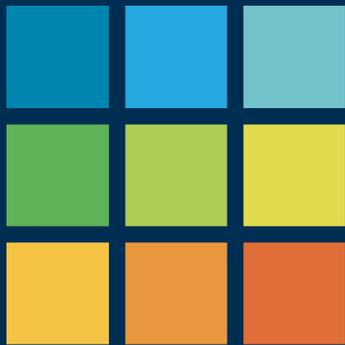




American Association of
Veterinary Medical Colleges



CBVE
Competency-Based
Veterinary Education

CBVE Newsletter – December 2021



Exciting News to Share

Welcome to the second installment of the CBVE Newsletter.

We are excited to announce new leadership for each of the CBVE Working Groups. They will attend the half-day virtual COVE retreat in December and assume their new roles in the new year. Congratulations to:

- Carolyn Gates (Analyze Working Group, Co-Chair)
- Heidi Banse (Catalyze Working Group, Co-Chair)
- Rosanne Taylor (Advocate Working Group, Co-Chair)

We want to hear from you so please use the following email address to reach us vetmed@cbve.org. Let us know what's on your mind about CBVE, ask a question, make a suggestion, let us know what is going on in your colleges or sign up for the newsletter.



Updates from COVE

The Royal College of Veterinary Surgeons (RCVS) has endorsed new accreditation standards for veterinary programs that will be implemented in January 2023. The new standards follow several years of review and stakeholder consultation on graduate outcomes. Key features include requirements for veterinary programs to have at least 70% of their clinical learning focused on general practice. Also, the accreditation focus has shifted away from inputs towards outputs. The new standards incorporate all the existing standards and are grouped into 6 areas (i.e., the learning environment; organization, culture, and values; educational governance and quality improvement; supporting students; supporting educators; and curriculum and assessment). Schools will report and provide evidence against the specific requirements of the standards in a new process. For the new standards click [here](#).



What is CBVE?

Many questions arise about the benefits of CBVE and how it compares to more traditional curricula. This table summarizes in very general terms some of the major differences between CBVE and more traditional educational models. Of course, these differences are not strictly dichotomous. For instance, formative/authentic assessments can be found in traditional approaches, and there are summative evaluations in competency-based education. However, the table illustrates general overall differences in emphasis.

Points of Difference	Traditional Education	Competency-based Education
Curriculum	Inputs drive the curriculum	Outputs drive the curriculum
Focus	Discipline based	Graduate outcome abilities
Goal	Knowledge acquisition (Instruction)	Knowledge application (Coaching)
Flow	Teacher → Learner	Teacher & Learner (partnership)
Evaluation	Summative / High stakes	Formative / Authentic learning environments for assessment

In this edition of the newsletter, we will highlight a few ways in which CBVE shifts the goal from knowledge acquisition in traditional curricula to knowledge application in competency-based

education. This can be especially apparent in the clinical phase of a curriculum, as programs use workplace-based assessment, in authentic environments. EPAs have gained widespread attention due to their synthetic nature of integrating multiple competencies across several domains. The CBVE EPAs provide an opportunity for students to perform workplace-based activities in the authentic clinical environment and faculty to assess student performance of multiple competencies within each EPA. This paradigm shift is applicable across the entire curriculum as we begin with outcomes (competencies, indicating what a graduate should be able to do by completion of the program) and use backward design to develop assessments, write learning objectives, and redesign teaching and learning strategies to help learners achieve these outcomes.

The key to writing learning objectives for all years that focus students' efforts on the required learning, is to start with the end in mind, by asking "What does an entry-level graduate need to be able to do, and how do they demonstrate that knowledge (as opposed to simply regurgitating it)?" By identifying and progressively building on the most important knowledge, skills, behaviors and attitudes that entry-level graduates need as veterinary professionals and building on it year by year enables all parts of the curriculum become aligned. Collectively, the focus of curriculum design (focusing on outcomes), along with student learning efforts and the coaching and feedback that teachers provide, directly align with what is required for achievement of the graduate outcomes.



