CBVE Newsletter 9 – July 2024

Exciting News to Share - CBVE 2.0

As announced in the March 2024 CBVE Newsletter, the Council on Outcomes-based Veterinary Education (COVE) officially launched CBVE 2.0 at the AAVMC Annual Conference & Iverson Bell

Symposium in April 2024. This revised and expanded version of CBVE includes the CBVE Model (with previously published components, including the CBVE Competency Framework, Milestones, and Entrustable Professional Activities), the CBVE Assessment Toolkit, an overview of implementation strategies for CBVE, and supporting resources and references.

CBVE 2.0

Changes in CBVE 2.0:

CBVE Competency Framework

- Modification of competency 7.4 to create a new competency 7.6.
- Combining of competencies 9.1 and 9.2 into a single competency.
- Revised illustrative subcompetencies.

CBVE Milestones

- Expanded milestones which now include Pre-Novice 1 and 2. These levels are intended to be achieved before students enter full time clinical training.

CBVE Entrustable Professional Activities (EPAs)

- Some edits in Relevant Domains, descriptions, and Elements within Activities.

New in CBVE 2.0

CBVE Assessment Toolkit

- A how-to guide on assessing the CBVE Framework Competencies, with mapping of the CBVE Framework to 21 different types of assessment.

Strategies to support CBVE implementation

- Hints for curriculum mapping and redesign.
- Approaches to assessment and remediation.

Supporting resources and references

- QR codes that direct the user to short videos discussing CBVE key concepts, and a regularly updated list of relevant CBVE publications.

The downloadable CBVE 2.0 publication can be found here. If you have questions about CBVE 2.0, please don't hesitate to reach out.
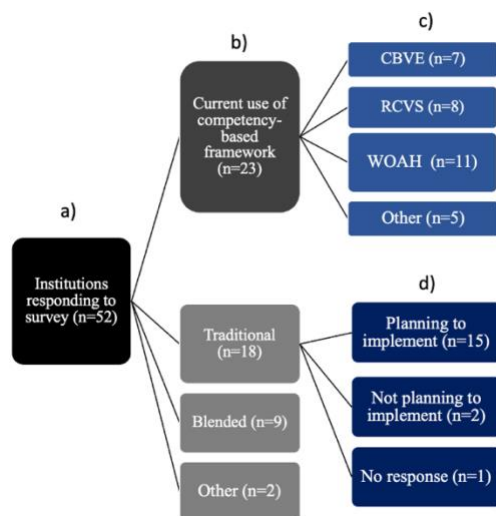

Survey on International CBVE Implementation

In Spring 2024, the CBVE Outreach Working Group conducted an international survey of veterinary institutions. This survey was distributed via the AAVMC Council on International Veterinary Medical Education (CIVME), a group that shares veterinary medical education best practices on a worldwide scale with representatives from eight major global regions. This recently launched survey was a follow-up to the survey by the CBVE Catalyze Working Group in 2022 that was largely distributed to North American schools and published in the Journal of Veterinary Medical Education in April 2024 (Banse et al, 2024). The purpose of this international survey was to build on the results on CBVE implementation from North American schools by gathering

information about the status of competency-based education implementation in international programs.

Survey questions ranged from current type of curriculum (i.e., traditional inputs-based, competency-based, or blended) to future plans for programs to implement a competency-based curriculum. Respondents who implemented a competency-based curriculum were also asked what type of competency framework was being used. A detailed summary of questions and responses is summarized in Figure 1.
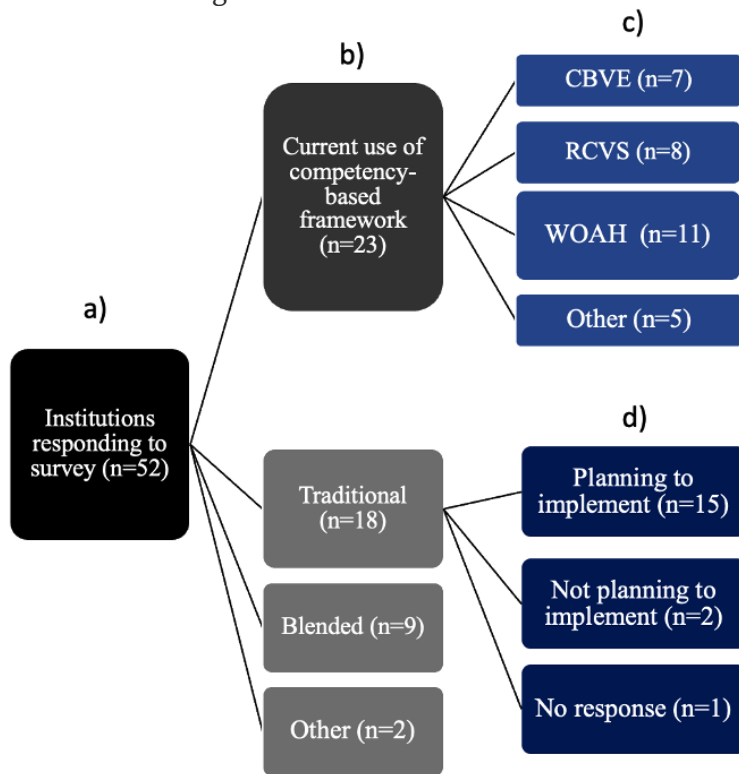
Figure 1. Survey results. a) Number of institutions responding; b) type of curriculum currently implemented; c) type of competency-based curriculum; d) plans for implementation of competency-based education.

