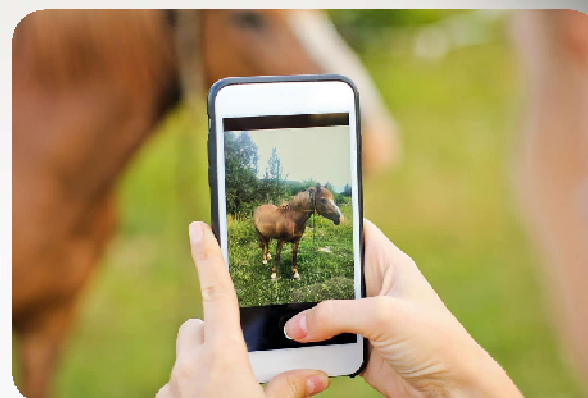
14. Follow-up & Reassessment



15. Prognosis



16. Final Outcome



From “Hi, Dr!” to the final outcome of the case.



At every stage, participants are confronted with a key question:

“What would you do next?”

The objective is not simply to provide the correct answer, but to teach participants **how a professional Practitioner thinks**.

For example:

- What questions should be asked during the initial phone call?
- Is this case truly an emergency?
- What equipment and medications should be taken to the location?
- What should be the first action upon arrival?
- Which findings are most important?
- How should the Differential Diagnosis be developed?
- Which diagnostic test provides the greatest clinical value?
- What is the most appropriate decision under Field Practice limitations?
- What treatment should be initiated immediately?
- When should the patient be referred to a Hospital?
- How should Prognosis be explained to the owner?
- How should treatment and care instructions be communicated to the Groom or Caretaker?
- And ultimately, what will be the outcome of the case?



In this section, the **Clinical Diagnostic & Management Charts** are applied in real time.

Participants therefore do not simply see a chart—they learn how to use it to manage an actual clinical case.

An important component of “Hi, Dr!” is **Client Communication**. This includes communication not only with owners and trainers, but also with **Grooms/Syces**, for whom English may be a second language in many equine environments. Participants learn how to communicate medication, nursing and monitoring instructions clearly and practically, thereby improving the likelihood of correct implementation. “Hi, Dr!” is the point at which all major elements of the

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course converge within a single Clinical Case:

Scientific Knowledge + Clinical Experience + Clinical Reasoning + Clinical Charts + Decision-Making + Treatment + Client Communication

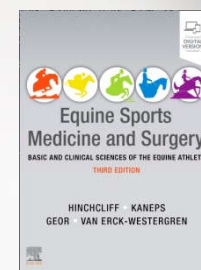
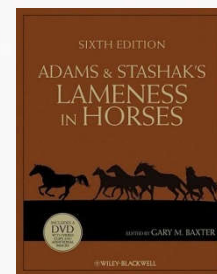
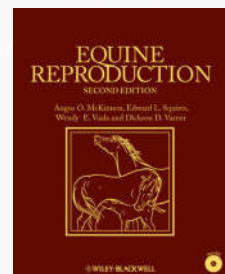
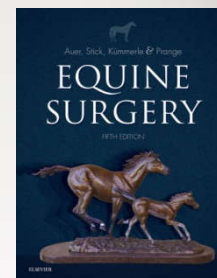
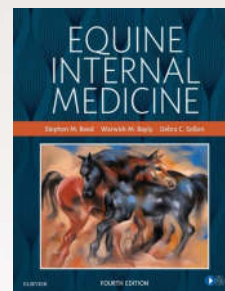
6. Scientific and Professional Foundation

The educational content of GPEP is built on three principal pillars.

A. International Reference Textbooks

Including:

- *Equine Internal Medicine* – Reed, Bayly & Sellon
- *Adams and Stashak's Lameness in Horses*
- *Equine Surgery* – Auer, Stick & Kümmeler
- *Equine Reproduction* – McKinnon et al.
- Authoritative Equine Dentistry references
- Equine Emergency and Critical Care references
- Equine Sports Medicine references
- Diagnostic Imaging references
- And other recognized specialist resources



B. Professional Guidelines & Clinical Resources

The GPEP program draws, where relevant, on:

