

NAVMEC Meeting #3: Meeting Planner for Participants (Final 7 July 2010)

Day #1 = Clearly define **Core Competencies** and create tangible recommendations on **curricula, considering delivery tools and 'environmental factors'**

Day #2 = Understand the current state of **accreditation, testing & licensure**; create tangible recommendations for change

Day #3 = Discussion & recommendations to AAVMC Board for **implementation of NAVMEC recommendations**

Note: Facilitators' Meeting at hotel on Tuesday July 13, 5pm-6pm

Day #1, Wednesday, July 14 Buses to Oquendo Center depart SpringHill Suites at 6:45 am and 7:00am promptly

Meeting (8:00am – 5:30pm) @ Oquendo Center

| Time | Agenda Topic | Commentary + <i>Preparation in Advance before the Meeting</i> |
|---------------|---|--|
| 8:00 – 8:10 | Welcome from Board Chair | Dr Osburn |
| 8:10 – 8:30 | NAVMEC overview, deliverables & success factors Overview of output from Meetings #1 and #2 | Dr Mary Beth – REMINDER of overview Highlights from first 2 meetings – connect to Meeting #3 |
| 8:30 – 8:40 | Meeting #3 process + objectives | |
| 8:40 – 9:45 | Stimulus Presentations I: Competencies | 2x presenters, ~30 minutes each, incl. discussion 1. Dr Kate Hodgson on why we need to care about Core Competencies 2. Dr Theresa Bernardo: New & Emerging Competencies. <i>Review the competencies identified during Meeting #1 (see 3 slides included with this agenda)</i> |
| 9:45 – 10:00 | Break | |
| 10:00 – 10:05 | Breakout #1 set-up | Teams will be selected in advance, based on distribution of experience |
| 10:05 – 11:50 | Innovation Teams #1: Update descriptors for 8 core competencies and make recommendations for improved curricula; consider perspectives of both clinical and public practice | Teams have <u>1 core competency</u> on which to focus. 1. Use briefing 1-pager, then review and improve descriptors for each selected core competency. Are any competencies missing? 2. Identify ideas to change the curriculum to ensure its core competency is effectively taught and learned. <i>Consider how you would improve the descriptions for the core competencies AND the types of changes to the curriculum you would recommend</i> <i>Review in advance the curriculum ideas developed for the Re-Modeled VEMs in the Full Report of NAVMEC #2 which can be found on www.navmec.org under the Meetings and Reports button [See also separate breakout process descriptor, below]</i> |
| 11:50 – 12:00 | Verbal Reports from each Innovation Team in plenary | Team spokesperson to provide <u>verbal</u> hi-level overview of improvement ideas; breakout topics/questions on-screen. |
| 12:00 – 1:00 | Lunch + optional Oquendo Center tour (limited capacity) | <i>Decide in advance whether you want to tour the Oquendo Center</i> |
| 1:00 – 2:30 | Stimulus Presentations II: Delivery Tools & Environmental Factors that impact education | 5x presenters, 15 minutes each, incl. discussion 1. Student debt and starting salaries, Dr Jim Wilson 2. Cost of education to institutions (public and private), Dean Phil Nelson 3. Diversity, Ms Lisa Greenhill 4. Admission process & pre-requisites, Ms Hilda Mejia Abreu 5. Delivery tools & info overload, Dr Theresa Bernardo |
| 2:30 – 2:35 | Breakout #2 set-up | Teams self-select (limited seating) <i>Think about which of these areas you have strong interest and experience – bring knowledge and data to the meeting to support the breakout discussions; note that, because of 'limited seating', you may not be working in your first choice area</i> |
| 2:35 – 2:50 | Break | |
| 2:50 – 5:00 | Innovation Teams #2: Create recommendations for education that address the identified challenges | 1x team: delivery methods& learning styles 1xteam: information overload; |

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| | | 2x teams: cost of education & revenue sources 2xteams: student debt 1xteam: admission processes & pre-requisites 1xteam: diversity <i>See also separate breakout process descriptor attached as final page]</i> |
| 5:00 – 5:15 | Verbal Reports from each Innovation Team in plenary | Team spokesperson to provide <u>verbal</u> hi-level overview of improvement ideas; breakout topics/questions on-screen. |
| 5:15 – 5:20 | Preview Day #3 + Close | Buses at 5:30pm |

