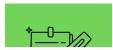# CBVE Newsletter 12 – July 2025

Welcome back to another edition of the CBVE Newsletter. The CBVE Workshop took place at the beginning of June as part of the Academic Veterinary Medicine Symposium, hosted by AAVMC and Texas A&M University. Here we will present some of the highlights from this excellent meeting covering subjects including curriculum development, assessments and remediation.

In Memoriam

With heavy hearts, we share the news of the passing of Dr. Jared Danielson, Senior Associate Dean for Academic Affairs at Iowa State University. Dr. Danielson was a key member of the Council on Outcomes-based Veterinary Education since 2018 and also served as the Co-Chair of the CBVE Analyze Working Group. Dr. Danielson is remembered as a selfless collaborator who made substantial contributions to veterinary education and the advancement of CBVE.

Competency-based Health Professions Education (Dan Schumacher, MD, PhD, MEd)

Reflections on two decades of competency-based health professions education research and Implementation: what have I learned. Dr. Schumacher provided a historical perspective regarding competency-based education, including key points surrounding the importance of considering a holistic approach to implementation of CBE (not just changing assessment!), ensuring assessment incorporates the "why" not just the "how", incorporating patient and trainee perspectives into assessment, ensuring assessment is equitable, making key progression decisions intentionally based upon more data than a single high stakes examination, and recognizing there is subjectivity in all assessment decisions.

Curriculum Development

Where do you find the data? Evidence-based curriculum development. This workshop was presented by members of the CBVE Collaborate Working Group, who have focused on implementation of CBVE in their respective institutions. During the workshop they provided insights as why an evidence-based approach is critical to curricular development, review and/or redesign and the types of evidence that helps inform this process. They outlined the sources where this evidence might be found and how to evaluate the usefulness of the available data. A brainstorming session then focused on designing systems for gathering data to evaluate curricula and the evidence/data needed to support good ongoing curricular decisions.

Curriculum Mapping Workshop

A painful but powerful process!?! How to make the most of your curriculum map? Workshop participants performed a mapping exercise using the course outcomes for a set of 12 courses to create a matrix that demonstrated how CBVE Competencies were distributed across a DVM program. Participants then reviewed and discussed the sequencing of course outcomes/ competencies based upon the matrix and determined where gaps and/or redundancies occurred as opportunities for curricular improvement. Assessment data for three of the courses were examined and evaluated for alignment between course outcomes and mapped assessments; a critical exercise to ensure competencies are assessed based upon course outcomes and to ensure the sequencing outlined in the matrix. And finally, assessment data, mapped to course outcomes (CBVE Competencies), were reviewed as a mechanism to identify at-risk students and as a component of programmatic assessment. Discussions focused on the challenges and possible solutions associated with curriculum mapping.

Clinical Reasoning (Nikki Woods, PhD)

Applying clinical reasoning in a basic science curriculum. Nikki Woods highlighted the importance of helping students build semantic networks that integrate conceptual (basic science) and procedural knowledge to support clinical reasoning. These networks, rather than parallel streams of knowledge, form linked nodes that enable students to navigate complexity and uncertainty in practice. She highlighted that fostering understanding of foundational science inherently promotes critical thinking, without needing to teach it separately. One effective approach discussed was the use of productive struggle, intentionally challenging students early to deepen engagement and consolidate learning.

Faculty Development Workshop

Anticipating challenging conversations and developing tools for managing inter- and intra-personal conflict to support implementation of CBVE. Nance Algert, PhD, and Kenita Rogers, DVM, MS, Diplomate ACVIM worked with workshop participants in a series of modules that highlighted the challenges associated with day-to-day faculty interactions and focused on options for tackling difficult conversations. Mechanisms to support faculty seeking to implement CBVE were outlined and practiced by participants.

Assessment (Kent Hecker, PhD)

Using assessment to support competency development. The importance of multiple assessment tools and opportunities for assessment were emphasized in this keynote speech. Dr. Hecker primarily focused on the use of low stakes, formative feedback in shaping assessment for learning and assessment of learning for individuals engaged in clinical training.