- ✓ **AAEP** Guidelines & Resources
- ✓ **BEVA** Guidelines & Guidance
- ✓ Evidence-Based Veterinary Medicine
- ✓ Peer-reviewed scientific and clinical literature
- ✓ Selected clinical protocols and SOPs used in professional equine hospitals and practices
- ✓ Selected clinical resources and SOP examples from advanced veterinary centers in **Canada**



6. Scientific and Professional Foundation



C. Direct Clinical Experience

The program is based on more than **15 years of direct experience in Private Equine Practice**, involving a broad range of Cases in:

- Equine Surgery
- Colic Surgery
- Reproduction
- Advanced Reproductive Technologies
- Lameness
- Internal Medicine
- Emergency Medicine
- Ophthalmology
- Dentistry
- Hospital Management
- Field Practice



as well as more than **one year of Advanced Clinical Training in Canada**.

The objective is not simply to transfer scientific information, but to transform scientific knowledge and clinical experience into

Clinical Decision-Making that can be applied in real-world Practice.

7. Learning Objectives

By the end of the program, participants will be able to:

1.Perform systematic equine examinations, develop Problem Lists and Differential Diagnoses, and apply structured Clinical Reasoning to common cases.

2.Recognize, triage and initially stabilize common emergencies, including appropriate Referral decisions.

3.Evaluate and manage common Internal Medicine, Infectious Disease and Febrile Horse cases at General Practitioner level.

4.Perform systematic Lameness Examination and Diagnostic Analgesia, and use basic Radiography and Ultrasonography in common cases.

5.Perform common clinical procedures, including selected joint, tendon sheath and bursa injections, using appropriate aseptic techniques.

6.Manage common reproductive cases, including breeding preparation, AI, semen handling, Endometritis and common stallion disorders.

7.Recognize and initially manage common Dental, Ophthalmic, Dermatologic, Cardiorespiratory and other routine conditions, with Referral when indicated.

8.Perform selected common Field Procedures, including wound management, fracture stabilization and basic Field Surgery.

9.Recognize and initially manage common Neonatal Foal Emergencies, including Sepsis, FPT, Meconium Impaction, HIE, Respiratory Distress, Prematurity, NI, Umbilical Infection, Septic Arthritis and Uroperitoneum.

10.Integrate clinical findings into practical, evidence-informed decisions, using Clinical Diagnostic & Management Charts, rational medication use, Specialist Consultation and Referral, from initial owner contact through Follow-up and Outcome.



**WHAT
CAN
WE
DO?**

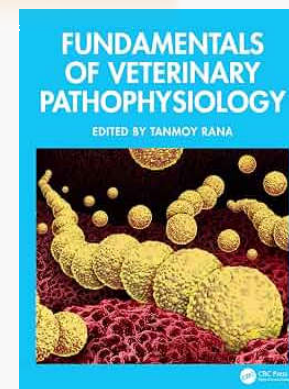
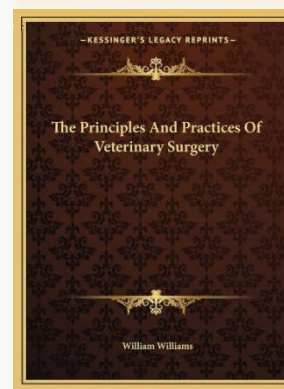
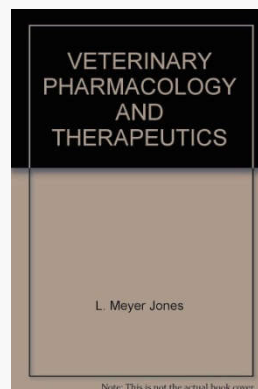
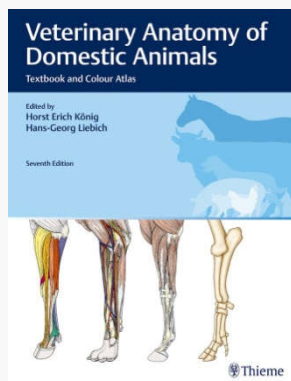
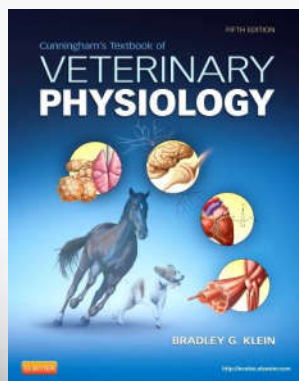
Scope: The program focuses on, developing practical General Practitioner-level competence—not Specialist-level training. Advanced or uncommon cases are addressed primarily through **recognition, initial stabilization and appropriate Referral. common conditions and procedures encountered in General Equine Practice**

8. Prerequisites

The course is designed for veterinarians who possess a veterinary degree and an appropriate foundation in:

- Anatomy
- Physiology
- Basic Equine Examination
- Basic Pharmacology
- Basic Principles of Surgery

ALL YOU
NEED TO KNOW



GPEP is not designed to teach the fundamentals of veterinary medicine. Its purpose is to elevate existing knowledge and skills toward the level of **Professional Equine General Practice**.

