CPD: Part 1

Career sustainability, attrition and lifelong learning.

Zoe Lenard BVSc(Hons) FANZCVS (Radiology)

Communication challenges experienced by veterinary professionals during the COVID-19 pandemic

A Quain ✉, S Mullan, MP Ward

Cultural Competence is Everyone's Business: Embedding Cultural Competence in Curriculum Frameworks to Advance Veterinary Education

Jaime Gongora, Ingrid van Gelderen, Meg Vost, Sanaa Zaki, Stewart Sutherland, Matthew Pye, Anne Quain, Rosanne Taylor

"There Was a Sense That Our Load Had Been Lightened": Evaluating Outcomes of Virtual Ethics Rounds for Veterinary Team Members

Anne Quain[1]*, Siobhan Mullan[2] and Michael P. Ward[1]

[1] Faculty of Science, Sydney School of Veterinary Science, University of Sydney, Sydney, NSW, Australia
[2] University College Dublin, Dublin, Ireland

Low and No-Contact Euthanasia: Associated Ethical Challenges Experienced by Veterinary Team Members during the Early Months of the COVID-19 Pandemic

by 👤 Anne Quain [1],* ✉ 🆔, 👤 Siobhan Mullan [2] ✉ and 👤 Michael P. Ward [1] ✉ 🆔

[1] Sydney School of Veterinary Science, University of Sydney, Sydney, NSW 2006, Australia
[2] School of Veterinary Medicine, University College Dublin, D04 V1W8 Dublin, Ireland
* Author to whom correspondence should be addressed.

Dr Anne Quain: Moderator

Ethically challenging situations in veterinary practice

Key ideas

- AVBC/SPC: who are they?
- Why veterinary careers may not be sustainable
- What does a good CPD system look like?
- D1C → graduate transition.

Key ideas tomorrow

- Plan and reflect
- Non-technical skills
- Mentoring, Coaching and Supervision

AVBC

✓ Providing a forum for discussion, advice and co-operation among the veterinary boards in Australia and New Zealand

✓ Encouraging the standardisation and quality assurance of veterinary services to the community

✓ Assuring and promoting uniform educational standards through accreditation of veterinary schools, the Australasian Veterinary Examination, assessment of veterinary qualifications for migration and assessment of specialist qualifications.

Practitioners Boards

Standards Committees

Sustainable Practice Committee:

Post-regulation standards in Australia and New Zealand.

Vet Boards are here to protect the public and animal welfare.

This protects the profession.

SPC protects the profession by helping raise awareness about things that keep vets engaged, competent and satisfied.

Is a Veterinary Career Sustainable?

Australian Veterinary Association

Veterinary Workforce Survey 2021

Analysis Report

December 2021

- Mental and physical ill health
- Emotionally demanding work
- Disillusionment
- Excessive hours
- Poor pay rates
- Suboptimal work culture
- Not enough support staff (nurses)
- Not enough vets.
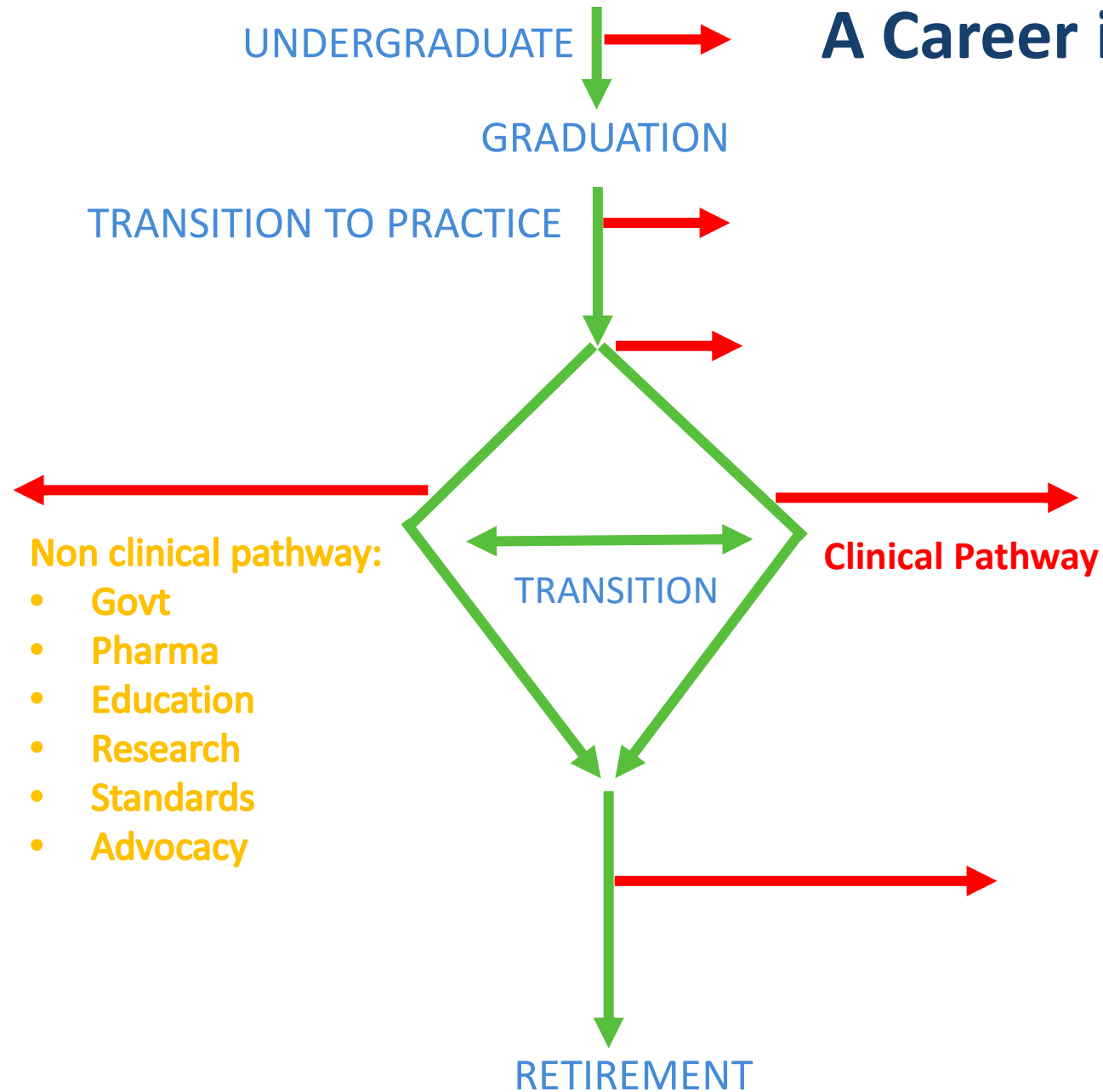
SPC — Issues affecting career SUSTAINABILITY

