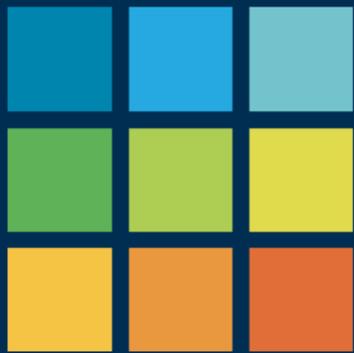




American Association of
Veterinary Medical Colleges



CBVE
Competency-Based
Veterinary Education

CBVE Newsletter 8 – March 2024



Exciting News to Share - CBVE 2.0

The Council on Outcomes-based Veterinary Education (COVE) is excited to announce the upcoming release of Competency-Based Veterinary Education (CBVE) 2.0 at the 2024 Annual AAVMC Annual Conference & Iverson Bell Symposium in Washington, D.C. Please continue reading for a brief review summary on the CBVE Model and the updates that will be shared with the newest version.



CBVE 2.0

CBVE Model overview

The CBVE Model is comprised of three component parts: 1) *CBVE Competency Framework*, 2) *CBVE Milestones*, and 3) *CBVE Entrustable Professional Activities (EPAs)*. The Competency Framework describes nine Domains of Competence and 32 Competencies. Domains are broad distinguishable areas of

competence that represent the general descriptive framework for the veterinary profession, while competencies are observable (e.g., can be measured and assessed to ensure acquisition) abilities of a health professional related to specific activities that integrate knowledge, skills, values, and attitudes. Milestones are defined, observable markers of an individual's abilities along a developmental continuum, and these descriptive markers have been developed for all 32 competencies. EPAs are essential tasks of the discipline that a learner can be trusted to perform with limited supervision in a given context, once sufficient competence has been demonstrated.

The original CBVE Model was published in 2018, and while there have been updates developed for version 2.0, the overarching goals of this model remain the same: to prepare graduates for independent practice and to create a shared mental model to advance veterinary medical education.

Three notable additions can be found in CBVE 2.0. These include updated *CBVE Milestones* that extend into the preclinical curriculum, the *CBVE Assessment Toolkit*, and *CBVE Implementation Strategies* that highlight ways to use CBVE in veterinary training programs.

Revised milestones

The CBVE Milestones are written at distinct levels to describe the expected performance across the learning continuum for each competency across a program. Milestones for the authentic workplace setting were developed in the original CBVE Model, with *Novice* set as the minimum expectation for entry into the authentic workplace (i.e., clinical experiences) and *Competent* being the expected progression point at the time of graduation. Veterinary training programs include foundational instruction to prepare learners for patient management in the authentic workplace. In CBVE 2.0, preclinical milestones are identified as *Pre-Novice 1* and *Pre-Novice 2*, where learners are developing competence in standardized and simulated environments. These milestones represent learner development that is expected from the start of the training program, across the early phases, and up to entry into the authentic workplace setting (e.g., clinical experiences). In medical education literature, competence is a stratified concept; it builds upon itself as the learner progresses across a developmental continuum. Preclinical milestones represent foundational, context independent knowledge and skills that are integrated and applied in standardized exercises and simulated scenarios. The preclinical milestones allow a tangible link, or *golden thread*, that connects clinical training to the preclinical foundational science components of the veterinary program.

CBVE Toolkit

Unlike traditional inputs-based curricula, CBVE is outcomes-based and learner-centered. The creation of observable competencies that are measurable to ensure acquisition highlights the importance of assessment in the CBVE Model. The CBVE Analyze Working Group has developed an assessment toolkit, which is a collated list of summaries and references for 21 evaluative tools. CBVE Model 2.0 includes an abbreviated version of the Toolkit with descriptions and pros/cons for each tool. In the complete Toolkit, each of the 21 tools is described with reference to associated domains and competencies, documented uses, evidence for efficacy (pro and con where available), and selected references.

CBVE Implementation Strategies

Fidelity of implementation is critical to successfully evaluate the effectiveness of the CBVE Model. Fidelity of implementation and data sharing will allow for comparison of cohort performance within and across programs, to identify and address any concerns, and to determine if competency-based curricula are resulting in improved learner outcomes. This new section in the CBVE Model 2.0 provides practical guidelines and examples of implementation for institutions and faculty as they engage in activities such as curriculum mapping and alignment in the curricular review process, curriculum redesign, customization of the CBVE Model illustrative subcompetencies, assessment in the clinical and preclinical environments, and remediation.



Must Reads (Recent Publications)

Expectations of Community Practitioners, Nichelason et al, J Vet Med Educ, 2023

- In a comparative study between veterinary practitioners and students, we found that students have significantly higher expectations of their independent performance upon graduation than their perceived ability to meet those expectations. Moreover, students' self- expectations

surpassed the expectations held by practitioners for new graduates. This disparity raises concerns and indicates the need for further investigation and interventions, as unrealistic self-expectations can contribute to stress-related burnout experiences by early-career veterinarians.

***Implementation of a Clinical Entrustment Scale and Feedback Form in an Academic Veterinary Medical Center: An Empirical Analysis of Goal Oriented Learner Driven-Entrustment (GOLD-E) Assessment Tool*, Burton et al, *J Vet Med Educ*, 2023**

- Researchers explored the following questions: how do faculty, technicians, and residents/interns integrate GOLD-E into their assessment process? Is GOLD-E user friendly? How do faculty, technicians, and residents/interns navigate the shift from evaluator to coach? This empirical analysis highlights the necessity for revisions in the GOLD-E assessment tool as well as broad systemic changes to drive transformation in the culture of assessment including: a better understanding of how to effectively integrate feedback and coaching; continued training opportunities for coaches on the use of the GOLD-E tool; and a shared vision of the role coaches play in the everyday expectations and practices of learning to become a practicing veterinarian.

***Development and Use of the Competency-Based Veterinary Education (CBVE) Assessment Toolkit*, Foreman et al, *J Vet Med Educ*, 2023**

- The CBVE Assessment Toolkit is a resource designed to help instructors choose from an array of assessment tools to evaluate learners' progress through the curriculum. Twenty-one tools are described, including examples, documented uses, evidence for efficacy (pros and cons where available), and selected references. The toolkit may be found under the "resources" tab at [cbve.org](https://www.cbve.org).



Updates from the Working Groups

Catalyze

The Catalyze Working Group continues to produce *just-in-time* CBVE educational videos that can be found under the 'resources' tab at [cbve.org](https://www.cbve.org). There are currently three videos available:

CBVE: [What is it and why should we do it?](#)

CBVE: [A model for providing feedback](#)

CBVE: [Helping our learners make the most of feedback](#)

Additional videos are planned and will be periodically released & posted throughout 2024, so check back often!

Analyze

The Analyze Working Group continues to refine the Assessment Toolkit and welcomes input from the veterinary medical education community with ideas about how to modify and improve it. We recently published two manuscripts in JVME, with a third in preparation that compares several entrustment scales. We are working on a new table for the Toolkit that maps competency areas to assessment tools, and for which we may be soliciting additional outside input. And we are designing two new studies as well.

Advocate/Outreach

The Advocate Working Group has an updated name to better reflect its mission and goals. It will now be referred to as 'Outreach', emphasizing the important role of supporting adoption of CBVE globally across the veterinary profession. We continue to publish this newsletter three times per year, focusing on CBVE related topics, highlighting CBVE publications, and announcing upcoming events.



Upcoming Events

- AAVMC Annual Conference & Iverson Bell Symposium, April 11-13, 2024 Washington, D.C. Click [here](#).
 - University of Minnesota Education Day May 17, 2024.
 - 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](#).
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