9. Optimized Course Structure – Hybrid Model

To maximize efficiency and flexibility and facilitate participation by working veterinarians, particularly those practicing in different countries, the program is designed as a **Hybrid Model**.

1. Theoretical and Chart-Based Learning

This component will be delivered through live classes.

The focus will be on:

- **Essential scientific foundations**
- **Structured Clinical Lectures**
- **Clinical Diagnostic & Management Charts**
- **Case-Based Learning**
- **Clinical Reasoning**
- **Mastery of the course subjects**
- **Theoretical Case Review**
- **Preparation for the practical component**



Suggested duration: 60 hours

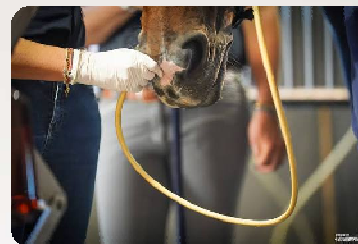
Structured as:

10 Training Days × 6 Hours per Day

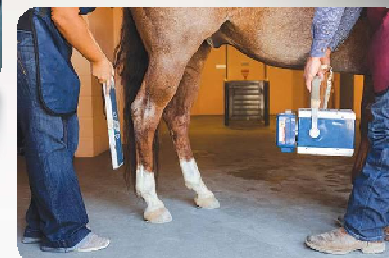
2. Practical Training and Skills Workshops – In Person

The exact structure may be adapted according to:

- *Host facility capabilities*
- *Number of participants*
- *Availability of horses*
- *Diagnostic equipment*
- *Hospital or Clinic facilities*



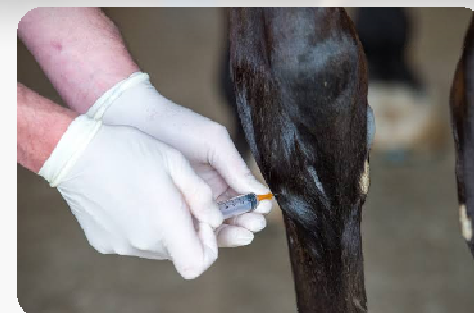
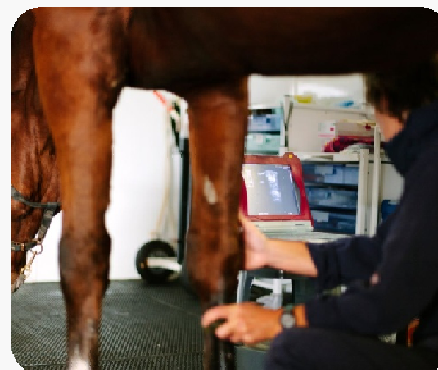
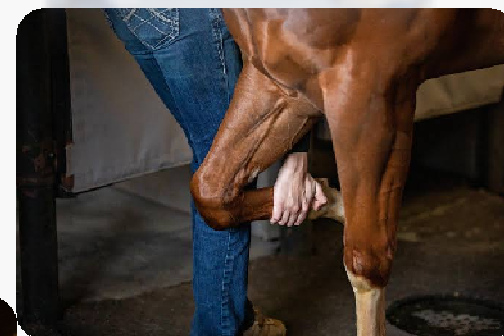
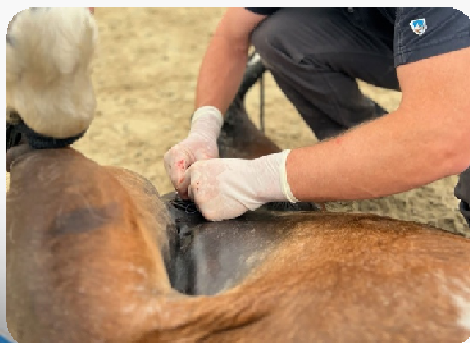
Suggested duration:
6 days of practical training