- Complaints to Boards
- Recognition and regulation of Veterinary Nurses
- Dealing with Mental Health & Substance Abuse
- Advocating for National Database
- Inadequacies of CPD (Mansfield report)

A Career in Veterinary Medicine

Unsustainable Attrition

UNDERGRADUATE

GRADUATION

TRANSITION TO PRACTICE

TRANSITION

Non clinical pathway:
- **Govt**
- **Pharma**
- **Education**
- **Research**
- **Standards**
- **Advocacy**

Clinical Pathway

RETIREMENT

Our industry is not the only one under pressure:

The Economist

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Graphic detail | Daily chart

The world desperately needs more nurses

Rich countries rely on poorer ones for their nurses. That risks making shortages worse

Australia facing 'decade-long' GP shortage

Author: AAP

Opinion_

Fixing Australia's teacher shortage

Share

31 August 2022

Will bringing in teachers from overseas solve the problem?

Professor Anthony Welch from the School of Education and Social Work examines whether bringing in more teachers from overseas, as proposed by politicians, will really fix Australia's "unprecedented" teacher shortage.

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Teacher burnout hits record high – 5 essential reads

Published: June 22, 2022 10.12pm AEST

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Up

AJP
.com.au

NEWS

Newsfeed

PHARMACISTS 'DROPPING LIKE FLIES' DUE TO COVID, PRESSURE

SHESHTYN PAOLA 08/02/2022

Bullying, mental illness, no support: Ex-officer sheds light on WA's police shortage

Rebecca Peppiatt
November 18, 2022 — 2.00am

What Gen Z Wants from Employers

1 Diverse, equitable & inclusve experiences

2 Livable income

3 Psychologically healthy place to work

4 Meaningful work and a social conscience

5 Welcomed in a way that hits different

There has been a profound shift in the Australian way of life over the past 30 years. The way we live, form relationships, engage with technology, even the way we read the news has changed. And nowhere is this better evidenced than in how and why we work.

A lot has been said about the future of work. In the post-Covid world leaders will lead us, not bosses. We will be tech-forward. We will have greater control over how we deliver our workplace value – and from where we do it. It's all very exciting and empowering. It has been enabled by a new kind of thinking coming out of the pandemic. We're not interested in getting back to normal. It's like the pandemic has given us permission to think creatively and boldly about how best to organise work and society.

Indeed, our collective thinking now seems to be that workplaces must be more flexible and inclusive. And in times of a skills shortage, particularly when the supply of younger workers is diminishing globally due to reduced fertility rates, what workers want cannot be ignored by employers.

It is within this context that I think there has been a shift in what workers expect from their workplaces. This movement had been gathering momentum prior to the pandemic but it is now in full swing. It is the search for meaning in work. People are now more likely to think about the big picture of their work. Does it make a positive contribution to humanity? Is it sustainable? Am I inspired by the business's vision and purpose?