**Buses to Oquendo Center will depart SpringHill Suites at 6:45am and 7:00am, unless changes are announced previous day
DAY #2, Thursday July 15 (8:00am – 5:30pm)**

| Time | Agenda Topic | Commentary + <i>Preparation in Advance before the Meeting</i> |
|---------------|--|--|
| 8:00 – 8:10 | Welcome back + overnight reflections | |
| 8:10 – 9:50 | Educational Presentations: Accreditation | <p>Dr Jennie Hodgson: Changes in Veterinary Medical Education: Lost in Translation?</p> <p>Presentations to educate participants on accreditation <u>today</u> (AVMA policies, process for accreditation standards, oversight by US Dept of Education); what are the boundaries for changing curricula, how changes can occur, openness to change? AVMA presenters Drs Jim Brace & Laurie Jaeger will also show excerpts from the new AVMA video on CoE</p> <p>TBD: presenter on accreditation in other professions</p> <p><i>Think in advance about what you want to know about accreditation</i></p> |
| 9:50 – 10:05 | Break | |
| 10:05 – 11:50 | Educational Presentations: Testing & Licensure | <p>Presentations to inform participants on state/national testing <u>today</u> : how do states & the national testing bodies determine what to test for, who writes the tests, who correlates testing to societal needs/competencies; why both a national and state tests? NBVME presenter Dr Jay Hedrick</p> <p>New Concept: Menu-driven NAVLE. Presented by Mark Cushing & Ralph Johnson</p> <p>Presentations to inform participants on licensure <u>today</u>: the state licensure process, how it can be changed—risks, benefits, describe the present scope of limited licenses, and the Pros and cons, etc. AAVSB presenter Dr John King will also cover process and functions of Boards of Veterinary Medicine (licensing/regulatory bodies in each state)</p> <p><i>Think in advance about what you want to know about licensure & testing</i></p> <p>Combo panel discussion on accreditation, testing & licensure. Tentative panel members: Representing AAVSB: Robyn Kendrick, Drs Jon Betts and John King Representing AVMA: Drs James Brace, David Granstrom and Laurie Jaeger Representing NBVME: Drs Lynda Blythe, John Boyce and Jay Hedrick</p> <p><i>Reflect during morning presentations – any key questions still unanswered?</i></p> |
| 11:50 – 12:00 | Breakout #3 set-up | <p>Teams self-select (limited seating) <i>Think about which of these areas you have strong interest and experience – bring knowledge and data to the meeting to support the breakout discussions; note that, because of 'limited seating', you may not be working in your first choice area</i></p> |
| 12:00 – 1:00 | Lunch + optional Oquendo Center tour (limited capacity) | <i>Decide in advance whether you want to tour the Oquendo Center (last chance)</i> |
| 1:00 – 3:45 | Innovation Teams #3: Create recommendations for a) COE Accreditation Criteria b) Testing c) Licensure & Scope of Practice | <p>3x teams for each area Additions (e.g. diversity, business), Eliminations, Revisions What to evaluate, when to test etc. Limited licensure? Continuing professional development, etc?</p> |

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|-------------|--|--|
| | | <i>[see also separate breakout process descriptor, below that provides more detail]</i> |
| 3:45 – 4:00 | Break | |
| 4:00 – 5:00 | Verbal Reports from each Innovation Team in plenary (5mins/team) | Team spokesperson to provide <u>verbal</u> hi-level overview of improvement ideas; breakout topics/questions on-screen |
| 5:00 – 5:15 | Feedback & Discussion | 3-person panel of volunteer leaders to provide personal reflections – feedback on breakouts, and the work of NAVMEC |
| 5:20 | Preview Day #3 + Close | Buses at 5:30 |
| 6:15 – 7:45 | Reception at hotel | <i>Your opportunity to network with colleagues in a relaxed atmosphere</i> |

Please check out of hotel and bring luggage with you if you are departing today. Buses will leave from Oquendo Center for airport at close of meeting. Busses to Oquendo Center will depart SpringHill Suites at 6:45am and 7:00am.

DAY #3, Friday July 16 (7:45am – 12:00pm)

| Time | Agenda Topic | Commentary + <i>Preparation in Advance before the Meeting</i> |
|-----------------|--|---|
| 7:45 – 8:00 | Welcome back + overnight reflections | Please note earlier starting time today |
| 8:00 – 9:45 | Stimulus Presentations: Change Management | External: John P. Kotter, Ph.D. Internal: Dr Peter Eyre <i>Think in advance about your personal experience with implementing change</i> |
| 9:45 – 10:00 | Break | |
| 10:00 – 10:10 | Plenary set-up (clickers) | Explain process & use of tools |
| 10:10 – 11:45 | Plenary Discussion: feedback on implementation ideas | Use pre-submitted implementation ideas* |
| 11:45 – 12:00pm | Next Steps Closing comments | Clear process & timeline |

** All participants were asked to submit implementation ideas in agreed format before Meeting #3; these will be collated and prepared in a format suitable for multi-participant discussion/feedback.*