The practical component follows:

Demonstration → Hands-on Practice → Supervised Clinical Application

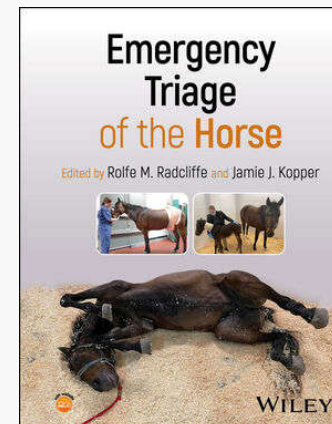
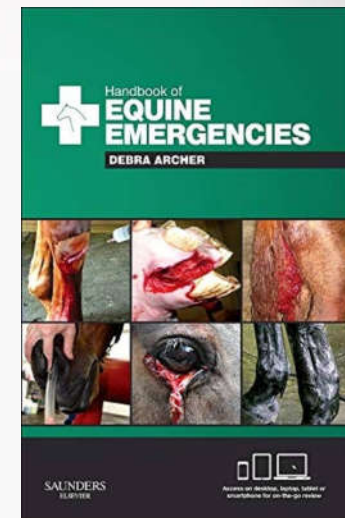
Training may include work with live horses, diagnostic techniques, Diagnostic Analgesia, Diagnostic Imaging, injections, Reproduction, Field Surgery, Emergency Scenarios and “Hi, Dr!” simulations.



Detailed Course Curriculum

A. Equine Emergency & Environmental Medicine

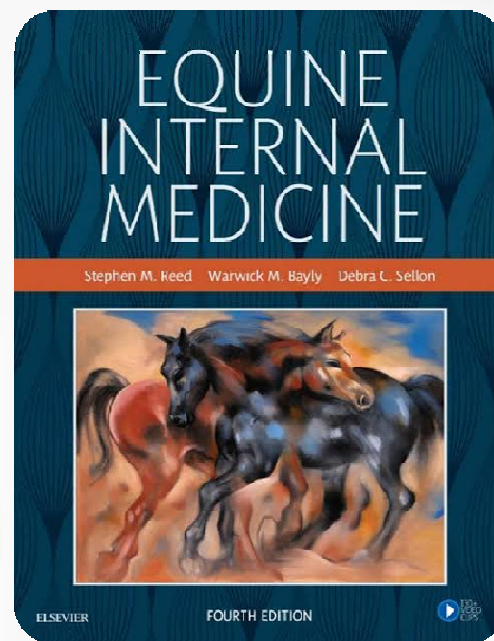
- **Emergency Triage, Assessment & Field Stabilization**
- **Colic:** Clinical Decision-Making, Field Management & Referral
- **Choke & Esophageal Obstruction**
- **Wounds, Lacerations, Limb Injuries & Fracture Stabilization**
- **Toxicities & Poisoning**
- **Acute Respiratory & Ophthalmic Emergencies**
- **Mare & Stallion Reproductive Emergencies**
- **Neonatal Foal Emergencies**
- **Environmental Emergencies:** Heat Stress, Heat Stroke, Anhidrosis & Exhausted Horse Syndrome
- **Electrolyte Disorders & Emergency Fluid Management**
- **Emergency Referral & Clinical Decision-Making**



Detailed Course Curriculum

B. Internal Medicine & Endemic Infectious Diseases

- **Febrile Horse & FUO**
- **Common** Respiratory, Gastrointestinal, Cardiac, Neurological, Dermatological & Ophthalmic Diseases
- **Infectious Disease Management, Isolation & Biosecurity**
- **Regional Endemic, Quarantine & Transboundary Diseases:** Piroplasmosis, Glanders, AHS, Surra, Epizootic Lymphangitis & Strangles , ...
- **Zoonotic & Public-Health Considerations**
- **Quarantine & Biosecurity Protocols** for practices, breeding facilities, equestrian clubs & international competitions
- **Pre-Purchase Examination (PPE)**