This is very different to the command
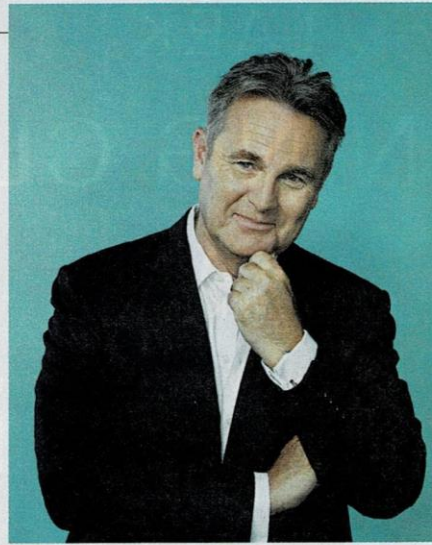
What is the meaning of work?

BY BERNARD SALT

and-control management style of the late 20th century. In a world where a baby boom and large-scale immigration delivered ever deeper labour pools, businesses could (and did) set the workplace terms and agenda.

Now we have arrived at the start of a new post-pandemic era, having travelled through decades of prosperity, and are contemplating how we want to reorganise the world of work. Increasingly, we see value in working for organisations that make a difference. Or

more to the point, we rail against working for an organisation that produces contentious products or services. In the post-pandemic era many workers will (rightly or wrongly) proceed with an application assuming that pay and conditions are likely to be broadly acceptable. But something many job candidates want in addition to the basics is "meaning" capital – a reassuring narrative based around the meaning of work.

Businesses are pitching themselves accordingly. Come work with us. We produce ethically sourced products. Our job is to help the community. We don't have command and control bosses, we have team leaders. We will support your career development through a tailored training and leadership program. We have zero tolerance for anti-social behaviour from staff, suppliers and customers. Our workplaces are dynamic, stimulating places that will bring out the best of your latent talent. Plus we offer remote work from anywhere. And we're a fun place to work. Jump on board!

This is very different to working in a city office or a suburban factory 9-5, never crossing (and being fearful of) the boss and always doing as you were told. We have largely moved past this kind of work, towards something that embraces notions of meaning, respect and freedom. We want to deliver workplace value on terms that suit our lifestyle. And while it's easy to parody both the old and the new way of working, I know which of these worlds I'd rather work in.

◀ magazinefeedback@theaustralian.com.au ▶

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How does the vet profession support this cultural realignment?

Through better CPD.

Is our current CPD landscape the right way to engage vets in sustainable careers?

What is the purpose of professional development and credentialling?

Points System

Structured Points (Minimum 15 points per triennium)

Activity	Hours	Points	Supporting Evidence
Conferences, Seminars	1	1	Certificate
	1 Day	6	
Assessed computer-based or correspondence courses, Written Assessment Tests	1	1	Certificate/Letter of results
Accreditation Program for Australian Veterinarians (APAV) courses	Per unit/chapter	1	Certificate/Letter of results
Workshops and wetlabs	1	2	Certificate
Quizzes based on presentations or journal papers	Per quiz/ presentation/paper	1	Completed quiz and results
Talks to community/ schools (first presentation only)	1	2	Signature of organiser or copy of paper
Formal presentation	1	4	Copy of paper / Marketing material / tax invoice or confirmation email. (first presentation only)
Accreditation scheme by examination	1	4	Evidence of accreditation/accreditation certificate

Unstructured Points

Activity	Hours	Points	Supporting Evidence
Clinical Review Project	1	1 (up to 10)	Evidence of attendance and documentation of relevance to CPD
Clinical rounds	2	1	Evidence of attendance and documentation of relevance to CPD
Mentoring undergraduate students	Per day	1	Signature of student
Mentoring postgraduate students or being mentored	1	1	Signature of recipient/ mentor
Small group learning	2	1	Evidence of attendance and documentation of relevance to CPD
Journal publication	1	1	Copy of first page
Private reading, Unassessed course/audio/ computer based course	2	1	Name/journal/author/pages or Other evidence of activity

- Focus on quantity, not quality
- Focus on technical skills
- No reflection
- No relation to vets' health and wellbeing.

Types of CPD	
Continuing veterinary education	Conferences, seminars, distance education.
Collegial learning activity	Peer-to-peer learning - planned or unplanned.
Self-directed learning	Activities initiated by individuals to update their knowledge (reading, research, online learning).

What does a good CPD system look like?

1. Improve participants' knowledge and skills
2. Have measurable outcomes
3. Not impose an unreasonable burden on the profession or the accrediting bodies
4. Easy to administer and record
5. Add value to participants (professionally, or personally)
6. Benefit the end user (animals/clients/government).

Practices, preferences, and opinions of New Zealand veterinarians towards continuing professional development

https://www.etsy.com/au/listing/1170374791

M C Gates [1], I McLachlan [2], S Butler [2], J F Weston [1]

