AAVMC American Association of Veterinary Medical Colleges

CBVE Competency-Based Veterinary Education

CBVE Newsletter – October 2023

Exciting News to Share

Welcome to the Fall 2023 installment of the Council on Outcomes-based Veterinary Education (COVE) Competency Based Veterinary Education (CBVE) Newsletter! We hope that this information finds everyone enjoying a productive start of the semester. As always, we want to continue to hear from you as our

stakeholders invested in the widespread implementation of CBVE in veterinary medical education. Please check our CBVE-dedicated website periodically for archived newsletters, news, and updates. You are encouraged to contact us atvetmed@cbve.org with anything on your mind regarding CBVE, including questions, suggestions, and updates from your programs.

New Resources

The Catalyze Working Group is developing a series of "*Just-in-time*" CBVE Educational Videos on CBVE implementation. Current videos include: 'CBVE: What is it and why should we do it?' and 'CBVE: A model for providing feedback'. These videos are posted under Resources; check back often for new videos in this valuable series!

Must Reads (Recent Publications)

Veterinary Medical Education

Words Matter! The importance of consistent language in the use of the CBVE Model: The Importance of Adhering to Terminology When Implementing Competency-Based Veterinary Education (CBVE), Chaney et al, J Vet Med Educ August 2023, click here

- Consistency in terminology and application of its component parts are critical to ensuring the fidelity and successful implementation of the CBVE Model.

Curricular redesign and continuous curricular improvement using the CBVE Model: The CBVE Model – Keystone and Stimulus for Educational Transformation in Veterinary Schools, Read et al, J Vet Med Educ September 2023, click here

- The Ohio State University recently performed a comprehensive review and complete redesign of its curriculum to incorporate all components of the CBVE Model, developing a continuous curricular improvement system that may serve other veterinary programs considering similar changes.

Status update on CBVE implementation at AAVMC member institutions: Implementing Competency-Based Veterinary Education: A Survey of AAVMC Member Institutions on Opportunities, Challenges, and Strategies for Success, Banse et al, J Vet Med Educ October 2023, click here

- Thirty-four of 55 AAVMC member institutions responded to the survey, with 11 schools reporting use of the CBVE Model and an additional 12 institutions anticipating implementation over the next three years.

Physician Medical Education

Validity evidence for the use of Milestones in Med Ed: Trainee Physician Milestone Ratings and Patient Complaints in Early Posttraining Practice, Han et al, April 2023 JAMA Network Open.2023;6(4):e237588, click here

- In this retrospective cohort study, trainees with low Milestone ratings in Professionalism and Interpersonal and Communication Skills were at an increased risk of patient complaints in early posttraining independent practice.

Recapping a successful CBVE Summer Workshop at The Ohio State University

COVE hosted the "*Implementing CBVE*" Summer Workshop at The Ohio State University on June 28-29, 2023. There were over 110 attendees representing 35 AAVMC member institutions and associated organizations including the AVMA, Australasian Veterinary Boards Council, Blue Pearl Pet Hospitals (Mars Veterinary Health), ICVA, and the AAVMC. The workshop provided a valuable opportunity to dive deeper into CBVE, network with others who are passionate about this model, and share experiences related to transitioning to competency-based education. The following provide brief summaries of each session. Video recordings from the CBVE Summer Workshop may be found under Presentations.

The CBVE Model and Component Relationships

We opened the workshop by briefly reviewing CBVE to establish a common understanding among participants who possessed varying levels of experience with the model. Recall that the CBVE Model includes a Competency Framework with 9 Domains of Competence, including 32 Competencies, and 8 Entrustable Professional Activities (EPAs). Additionally, CBVE Milestones for clinical training have been published to describe veterinary student progression across the learning continuum for each competency. Anyone less familiar with the details of the CBVE Model components can refer to the CBVE website and our August 2022 newsletter (*CBVE: Back to Basics!*), which provides our popular bike riding analogy to describe the interrelatedness of the Competency Framework, Milestones, and the EPAs.

Best Practices for Assessment and Entrustment-Supervision Scales

Dr. Jared Danielson of Iowa State University provided information on assessment and Entrustment-Supervision (ES) scales, which are commonly used during evaluation of clinical activities such as EPAs. Assessment is most effective when it addresses the learners' and institution's needs comprehensively by accounting for factors including utility, propriety, accuracy (validity), feasibility, and evaluation accountability. Assessment programs often sacrifice other elements of assessment in the interest of feasibility, thereby limiting the potential benefit of the assessment program. Programmatic assessment,

which is inherent to CBVE, can meet multiple assessment purposes by supporting "assessment as learning." This approach employs multiple strategies such as using many assessment data points, providing timely and regular feedback to learners, and utilizing a competence committee. Assessments of clinical performance have historically employed scales that reference specific learner behaviors or general norms. ES scales reference learner autonomy or supervisor trust. In some settings, ES scales have been shown to improve reliability and validity when compared to traditional scales, though this has not been shown universally. ES scales can be retrospective or prospective, and a current CBVE study explores whether scales that are retrospective or prospective and/or use ~~a~~ learner or supervisor-specific perspectives measure different things.