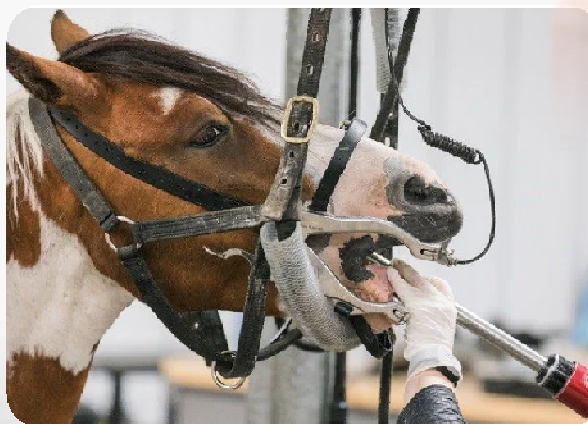
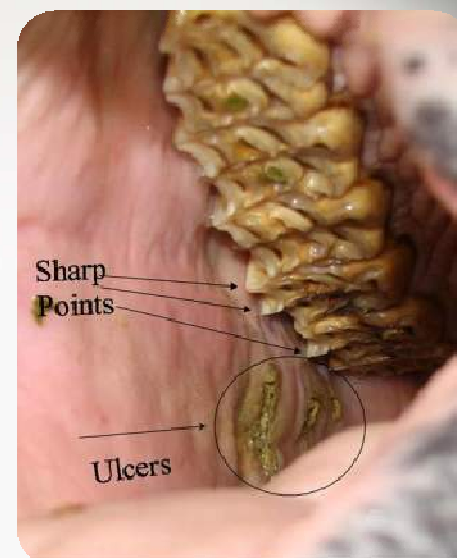


Detailed Course Curriculum



C. Equine Dentistry

- Applied Dental Anatomy & Oral Examination
- Comprehensive Dental Examination using modern instruments
- Common Dental Pathologies in sport and older horses
- Dental Floating: Manual & Power Floating
- Field Dental Radiography & Interpretation
- Minor Oral Surgery & Selected Extractions, including Incisors and Wolf Teeth
- Management of Common Oral Disorders
- Recognition of Cases Requiring Advanced Dental & Maxillofacial Referral

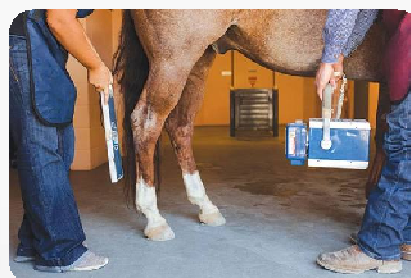
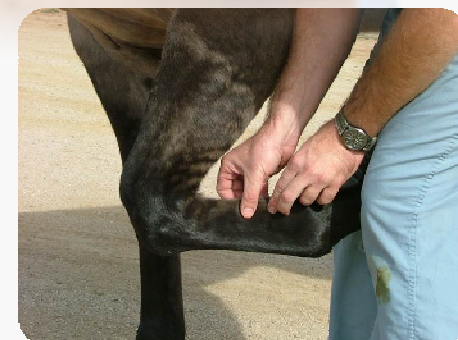


Detailed Course Curriculum

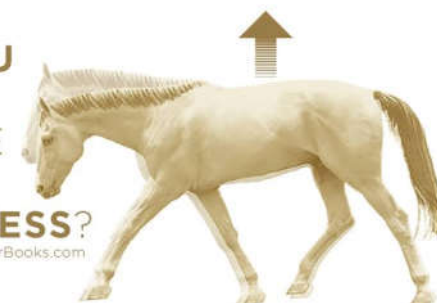


D. Equine Lameness & Sports Medicine

- **Systematic Static & Dynamic Lameness Examination on different surfaces**
- **Diagnostic Analgesia & Nerve Blocks**
- **Common Forelimb & Hindlimb Disorders**
- **Sport-Related Injuries in Endurance & Flat Racing**
- **Endurance Horse Evaluation at Vet Gates**
- **Basic Diagnostic Imaging:** Radiography & Musculoskeletal Ultrasonography , Thermography
- **Common** Joint, Tendon Sheath & Bursa Disorders
- **Common** intra-articular, Tendon Sheath & Bursa Injections
- **Common** Tendon, Ligament & Soft Tissue Injuries
- **Basic Rehabilitation & Adjunctive Therapies:** Shockwave, Laser & Mesotherapy
- **Recognition of Cases Requiring Advanced Lameness Referral**