Overall, these results reflect growing international adoption of competency-based education. Respondents were asked about successes and challenges of implementing competency-based curricula, which were thematically analyzed.

One of the most commonly reported successes was use of competency-based frameworks to support accreditation. CBVE has been successfully cross-mapped to other competencies, including the AVMA COE 9: CBVE-AVMA COE cross map, the AVBC Framework, RCVS Framework, EAEVE Day 1 competencies, and WOAH Day 1 competencies: AVBC, RCVS, EAEVE, WOAH. *Please note*, that some of these frameworks require additional competencies based upon the standards of international accrediting bodies outside of the AVMA COE. For programs using

the CBVE 2.0 Model, maintaining fidelity to published domains and competencies is strongly recommended by the CBVE. This approach ensures alignment with cross-mapping to AVMA COE competencies for accreditation.

A key challenge cited to implementing competency-based curricula was actual or anticipated resistance to change. We understand! While for some change is welcome and invigorating, for others it can feel overwhelming and perhaps scary. It is important to reflect on your answers to the following questions, among others, and how you would reply when asked:

- Why are you making this change?
- How are you going to communicate the change?
- How will you measure its success?

As mentioned above, there are many emotions involved when change occurs, some of which are fear of the unknown, apprehension about increased workload required to develop new materials, a fear of loss of the status quo, including fear of loss of the identity of disciplines in the curriculum, and a lack of confidence in designing, teaching and assessing differently. As with the launch of any new initiative or model, adoption and 'buy-in' from stakeholders is variable from innovators to late adopters, as illustrated below.
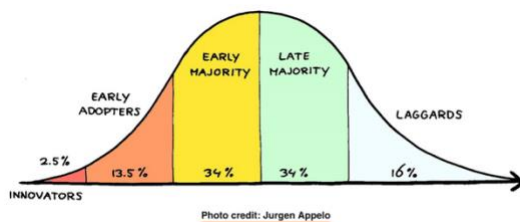

From ASAE: The Center for Association Leadership

This is true across veterinary education just as it is in other industries. Understanding this, creating a culture of feedback (ask questions and be receptive to the input), being inclusive and recognizing that there will be bumps along the road are important for moving the implementation process forward.

Managing teams during change has been widely studied and there are many resources available. One that has defined steps is known as the 8 Step Model of Change by John Kotter. Kotter's steps are: create a sense of urgency, build a guiding coalition, form a strategic vision, enlist a volunteer army, enable action, generate short term wins, sustain acceleration and finally institute change (The 8-Step Process for Leading Change | Dr. John Kotter (kotterinc.com). Following this type of

plan, understanding the feelings of those impacted by the change, celebrating the wins, learning from the challenges, and being persistent enable you to move the process forward!
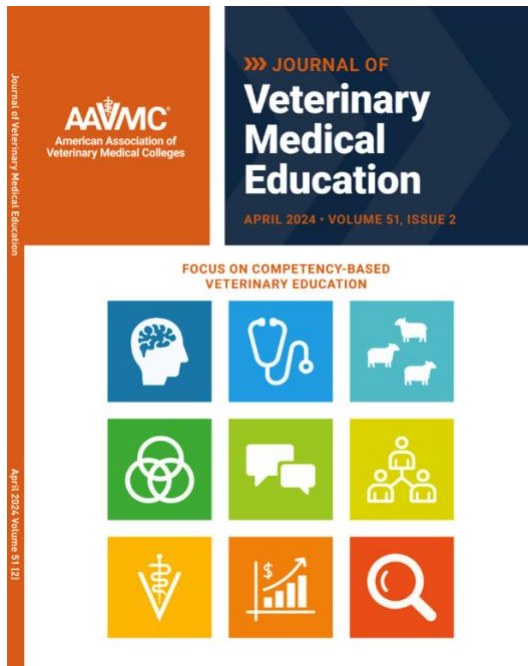
Must Reads (Recent Publications)

The Development and Implementation of a National Veterinary Graduate Development Programme (VetGDP) to Support Veterinarians Entering the UK Workforce. Prescott-Clements et al, JVME Volume 51, Issue 2 April 2024 pp. 209-214.

- In response to the challenge of attrition in the UK veterinary workforce, due in part to job dissatisfaction and mental health concerns, VetGDP has been developed from a framework of professional activities that allow flexibility and customization based on the role each new veterinary graduate enters. Each new graduate is assigned an Advisor, and this program has been implemented on a national level in the UK with engagement ensured through the RCVS Code of Professional Conduct. A major goal of this initiative is to provide support to new graduates as they transition from veterinary school to the workforce.