Opportunities for Assessment

An assessment toolkit (https://cbve.org/assessment-toolkit) was drafted by the CBVE Analyze Working Group and published on the CBVE website in February 2023. The CBVE Toolkit was created to address stakeholder questions regarding what evaluative or assessment tools should be used in various circumstances as they relate to assessment of competencies within the CBVE Competency Framework (i.e., the CBVE Model). The toolkit includes informative summaries and references of several evaluative tools and identifies specific Domains and Competencies within the CBVE Competency Framework where each tool may be employed. During this session, opportunities were presented for assessment of competencies that are perceived as more difficult to assess, focusing on CBVE Domain 1 Clinical Reasoning & Decision-making, Domain 5 Communication, and Domain 7 Collaboration.

Use of Milestones in Veterinary Education

In this session, CBVE Milestones were explained as a representation of progression of competence of the learner throughout their training. Milestones assess the level of learner progression for each competency with described levels that include Novice, Advanced Beginner, Competent, and Proficient. Novice (i.e., beginner) is an expected level of competency at the time of entering clinical training and Competent is the goal by the time of graduation and entry into clinical practice. Advanced Beginner is the level that should develop during clinical training, while Proficient is an aspirational level of competency that is generally achievable within the first year of practice. Preclinical milestones were also introduced during the workshop session, with an emphasis on the importance of the 'Golden Thread' connection between the CBVE Competency Framework and preclinical training. COVE is currently in the process of drafting milestones for use in the preclinical portion of the DVM curriculum, to guide preclinical assessment, with an anticipated release during the rollout of CBVE 2.0 at the April 2024 AAVMC meeting.

EPAs on the Clinic Floor

This session focused on characteristics of an EPA and distinguishing an EPA from a competency. An EPA involves integration of multiple competencies and should be assessed in the authentic workplace (i.e., not in the preclinical or simulated/standardized environment). Three schools, including the University of Minnesota, Louisiana State University, and The Ohio State University, shared their experiences in implementing assessment of EPAs, including use of dashboards to facilitate faculty use and improve student feedback. Measures of success included visible feedback for learners and documentation of formative feedback, while challenges included analysis of large datasets. As with other assessment strategies, feedback quality and timeliness were noted challenges.

Remediation

As programs are implementing CBVE, it is critical to consider the role of remediation in student success. Remediation is an opportunity for students challenged by specific competencies to course correct through targeted, individualized instruction. Remediation trends can also provide valuable feedback to a program about areas for improvement. In medical education, areas where learners struggle vary depending upon phase of the program; early learners typically struggle with knowledge, clinical reasoning, time management, and communication while late learners struggle with professionalism, clinical judgment, time management, and interpersonal skills (Guerrasio, 2018). Allowing struggling students additional opportunities for deliberate practice can facilitate successful remediation and ensure preparedness for practice. However, not all learners can be successfully remediated, and it is important for progress committees to identify those who should progress to probation or dismissal.

How CBVE is Unique amongst the Healthcare Professions

An exploration of competency-based training in other healthcare professions was compared to CBVE today. It is clear that expectations around the breadth and depth of knowledge, skills, and attributes that veterinary graduates must possess on Day 1, present real challenges to veterinary programs. The lack of mandatory post-DVM internships or residency training, along with accreditation and licensing standards requiring a general education, mandate that an ever-increasing body of knowledge across multiple species be internalized within four years. Integration of CBVE competencies, together with implementation strategies in support of student progress through longitudinal learning and assessment, align with the growth mindset and facilitate growth in faculty educators.

Thank you for reading!

Look for the next installment of the CBVE Newsletter in Spring 2024!

Upcoming Events

Primary Care Veterinary Educators (PCVE)

- October 18-21, 2023
- University of Florida, Gainesville

Veterinary Educator Symposium (formerly VEC)

- October 27-28, 2023
- Texas Tech University

AAVMC Catalyze 2024

- April 11-13, 2024
- The Grand Hyatt – Downtown D.C.

American Association of Veterinary Medical Colleges, 655 K Street, NW, Suite 725, Washington, DC 20001, USA

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