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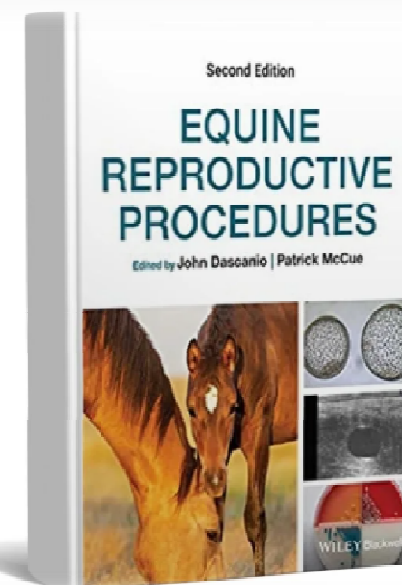
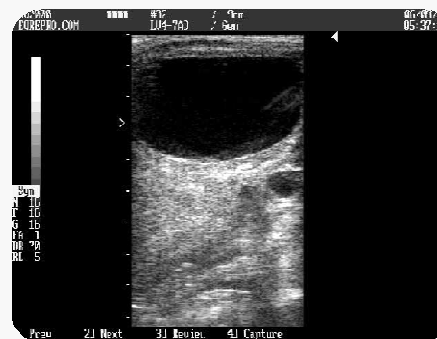


Detailed Course Curriculum



•E. Equine Reproduction & Theriogenology

- Systematic Mare **Reproductive Examination & Ultrasonography**
- Estrous **Cycle Monitoring** & Management
- **Breeding Preparation & Artificial Insemination**: Fresh, Cooled & Frozen Semen
- **Semen Collection, Evaluation, Processing & Transport**
- **Endometritis** : Diagnosis, Pathophysiology & Management
- **Pregnancy & Twin Pregnancy** Management
- **Common** Reproductive Disorders & High-Risk Pregnancies
- Initial Breeding Stallion Evaluation & Safe Sample Collection
- Field & Breeding-Facility Semen Handling

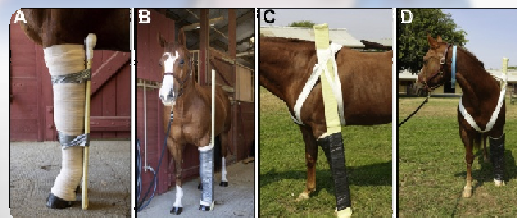
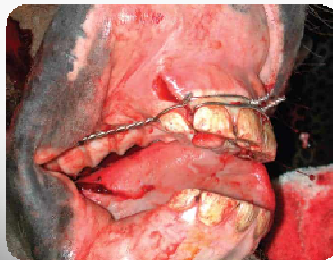
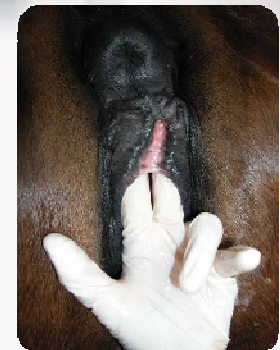


Detailed Course Curriculum



•F. Equine Surgery & Field Surgery

- **Sedation, Field Anesthesia** & Short-Duration General Anesthesia
- Safe Use of **Triple Drip** in appropriate cases
- Asepsis & Surgical Preparation under field conditions
- **Wound** & Laceration Management and Repair
- Common Field Surgical Procedures
- **Castration & Caslick's Procedure**
- Simple **Umbilical Hernia Repair**
- Common Soft-Tissue Conditions Suitable for Field Management
- Simple **Mandibular, Maxillary & Alveolar Fracture** Management
- **Initial Limb Fracture Stabilization**
- Appropriate Case Selection & **Referral** for Advanced Surgery