- Collegiate interactive activities were popular

- CPD was selected for topic + accessibility

- CPD needed to fit in with family, work and travel barriers

- Recording CPD = excessive administrative burden

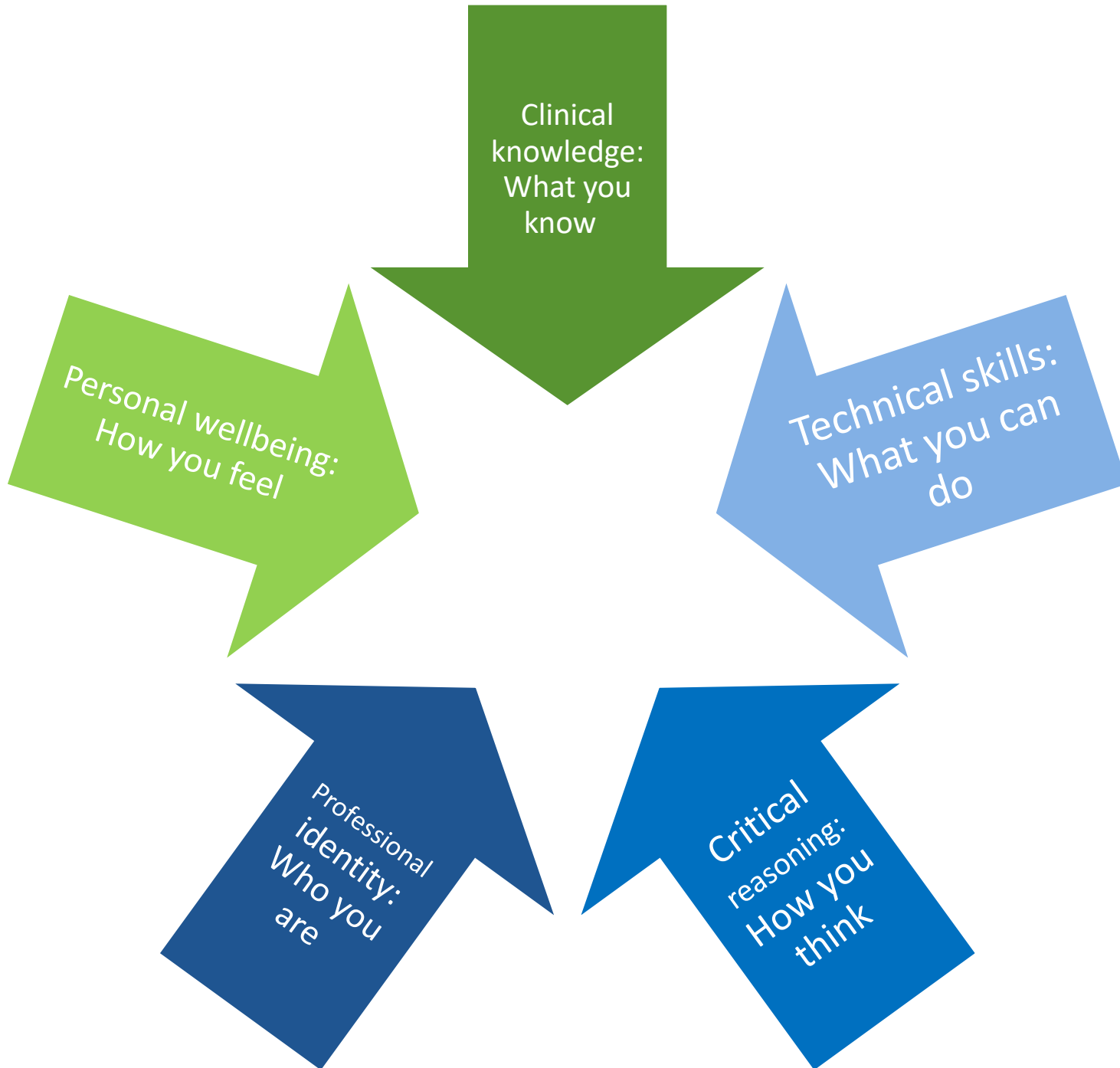- CPD - not tailored to individual goals and circumstances

Building Veterinarians beyond Veterinary School: Challenges and Opportunities for Continuing Professional Development in Veterinary Medicine

M Carolyn Gates, Iain McLachlan, Seton Butler, Jenny F Weston

https://www.etsy.com/au/listing/1170374791

- Define competence by career stage (graduate → retirement)
- Deliver CPD to promote evidence-based medicine and behavioural change
- Develop systems to assess vets' competence
- External review of competency is required to give feedback on strengths and weaknesses.
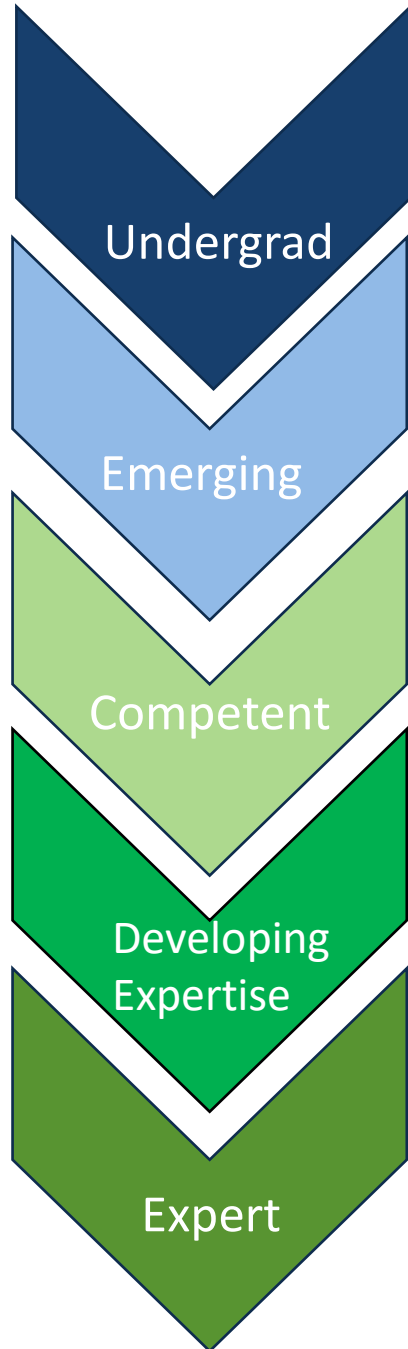
Clinical knowledge: What you know