Pre-Clinical Assessment

Developing an assessment program for the preclinical curriculum. This workshop focused on aligning assessment and learning activities with intended learning outcomes (ILOs), using the CBVE framework and milestone descriptors to guide competency development. Particular attention was given to challenging competencies such as communication, collaboration, and professional identity, which are critical yet harder to assess. NC State's model was highlighted as an example, where students set personal communication goals, develop team contracts, and participate in recorded clinical reasoning assignments followed by team evaluation, faculty feedback, and self-reflection. These strategies support intentional development, clear evaluation, and documentation of communication and professionalism across the curriculum.

Clinical Assessment

Advancing clinical assessment practices through the use of the Competency-Based Veterinary Education (CBVE) Model. This workshop explored Entrustable Professional Activities (EPAs) and in-training evaluation reports (ITERs) for implementation of CBVE in clinical training. Participants worked through EPA and ITER examples, engaging in discussions on how EPAs provide a structured approach to formative feedback for assessing students' readiness for professional

tasks and how ITERs support continuous skill development.

Remediation

Developing and coordinating the team and *Putting it all together and making it happen.* The first part of this workshop focused on best practices in remediation, using case examples to illustrate students struggling in different areas of clinical practice and how to develop a "problem list" for each student based upon multi-source data. The second part of the workshop focused on developing individualized remediation plans for students struggling in different areas of clinical practice, including collaborative development of plans for monitoring and re-assessment. Examples of approaches to remediation for case examples were provided.

Future of CBVE (Shelley Ross, PhD)

How do we get from here to there, and what does "there" look like? Dr. Ross provided a compelling discussion on the future of competency-based education (CBE) based on her experiences in Family Medicine in Canada. To this end, she first highlighted some of the current 'pitfalls' in CBE, including how students are being assessed. Dr. Ross then provided some potential solutions including the importance of evaluating development of competence of over time (i.e., are learners developing the habits needed to be 'competent at being competent') and a tool that has been effectively used in family medicine to provide quick, effective, formative feedback to trainees ("Field Notes").

News

The cbve.org website will be migrated to AAVMC's website as a webpage in September. Additional details regarding the migration will be forthcoming as information becomes available. The cbve.org website link is still functional and will direct you to the appropriate location.

Updates from the Working Groups

CBVE Analyze

Analyze acknowledges the loss of one of its founding members, Dr. Jared Danielson, whose last manuscript is in the final stage of submission to a journal by a co-author. This manuscript is a multicenter analysis of the use of Entrustable Professional Activities (EPAs) for evaluation of student performance in a clinical setting. There are several other manuscripts in preparation or revision that should be published in the next few months. Over the summer, our main task is to

identify the direction of our next research question.

CBVE Activate

Activate continues to develop Just-in-time videos. Soon to be released videos include a series on curricular mapping and a video on In Training Evaluation Reports. Another video on pre-clinical milestones is in the early phase of development. The group is also working on Grab & Go Kits that include instructional materials and activities that can be used for hosting workshops at your own institution. Currently, kits are being developed on how to promote reflection and feedback in the curriculum and another one on EPA assessment.

CBVE Outreach

Outreach continues to publish quarterly newsletters. Outreach is also available for consultation regarding development of subcompetencies for groups seeking additional granularity in specific areas (click here). Guidelines and FAQs regarding development of subcompetencies are available here. Please reach out to cbve.org with your ideas and suggestions—we value your input!

CBVE Collaborate

Collaborate is continuing to provide outreach to educators by offering curriculum development workshops at the recent Academic Veterinary Medicine Symposium at Texas A&M and VetEd at the University of Bristol.

Upcoming Events

- **AMEE 2025 (The International Association for Health Professions Education)**
    - **Save the date**: August 23-27, 2025
    - **Location**: Barcelona, Spain.
    - **More information:** Click here.
- **AMA Change MedEd 2025**
    - **Save the date:** Sept 11-13, 2025
    - **Location:** Chicago, Illinois
    - **More information**: Click here.
- **InVeST 2025** (International Veterinary Simulation in Teaching)
    - **Save the date:** October 17-19, 2025
    - **Location:** Amarillo, Texas (Texas Tech)
    - More Information: Click here.