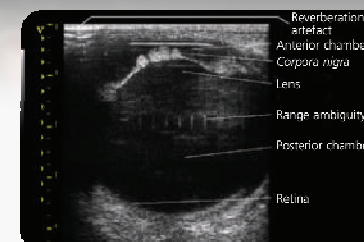
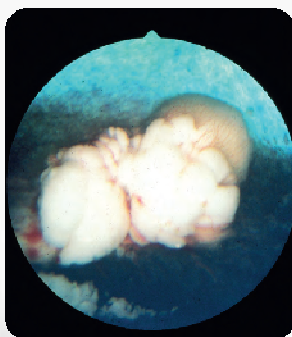
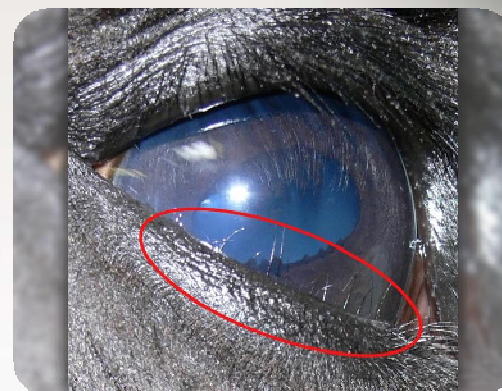


Detailed Course Curriculum



G. Equine Ophthalmology

- Systematic Ocular Examination & Basic Field Diagnostics
- Medical Management of **Common Ophthalmic Diseases**
- Subpalpebral Lavage System (**SPL**) Placement
- **Uveitis** & Equine Recurrent Uveitis (**ERU**)
- Ophthalmic **Emergencies**, Eyelid & Orbital Injuries
- Common Ophthalmic Medical **Therapies**
- Recognition of Cases Requiring Advanced Ophthalmic Referral

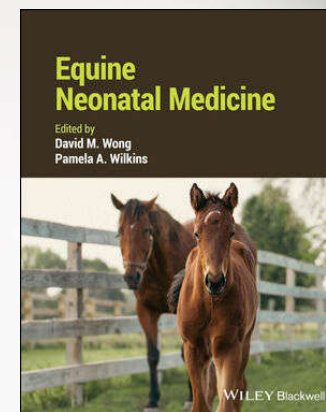


Detailed Course Curriculum



H. Neonatal Foal & Periparturient Medicine

- Mare & Foal Evaluation During Parturition and recognition of **Dystocia & Red Bag** Emergency
- Normal **Neonate Assessment** & early behavioral and physiological milestones
- **Retained Placenta & Postpartum** Care
- **Common Neonatal Emergencies:** Sepsis, FPT, Meconium Impaction, Intestinal Obstruction, HIE, Respiratory Distress, Prematurity & Dysmaturity
- Neonatal **Isoerythrolysis** & Umbilical Infections
- **Septic Arthritis & Uroperitoneum**
- **Neonatal Diarrhea**
- Practical Fluid Therapy & Critical Care



Practical Training



The following practical procedures are demonstrated and/or performed during the program, subject to the availability of appropriate facilities, equipment and suitable clinical cases at the host center. Depending on the procedure and clinical circumstances, participants may perform the procedure themselves under supervision, or observe the instructor performing it.

- **Complete Lameness Examination: Gait Observation, Palpation & Systematic Assessment**
- **Complete Pre-Purchase Examination (PPE)**
- **IV Catheter Placement**
- **Subpalpebral Lavage System (SPL) Placement**
- **Mare Reproductive Ultrasonography**
- **Stallion Semen Collection**
- **Mare Artificial Insemination (AI)**
- **Distal Limb Ultrasonography & Radiography**
- **Tendon & Ligament Ultrasonography**
- **Diagnostic Nerve Blocks: PDN, Abaxial Sesamoid, Low & High 4-Point**
- **Common Joint & Bursa Injections: Coffin, Pastern, Navicular Bursa, Fetlock, Carpus & Tarsus**
- **Sacroiliac Joint Injection**
- **Mesotherapy**
- **Auriculopalpebral & Frontal Nerve Blocks**
- **Bronchoalveolar Lavage (BAL)**
- **Upper Airway Endoscopy & Gastroscopy**
- **Ophthalmoscopy**
- **Nasolacrimal Duct Flushing**
- **Semen Evaluation & Processing**
- **Preparation of Shipped Semen**



- **Uterine Lavage & Endometrial Sampling**
- **Uterine Cytology & Culture**
- **Caslick's Procedure**
- **Castration**
- **Standard Dental Floating & Wolf Tooth Extraction**
- **Wound Repair**
- **Fracture Stabilization & Emergency Bandaging**
- **Nasogastric Intubation & Gastric/Cecal Decompression**
- **Abdominocentesis**
- **IgG & SAA Testing, and Failure of Passive Transfer (FPT) Assessment**
- **Lactate Assessment**
- **Urinary Catheterization & Uroperitoneum Assessment**
- **Regional Intravenous Limb Perfusion (RLP)**

Professional Outcomes for Participants



GPEP is not designed to create a Specialist within a short period of time. It aims to develop a confident, well-rounded and dependable Equine General Practitioner with a strong clinical foundation.