Must Reads

[Bridging the Gap between Undergraduate Veterinary Training and Veterinary Practice with Entrustable Professional Activities.](#)

Favier RP, Ten Cate O, Duijn C, Bok HGJ.

In their article, Favier *et al* make the case for establishing a system of veterinary medical education based on units of professional practice called entrustable professional activities (EPAs). There are three key values placed on this system of entrustment with critical tasks as the learner develops competence, 1) support for the transition from veterinary student to veterinary practitioner, 2) reduction of the gap between demands of the classroom and the reality of employment, and 3) development of a system of longitudinal guidance that will support students and recent graduates. The authors point out that this system can be continued into professional development plans post graduation and has the potential to prevent the early loss of veterinary graduates from the veterinary profession.



Ask the Expert – Dr. Harold Bok

Were there outcomes data that led you to implement EPAs in the veterinary program at Utrecht?

In 2010 we implemented our competency-based clinical curriculum. Over the years we realized that, to bridge the gap between competency-based training and entering practice after graduation, there was a piece of the puzzle missing. This missing link turned out to be the definition of critical units of professional practice, i.e., EPAs. Together, competencies and EPA's, can be applied to form a matrix that provides structure for feedback, individual development, and longitudinal assessment.



How did you introduce EPAs into your program?

From September 2022 onwards we will introduce the CBVE competency framework and EPAs into our new, updated curriculum as foundational elements of our program outcomes. These program outcomes will be used to constructively align our entire program. To maximally foster students' development and simultaneously allow robust high-stakes decision-making, we apply a programmatic approach to assessment.

Have EPAs made a difference to the outcomes for your graduates, including transition to practice?

We did some pilot studies over the years, but we don't really know yet if they have influenced the transition from vet school to practice. Three years from now the first students will graduate that have experienced EPAs throughout their entire clinical training. So, how EPAs potentially support the transition to practice will definitely be on top of our research agenda.



From the Trenches - Dr. Erin Burton from the University of Minnesota's College of Veterinary Medicine

What motivated you to make the change to competency-based? Tell us about your use of CBVE. What teaching or curriculum element did you transform to competency-based?

At our college Education Day in 2018, I learned that a survey of our clinical year students showed that less than 25% perceived that they were receiving feedback on any given 2-week clinical rotation block. While I was initially flabbergasted by this percentage, I reflected on my own clinical year experiences and remembered that I felt the same way. I now recognize that this perception was not due to lack of feedback (I received feedback arguably all the time), it was that the feedback was not provided in a “space” that welcomed reflection or discussion, and that the feedback was often not actionable or too vague. Specific examples from my own rotation reports include, “keep reading to advance your knowledge” or “your communication could be better.” How could that feedback help me improve those skills and reach competency? I am still uncertain to this day.

Soon after, I learned about a pilot project at our college to evaluate the feasibility of using EPAs to help our rotational students receive immediate, high quality, and actionable feedback. I have assumed oversight of that project over time to expand implementation more broadly throughout many small and large animal rotations. During this time, we developed a dashboard that transforms the data from the feedback form into longitudinal visual data for students, house officers, veterinary assistants and nurses, and clinicians to review and reflect upon. We have found that providing and logging the feedback takes less than five minutes. Students now perceive that they are receiving feedback more frequently and that the feedback provides them with actionable steps to improve.

Knowing what you learned through the process, what advice would you give to another faculty member who is considering making a similar change?

Work within your college culture and identify areas in which there is motivation and enthusiasm for change. The CBVE Competencies, Milestones, and EPAs can be initially daunting for already busy faculty, staff and students. With consistent messaging, however, I have found that most recognize that their values are already seeded in a competency-based education. Encouraging them to “champion” one aspect of the competency-based model through quick training on user-friendly tools often gives the confidence and shared language to expand more broadly. For example, when training the anesthesia team on using the EPA feedback form, we worked together to identify what values/skills are important in a day-one graduate. Using that list, we reviewed the elements under EPA 7 (“Perform general anesthesia and recovery of a stable patient including monitoring and support”) and agreed on three elements within that EPA that the team was going to coach throughout each rotation block. Subsequently, that team has independently begun to expand to use of other EPAs in the toolkit and has become comfortable with the shared language. This has prompted them to seek out other meaningful ways to use the CBVE resources to accomplish their own goals.