Personal wellbeing: How you feel

Technical skills: What you can do

Professional identity: Who you are

Critical reasoning: How you think

CLINICAL DOMAINS

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Defining career stage

Stage	Description
Undergrad	• At University
Emerging	• New graduate (< 2 years) • New vet in Aus/NZ • Returning to the workforce after extended break • Retraining in a new discipline.
Competent	• Been in field for < 2 years • Active but not seeking additional qualification
Developing Expertise	• Seeking qualifications in specific field • Residency training programme
Expert	• Registered specialist or specialist level qual: PhD

Graduates with D1C:

How do we set the profession up for success?

Does the profession have the time, skills or knowledge to support new graduates in their transition to practice?

Thank You
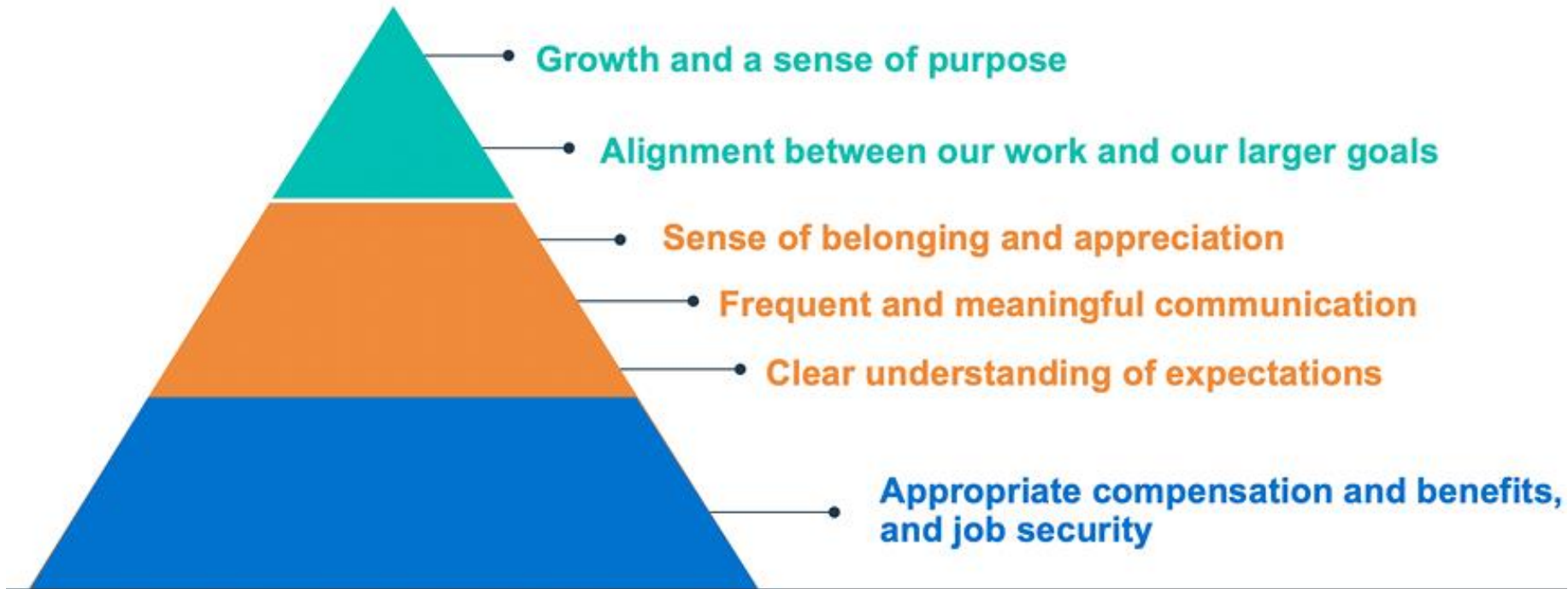
Feedback is highly appreciated!

CPD: Part 2

The status quo is not fit for purpose.