KA/MBL – 7 July 2010

Skills & Competencies I

- Multi-Species Clinical Expertise
 - *Diagnosis and therapeutic skills; animal behavior, wellness, and welfare*
 - *Prevention and treatment of common health problems*
- Interpersonal Communications & Education
 - *Facilitate doctor-patient-client relationship*
 - *Effective interactions with team members, colleagues & community*
 - *Oral & written communications, and use of e-media (social networking)*
 - *Perform compassionate health care delivery*
- Collaboration
 - *Work within a healthcare team to achieve optimal patient care*
 - *Partner with interdisciplinary healthcare providers, policy makers, etc.*
- Management (Self, Teams, Systems)
 - *Efficient operation of business; financial literacy*
 - *Resource allocation, delegation, prioritization & investment decisions*

Skills & Competencies II

- Public Health & One Health Promotion
 - *Prevent, diagnose & control zoonotic diseases*
 - *Involved in the political process and advocacy*
 - *Knowledge of food safety and security*
- Life-Long Learning
 - *Critical thinking, problem solving & curiosity*
 - *Invest in self-directed learning to develop and expand competencies*
- Ethical Professional Leadership
 - *Committed to health & welfare of patients*
 - *Protection of human health through ethical practice*
 - *Considered to be leaders in the community; media-savvy*
 - *Volunteer to be spokesperson*
- Adaptable to Changing Environments
 - *Able to quickly acquire technology expertise*
 - *Cultural diversity awareness & skills*

Skills & Competencies: Emerging & New

- Competency in a much broader spectrum of digital technology: communications, diagnostic & treatment
- Knowledge of eco-issues, climate change, 'green'
- Increasing awareness on ethical issues, including genetic modification
- Increased political engagement & advocacy
- 'One Health' may provide opportunities for new roles, requiring new skills (medical and non-medical)

BREAKOUTS (rev 7 July 2010):

| # | Topics | <i>Comments to Facilitate Attendee Preparation in Advance of the Meeting</i> |
|---|---|---|
| 1 | <p>Innovation Teams #1: Update descriptors for 8 core competencies and make recommendations for improved curricula</p> <p>8 teams selected in advance – one team per core competency</p> <p>Output is recommendations on how to define the competencies and how to improve the curriculum accordingly</p> | <p>Each team will have a 1-page briefing paper on the relevant <u>competency</u> ; this will be used to direct the discussion on</p> <p>a) updating the definition and description of the competency b) designing the perfect curriculum to produce graduates with this competency</p> <p>Aim for the discussion to be ‘generic’ – i.e. not focused on one VEM. Not necessary to be constrained by boundaries. Ensure that ‘new competencies’ are also considered.</p> <p>Note that the work of this breakout will largely feed into the written report – the plenary report-back will be hi-level and verbal (for info).</p> <p>Each team identifies areas of uncertainty or where more data is needed to make a sound recommendation.</p> |
| 2 | <p>Create improvement ideas: 2x teams: delivery methods; learning styles; info overload; 2x teams: cost of education 2x teams: student debt 2x teams: diversity & admission pre-requisites and processes</p> <p>Teams self-select to 1 area</p> | <p>Teams self-select to 1 area ‘Content Experts’ (speakers and others) will be assigned per area and will provide briefing document</p> <p>Participants to reflect on these topics in advance of meeting</p> <p>Each team identifies areas of uncertainty or where more data is needed to make a sound recommendation.</p> |
| 3 | <p>Accreditation, Testing & Licensure: 3x teams (3A): COE Accreditation Criteria 3x teams (3B): Testing 3x teams (3C): Licensure & Scope of Practice</p> <p>Teams self-select to 1 area</p> | <p>Accreditation Teams (A) – use the current listing of 11 standards as briefing document. PLEASE PRINT OUT & BRING WITH YOU. Available at www.navmec.org under the Meetings/Reports button, Meeting #3</p> <p>1. Try to fit all 8 core competencies into the 11 Standards of Accreditation. 2. Identify topics for additional consideration.</p> <p>Testing Teams (B) – use the listing of 8 core competencies as briefing document: 1. Teams pre-select to focus on 1) clinical practice, 2)public/industrial/regulatory/research practice, or 3) SKAs 2. Teams will review and update current testing methodologies in their selected area (who?when?how?)</p> <p>Licensure Teams (C) 1. Teams will do a ‘geographic’ analysis: compare state licensing vs. nationwide licensing Make a recommendation 2. Next each team will do a ‘species’ analysis: compare limited vs. unlimited licensure Make a recommendation 3. Finally each team will be asked if there is a better way to assure of competency.</p> <p>Each team identifies areas of uncertainty or where more data is needed to make a sound recommendation.</p> |
| 4 | <p>Implementation (Plenary ‘clicker’ session)</p> | <p>Participants will be asked to submit implementation ideas in advance of the meeting These will be collated into topic areas and Q&A format developed. Participants will provide feedback</p> |