



American Association of
Veterinary Medical Colleges



CBVE
Competency-Based
Veterinary Education

CBVE Newsletter 10 – November 2024

Welcome back to another edition of the AAVMC CBVE Newsletter! The focus of this issue is on implementation of the CBVE Model in your programs. On pages 87-90 of the CBVE 2.0 document, we have incorporated a new section on CBVE Implementation Strategies. This section briefly summarizes six specific activities institutions and faculty can engage with during the implementation process. In this issue, we will highlight **curriculum mapping and redesign**. Be on the lookout for in-depth coverage of the other implementation strategies, including opportunities for customization of the CBVE Model, assessment in the pre-clinical and workplace environments, and remediation, in future editions. Stay tuned!



Curriculum Mapping and Redesign

The Why:

Mapping and redesigning your curriculum to align with the CBVE Model ensures students are supported in their training across the competency framework and are prepared to enter independent practice. Curriculum mapping enables a view of your educational program that can be shared amongst faculty, staff and students (Harden, 2001), and may act as a recruitment tool for students visiting your program website. The process of mapping also allows the curriculum to be streamlined as it is redefined by the outcomes within the CBVE Competency Framework. By focusing on the outcomes, the issue of content creep that happens over time may be addressed in a meaningful objective manner.

The Process:

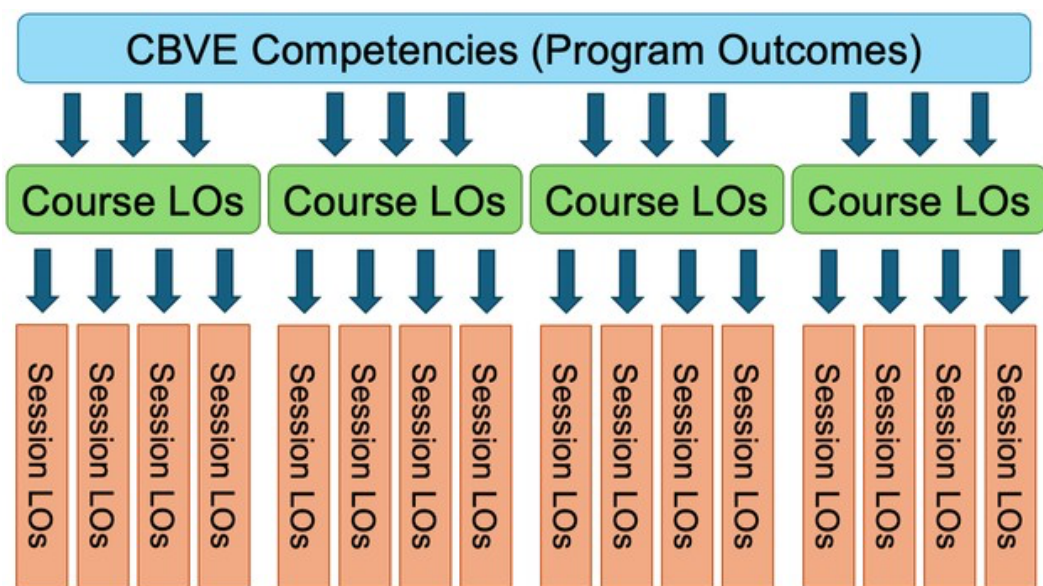
Mapping your curriculum to the CBVE Competency Framework is an important step in curriculum review as it allows for identification of gaps or redundancies in the curriculum. When engaging in the process of curriculum mapping, it is important to start with the program outcomes, then

move towards increasing granularity with course outcomes, then individual learning session outcomes (Taylor, 2009; Figure 1). This ensures all session level outcomes align with the bigger picture of the program. Mapping content at the session and course level only to a single competency in the CBVE Competency Framework ensures accurate identification of competency coverage across the program. This process will highlight areas where there may be excessive coverage (inappropriate redundancy) or deficient coverage of various competencies. Each competency within the framework is expected to be introduced, reinforced, and demonstrated across the program (Fowler, 2015; Chaney et al, 2017). Documenting where the competencies are covered within the curriculum helps to ensure appropriate sequencing of content and outcomes to promote student growth, learning, and acquisition of outcomes by graduation. Forming faculty teams or working groups to review the map following its construction promotes discussion and the shared vision of how course, session, and/or program level outcomes map to the CBVE Framework.

Dynamic Curricular Mapping:

As curricula evolve, it is important to ensure the curriculum map is revisited and kept up to date. New curriculum mapping technology, including artificial intelligence software, can ensure curricular components are reviewed and maintained. Accurate cataloguing of session and course outcomes, content, and assessments is particularly important to support faculty that may be new to a course or session. Dynamic mapping is also a critical component of continuous quality improvement of the curriculum.

Learning Outcomes in Curricular Design:



Taylor 2009

Figure 1. Overview of curriculum mapping process. Curriculum mapping starts with CBVE Competencies (Program Outcomes), then moves to course learning outcomes and session outcomes.