Zoe Lenard BVSc(Hons) FANZCVS (Radiology)

Key ideas

- Plan and reflect
- Non-technical skills
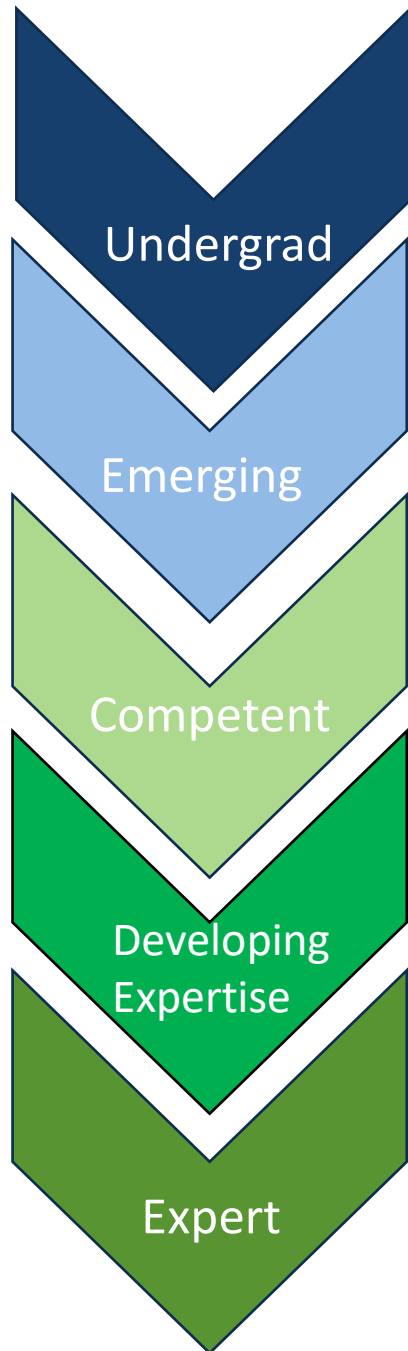- Mentoring, Coaching and Supervision

Pyramid of employee engagement

- Growth and a sense of purpose
- Alignment between our work and our larger goals
- Sense of belonging and appreciation
- Frequent and meaningful communication
- Clear understanding of expectations
- Appropriate compensation and benefits, and job security

SKILLS

Technical

vs

Non-technical

https://www.bdc.ca/en/articles-tools/employees/manage/how-improve-employee-morale-maintain-engagement

Defining career stage

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Developing Expertise	• Seeking qualifications in specific field • Residency training programme
Expert	• Registered specialist or specialist level qual: PhD

AVBC Australasian Veterinary Boards Council

SPC

Reviewed: other industries

Plan and Reflect

CPD Cycle

Reflection
Thinking about your practice as a healthcare professional

Planning
Deciding what, how, and when you are going to learn

Action
Doing the learning and documenting what you have learnt

Evaluation
Identifying the benefits of your learning

- Clinical Knowledge (what you know)
- Technical Skills (what you can do)
- Critical Reasoning (how you think)
- Professional Identity (who you are)
- Personal Wellbeing (how you feel).
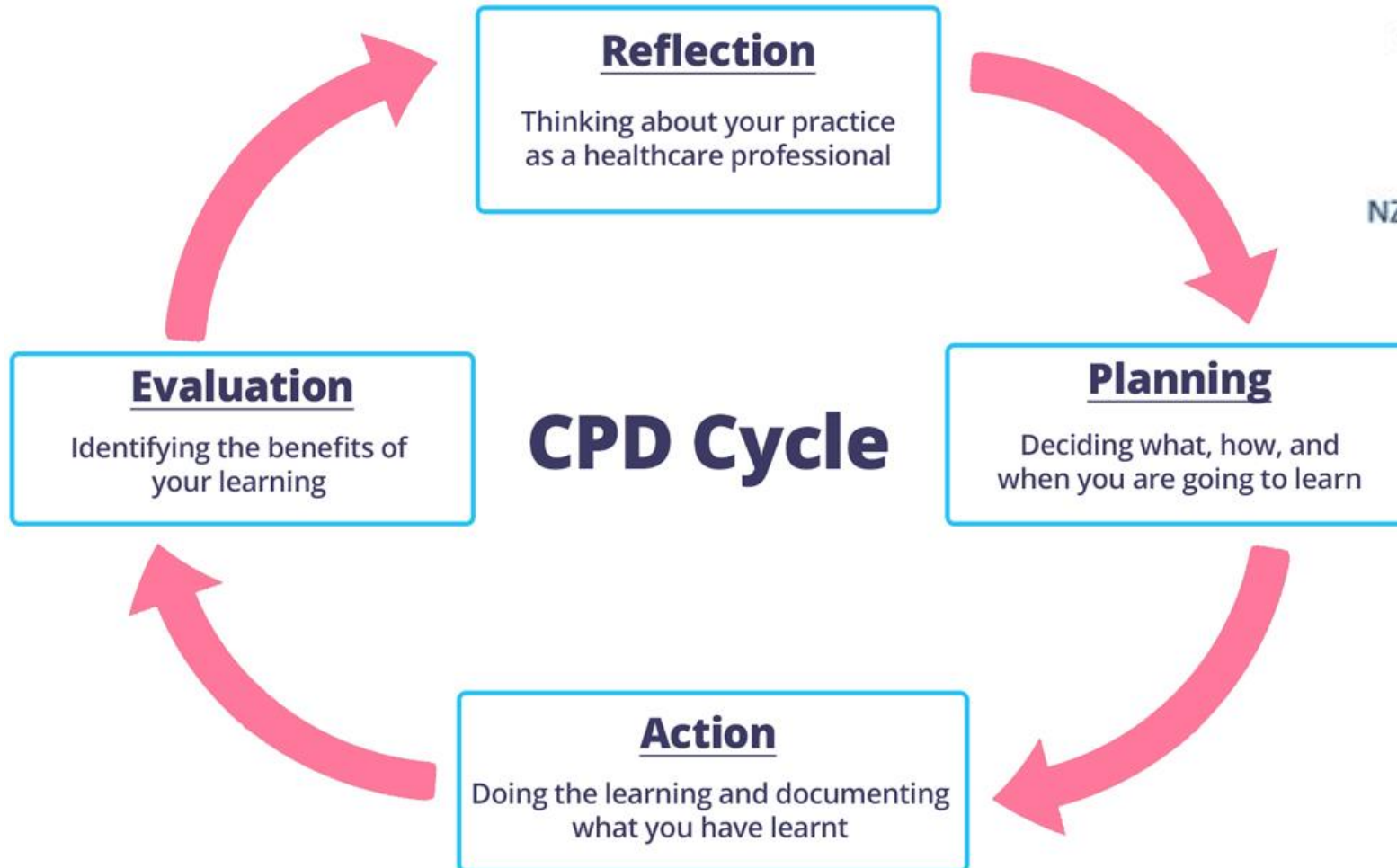
NZ's approach to 5 clinical domains