Growth Mindset in Veterinary Educators: An International Survey. Guttin et al, JVME Volume 51, Issue 2 April 2024 pp. 248-254.

- Mindset theory (Carol Dweck) describes whether an individual believes attributes ca be honed (e.g., growth mindset) or are innate (e.g., fixed mindset). Mindset impacts

veterinary educators approaches to teaching, participation in faculty development, and openness to curricular change. Considering the building momentum surrounding competency based veterinary training, it is important to identify the prevailing mindset of veterinary educators. The study population demonstrated growth mindset for most all described traits, with a trend in years of teaching being associated with the growth mindset. In general, veterinary educators demonstrated a higher rate of growth mindset than the general population.
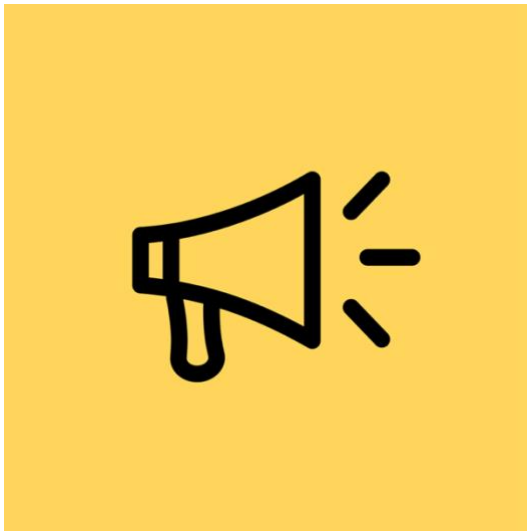
Updates from the Working Groups

CBVE Activate

A major focus of the Activate Working Group is to develop supporting materials and resources to facilitate implementation of CBVE 2.0. In addition to the existing, just-in-time videos, Activate will be developing instructional/professional development modules that can be used to engage veterinary educators and provide key training related to the CBVE 2.0 Model, curricular (re)design, implementation, and assessment. We want your input! What topics would you like us cover as we begin to develop these educational modules? Please reach out to us at cbve@cbve.org with ideas and suggestions to the attention of the Activate Co-Leads, April Kedrowicz and Kathy Salisbury.

CBVE Analyze

The Analyze Working Group published an abbreviated version of the Assessment Toolkit as part of the CBVE 2.0 document revealed in April 2024 at AAVMC. The entire Toolkit is always available on the CBVE website at CBVE.org. We have recently closed a survey comparing student versus faculty perception of final year clinical feedback, and data are currently being analyzed. A manuscript on Entrustable Professional Activities is soon to go out for review. A commentary has been drafted on assessment of the CBVE domains of communication, collaboration, and

professionalism. Work continues on a new table for the Toolkit which maps assessment tools to competency areas.

CBVE Outreach

The Outreach Working Group continues to publish CBVE Newsletters three to four times per year. We would love to hear what you would like to read about in future editions! We will be engaging additional groups seeking more information on CBVE by offerring virtual webinars and other learning opportunities. Please reach out to us at cbve@cbve.org with ideas and suggestions.
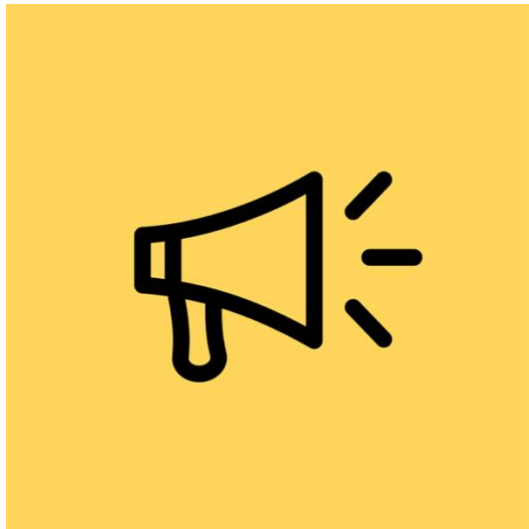
Call for New Working Group Members

Are you interested in joining the CBVE initiative?

The CBVE Working Groups are looking for passionate volunteers to join the continuing work of advancing competency-based education in veterinary programs worldwide.

Please find additional information on submitting your application here.

Submissions requested by August 1, 2024

Please direct questions about this opportunity to the AAVMC Council on Outcomes-based Veterinary Education (COVE) leadership Kristin Chaney, Jessica Meekins, and Jennie Hodgson.

Upcoming Events

- International Symposium of Veterinary Schools July 4-5, 2024 Dublin, Ireland. Click here.
- 4th World Summit in Competency Based Education in Health Professions, August 22-23, 2024 (AMEE ICBME pre-conference workshop). Click here.
- AMEE (International Association for Health Professions Education) August 24-28, 2024 Basel, Switzerland. Click here.
- InVeSt (International Veterinary Simulation in Teaching), University of Surrey, United Kingdom, August, 28-30, 2024. Click here.
- Primary Care Veterinary Educators Symposium October 16-19, 2024 The Ohio State University. Click here.