Examples of Curricular Mapping:

Below is an example of mapping a learning outcome to the CBVE Framework:

1) Performs surgical hand scrubbing

- Which Domain? **Domain 2**
- Which Competency? **Competency 2.1**



For additional opportunities to practice mapping to the CBVE Framework, scan the QR code:

References:

Harden RM. AMEE Guide No 21: Curriculum mapping: a tool for transparent and authentic teaching and learning. *Medical Teacher*, 2001; 23: 124-137.

Fowler D, Lazo M, Turner J, et al. Facilitating program, faculty and student transformation: a framework for curriculum redesign. *Journal of Transformative Learning*, 2015; 3: 59-73.

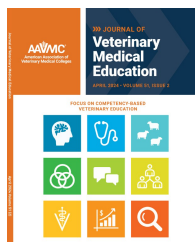
Chaney K, Macik ML, Turner JS et al. Curriculum redesign in veterinary medicine: Part I. *Journal of Veterinary Medical Education*, 2017; 44: 552-562.

Taylor RM. Defining, constructing, and assessing learning outcomes. *Revue Scientifique et technique*, 2009; 28: 779-788.



News to Share

The [4th World Summit in Competency-Based Education in Healthcare Professions](#) was held on August 22-23, 2024 in Basel Switzerland. With the theme of “Advancing Global Implementation,” the event saw strong participation from COVE, and Working Group members were well represented. Erin Burton (UMN) gave an introduction to EPAs, while Kristin Chaney (TAMU) contributed as both a member of the planning committee and a presenter on the development of CBVE 2.0. Laura Molgaard (UMN) gave a plenary presentation, sharing the “Vet Med Story” on the successful implementation of CBVE across borders. Emma Read (OSU) offered valuable lessons on implementation as well as using CBVE to provide longitudinal assessment of student development. Other CBVE attendees were Deb Freedman (UMN), and Kathy Salisbury (Purdue).



Must Reads (Recent Publications)

A scoping review on the use of reflection and reflective portfolio in veterinary education. Jones A, Cobb K, and England G. *Vet Record*
[Open 07 May 2024](#)

- The practice of meaningful reflection is considered a necessary competency within the CBVE framework within Domain 7: Professionalism and Professional Identity, with portfolios commonly used to document reflective learning. This paper reviews research in this area specific to veterinary education and discusses the evidence around the use of reflective learning. As veterinary educators consider how to implement or improve the use of reflective learning within curricula, this paper is an excellent resource to learn about the different methods that are currently being used, what has been successful, where opportunities lie, and where there are gaps in our knowledge.



Updates from the Working Groups

CBVE Analyze

The Analyze Working Group has welcomed four new members to reinvigorate our membership and bring new perspectives to ongoing and

proposed working group research. The group is currently analyzing data from a survey comparing student versus faculty perception of final year clinical feedback. Progress is impeded by a “good problem”: many responses with considerable qualitative input from responders. A commentary on assessment of the CBVE Domains of Communication, Collaboration, and Professionalism has been submitted to a journal for review. A manuscript on Entrustable Professional Activities (EPAs) is soon to be submitted to a journal for review. Work continues on a new table for the Toolkit which maps assessment tools to competency areas, with great, ongoing discussions on possible designs.

CBVE Activate

The Activate Working Group has welcomed six new members to the group. It continues to finalize new additions to the ‘Just-in-time’ CBVE Educational Videos series that serve as resources for education and training on CBVE. Members are also in the process of brainstorming a plan to develop training modules for CBVE implementation.

CBVE Outreach

The Outreach Working Group has welcomed four new members. The group remains the driving force behind the scenes that publishes this newsletter multiple times per year. As always, we would love to hear your feedback! Please reach out to cbve@cbve.org with ideas and suggestions.

CBVE Collaborate

A new CBVE working group, Collaborate, has been established. Its purpose is to support curriculum leaders, developers, and implementers with the challenges of making curriculum change. This international community of practice will provide encouragement, support, guidance, access to expertise and mentoring to assist veterinary educators in successful implementation of CBVE. Collaborate starts meeting later this month and includes 8 members from across the globe (USA, Canada, UK, Australia).



Upcoming Events

Save the Date!

JUNE 3-6, 2025

SOC SYMPOSIUM | CBVE SUMMER WORKSHOP | COWBEL MEETING

TEXAS A&M UNIVERSITY

- **June 3:** SOC Symposium
- **June 4-5:** CBVE Summer Workshop
- **June 6:** COWBEL Meeting

More information to come



SPECTRUM OF CARE INITIATIVE

- **AAVMC Annual Conference & Iverson Bell Symposium (Catalyze)**
 - **Save the date:** April 10th-12th 2025.
 - **Location:** The Grand Hyatt, DC.
 - **More Information:** Click [here](#).
 - **Veterinary Education Symposium (VetEd)**
 - **Save the date:** July 2nd-4th, 2025.
 - **Location:** Bristol, UK.
 - **More Information:** Click [here](#).
 - **AMEE 2025 (The International Association for Health Professions Education)**
 - **Save the date:** August 23rd-27th 2025
 - **Location:** Barcelona, Spain.
 - **More information:** Click [here](#).
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