Following successful completion, participants will be better prepared to:

- Practice as an **Equine General Practitioner** in appropriate clinical settings.
- Assess cases **systematically** and develop Problem Lists and **Differential Diagnoses**.
- Recognize and **stabilize emergencies** and manage common conditions.
- Select appropriate diagnostic procedures and treatment approaches.
- Use Clinical Diagnostic & Management **Charts** for structured decision-making.
- Perform common clinical procedures at an appropriate professional level.
- Provide effective patient **monitoring**, follow-up and client **communication**.
- Recognize when to Consult or **Refer to Specialists**.
- Apply rational clinical decision-making to reduce unnecessary procedures and optimize diagnostic and treatment costs where appropriate.

Professional Pathway After the GPEP Course

GPEP is not the endpoint of professional education; rather, it can serve as the beginning of a focused pathway toward advanced specialization.

After establishing a strong foundation in General Practice, veterinarians may pursue further specialization according to their interests, abilities and professional needs in areas such as:

- Equine Surgery
- Equine Internal Medicine
- Equine Reproduction
- Equine Sports Medicine
- Equine Lameness
- Equine Emergency & Critical Care
- Equine Dentistry
- Equine Ophthalmology



GPEP serves as a bridge between:

General Equine Practice → Advanced Equine Specialization

International Approach and Program Development



Because the specialized educational materials, Clinical Charts, key terminology, Case Discussions and Clinical Communication used throughout the program are delivered in **English**, GPEP has strong potential to be developed as a standardized regional and international educational model.

GPEP is not limited to a particular country or veterinary system. Instead, it aims to provide transferable **Best Practices in Equine Practice** within a common educational framework.

Collaboration with:

- Veterinary **Universities**
- Equine **Hospitals & Clinics**
- Research Centers**
- Equestrian Federations
- Breeding Facilities
- Professional Training Centers

in different countries may provide opportunities to develop the program through various formats, including:

- Joint Equine Training Programs***
- Clinical Workshops***
- Advanced Equine Courses***
- Clinical Observerships***
- Continuing Professional Development (CPD)***
- International Clinical Exchange***
- Collaborative Research***
- Case-Based Online Education***



This structure has the potential to develop GPEP beyond a single educational course into an **international educational and professional network in Equine Medicine**.

The GPEP Vision

The ultimate vision of GPEP is to establish an:

International Equine General Practice Training Model

A model capable of bringing together:

Scientific Knowledge + Clinical Experience + Clinical Thinking + Professional Decision-Making + Practical Skills + Client Communication

within a single educational framework for Equine Veterinarians.

The ultimate goal is not simply for veterinarians to possess more information after completing the program.

The goal is for them to:

See the patient better, think better, make better decisions and provide better treatment.

GPEP aims to take veterinarians from:

Scattered Knowledge

to:

Structured Clinical Thinking

and from there to:

Practical Decision-Making.

Ultimately:



**THE ULTIMATE GOAL IS NOT SIMPLY TO TEACH
MORE EQUINE MEDICINE, BUT TO TEACH
VETERINARIANS HOW TO PRACTICE EQUINE
MEDICINE AS COMPLETE, CONFIDENT AND
CLINICALLY COMPETENT PROFESSIONALS.**

The philosophy of the program can be summarized in one sentence:

**From Knowledge to Clinical Thinking
From “Hi, Dr!” to the Final Outcome.**

*Dr Y. Nazem
2026*



GPEP | Global Collaboration & Expansion



GPEP is ready to be delivered and developed anywhere in the world where political, social, professional and operational conditions allow.

We warmly welcome collaboration with universities, equine hospitals and veterinary centers, professional associations, federations, educational and research institutions, and equine practitioners worldwide.

Our team is also eager to collaborate with individuals and organizations who can contribute their knowledge, experience, ideas and expertise to further develop the **GPEP** framework and contribute to the future versions of the program. **GPEP** is a growing educational platform — and we welcome those who can help us make it better.



Contact & Collaboration

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