Ausmed

Haere Mai

## We uphold veterinary standards to protect people and animals, and to maintain trust in veterinary professionals

	2020 2021											
				-169	Hours still needed							

Meeting / CPD Type	**Plan**		**Do**		**Record**	**Review**	**Area of Competence**				
	Learning needs and outcomes	**Proposed actions**	**Activity details & date**	**CPD hours**	**Outcomes / what I learned / what I will do differently**	**Further learning needs**	Professional identity	Clinical Knowledge	Technical Skills	Critical Reasoning	Personal Wellbeing
Preparation	**General orientation and CPD planning** • Understand the graduate development/Induction/CPD process • Understand where to get support from when needed	• Work through Practice Resources or VCNZ templates for CPD • Understand the principles pf planning and reflection • Understand the 5 areas for competence and consider them in my CPD plan: • Critical reasoning • Professional Identity • Technical Skills • Personal Wellbeing • Clinical Knowledge	14/01/2021 • Meet with a colleague for 2 hours • Established opportunities in my clinical and personal life for growth • Write up CPD Plan	4	• Clear plan for CPD for 2021 • I need to start personal reflective reviews of cases	• Establish timeframe for case reviews and feedback with a colleague - to gain insight into record quality and case management • Develop an understanding of what metrics I consider to indicate a successful outcome	Professional identity				
Example CPD activity 1	**Dental Radiography** • In order to help support my clinic's decision to expand patient care services and to a high standard to understand we need to acquire the skills. Learning outcome: to understand and be able to apply good practice in the use of digital radiography	Attend webinar *Obtaining and interpreting diagnostic dental radiographs* .	22/02/2021 • Webinar: Obtaining and interpreting diagnostic dental radiographs 15 May, 2020	10	I have a working knowledge of radiographic changes in dental disease. I will recommend radiographs as a screening tool for dental disease.	Support the new radiographic techniques by upskilling on complicated dental extractions		Clinical Knowledge	Technical Skills		
Example CPD activity 2	**Customer service - Difficult situations** • In order to deliver good customer service we need to ensure we can address client concerns effectively. Learning Outcome: - to be able to engage with and mediate a client complaint to deliver a mutually satisfactory outcome	• Form study group in clinic work on a clinic wide customer service program for mediating difficult client situations. • Consider attending CPD program Handling Difficult Situations	1/03/2021 • Study group research - regular meetings with receptionist team over 6 months; and • attend online CPD course *Handling Difficult Situations*	8	*What ONE (at least) thing will I do differently:* Our team has have a working knowledge of: • (1) managing conflicts and deciding whether to escalate a client concern;	• We will continue to participate in monthly meetings with an expanded focus that includes the upskilling of all staff and new employees • Attend NZVA Conference in June on Conflict management to sustain workplace wellness - Select key staff to attend	essional identity				

Instructions	Example Dairy Vet	**Example CA Vet**	2020-2021	2021-2022	Sheet1	⊕

Meeting / CPD Type	Learning needs and outcomes	Activity details & date	Further learning needs	Area of Competence				
			Review	Professional identity	Clinical Knowledge	Technical Skills	Critical Reasoning	Personal Well-being
Preparation	General orientation and CPD planning • Understand the graduate development process • Understand where to get support from	14/01/2021 • Meet with a colleague for • Established opportunities life for growth • Write up CPD Plan	• Establish timeframe for case reviews feedback with a colleague - to gain insi into record quality and case managem • Develop an understanding of what m consider to indicate a successful outco	Professional identity				
Example CPD activity 1	Dental Radiography • In order to help support my clinic's deci patient care services and to a high stand understand we need to acquire the skills Learning outcome: to understand and be good practice in the use of digital radiogr	22/02/2021 • Webinar: Obtaining and i dental radiographs 15 May,	Support the new radiographic techniqu upskilling on complicated dental extra	...essional identity	Clinical Knowledge	Technical Skills		