What will you do next?

Prior to COVID, I became intrigued with the UMN Medical School model of individualized pathways using longitudinal integrated clerkships (LIC). An LIC is a mechanism to provide competency-based advancement, using EPAs and Milestones in a clinical setting, either in the community or an academic medical center. In 2020, we were positioned to launch our first 24-week longitudinal integrated pathway in our veterinary teaching hospital, but COVID put the brakes on that for now. I am now working with a few faculty to create their own LIC, to align their rotation objectives with the CBVE Framework to advance their educational goals.



Spotlight on the Ohio State University College of Veterinary Medicine

Each newsletter will highlight the use of CBVE at an individual AAVMC member institution. Please email us to let us know what is happening in your college related to CBVE (vetmed@cbve.org). We are interested in both successes and challenges within your program.

The Ohio State University College of Veterinary Medicine recently used the CBVE framework to help create the program outcomes, benchmarks and performance level indicators for their new curriculum. Starting with the CBVE competencies, the faculty worked backward to establish benchmarks and indicators that they expected to see at the end of year 4, then year 3, then year 2 and finally year 1 in our students. Faculty focus groups were then led by redesign team faculty members and there was overlap between several groups to ensure appropriate consideration. Once the benchmarks and performance indicators were developed, they were posted in the public space of the college for review by the entire community and comments received were considered for editing to a final version. Approval of the final document was then undertaken by the curricular redesign team and then the curriculum committee on behalf of the college faculty. Attached is a sample of a portion of the document created for:

- CBVE Domain - Communication
 - CBVE Competency 5.1 - Listens attentively and communicates professionally

[In this diagram – End of year benchmarks are in the first column for each year, and the numbered items are the performance level indicators (PLIs).

End of Year 1		End of Year 2		End of Year 3	
<i>Identify core communication skills</i>	1. Explain the importance of core communication skills 2. Apply core communication skills across different contexts 3. Identify strengths and weaknesses of multiple communication modalities	<i>Apply core communication skills</i>	1. Select and apply core verbal and nonverbal skills 2. Select and apply a modality of communication based on context	<i>Demonstrate multiple communication modalities</i>	1. Use multiple communication modalities in various contexts
<i>Reflect and respond to constructive feedback</i>	1. Explain the feedback cycle 2. Accept feedback 3. Demonstrate reflective listening	<i>Provide constructive feedback</i>	1. Provide constructive feedback to others 2. Demonstrate professionalism in all communication modalities	<i>Demonstrate the complete feedback cycle</i>	1. Demonstrate professional and bidirectional communication 2. Provide feedback to others that is balanced and descriptive in challenging situations
<i>Describe empathy</i>	1. Describe empathy and the skills used to reflect it 2. Use empathetic statements	<i>Demonstrate empathy</i>	1. Select and apply empathetic statements in a given situation	<i>Incorporate empathy into practice</i>	1. Plan and execute communication surrounding sensitive subject matter



Upcoming Events

CBVE Summer Session 2021 Town Halls #1 and #2

- To view the PPT and video of the sessions, please visit the website <https://cbve.org>

CBME 2021-2022 Webinar Series

- Each month, starting October 2021, click [here](#) for schedule and to register

AAVMC Annual Conference 2022

- March 3-5, 2022 at the Watergate Hotel in Washington, DC, click [here](#)

INs and OUTS of EPAs - Utrecht 2022

- April 7-9 2022, click [here](#) for more information

Veterinary Educator Collaborative (VEC) Symposium – June 28–30, 2022

- Hosted by Kansas State University, College of Veterinary Medicine
- Details to be announced

AMEE and Ottawa - Lyon 2022

- Both Conferences will be held as separate hybrid events August 27-31, click [here](#) for more information

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