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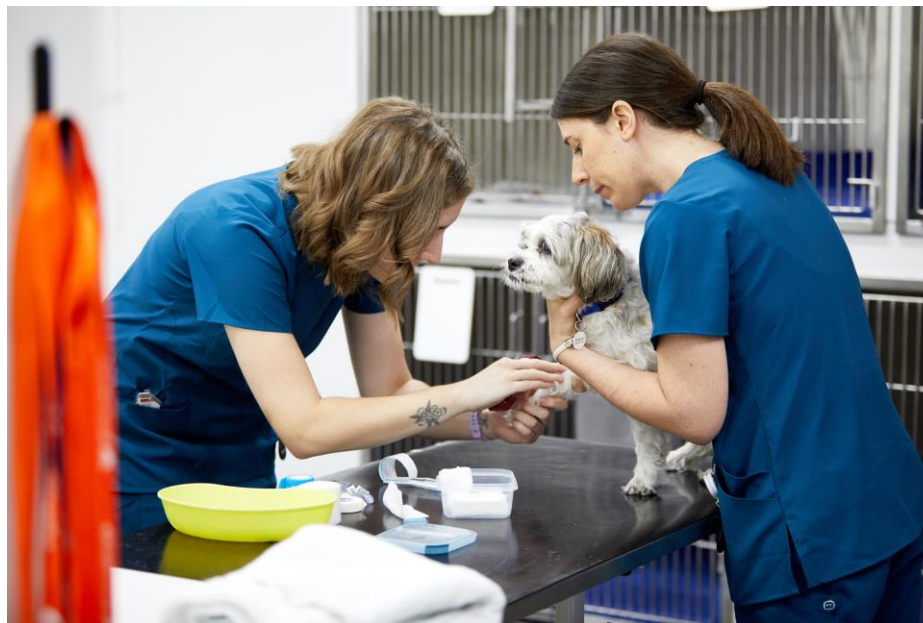
SPC review of COMPLAINTS against VETS: Communication skills

Other professions teach and assess Non-Technical skills.

Scottish Specialist Anaesthesia training.

Framework for Observing and Rating Anaesthetists' Non-Technical Skills

TEAM WORKING

TASK MANAGEMENT

DECISION MAKING

SITUATION AWARENESS

Anaesthetists' Non-Technical Skills (ANTS) System Handbook v1.0

Table 1 Categories and elements of non-technical skills

Category	Definition	Elements
Situation awareness	'The perception of the elements in the environment within a volume of time and space, the comprehension of their meaning and the projection of their status in the near future.'[7]	► 'Gathering information, ► interpreting information, ► anticipating future states.'[7]
Decision-making	'Decision-making can be defined as the process of reaching a judgement or choosing an option, sometimes called a course of action, to meet the needs of a given situation.'[7]	► 'Situation assessment—defining problem, ► generating and considering one or more response options, ► selecting and implementing an option, ► outcome review.'[7]
Communication	'Communication is the exchange of information, feedback or response, ideas and feelings. It provides knowledge, institutes relationships, establishes predictable behaviour patterns, maintains attention to the task, and is a management tool.'[7]	► 'Send information clearly and concisely, ► include context and intent during information exchange, ► receive information especially by listening, ► identify and address barriers to communication.'[7]
Team working	'The definition of a team, according to Salas et al. (1992: p4), is: a distinguishable set of two or more people who interact, dynamically, interdependently, and adaptively toward a common and valued goal/objective/ mission, who have each been assigned specific roles or functions to perform, and who have a limited life-span of membership.'[7]	► 'Support others, ► solve conflicts, ► exchange information and ► coordinate activities. Teamwork behaviour: ► performance monitoring, ► feedback, ► closed loop communication, ► backing up behaviours. Team performance norms: ► team self-awareness, ► fostering team interdependence.'[7]
Leadership	'Team leadership is about directing and co-ordinating the activities of team members; encouraging them to work together; assessing performance; assigning tasks; developing team knowledge, skills and abilities; motivating; planning and organising; and establishing a positive team atmosphere.'[7]	► 'Use authority, ► maintain standards, ► plan and prioritise, ► manage workload and resources.'[7]
Managing stress	'A particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her wellbeing.'[7]	► 'Identify causes, ► recognise symptoms and effects, ► implement coping strategies.'[7]
Coping with fatigue	'The state of tiredness which is associated with long hours of work, prolonged periods without sleep, requirements to work at times which are "out of sync" with the body's biological or Circadian rhythms.'[7]	► 'Identify causes of fatigue, ► recognise effects of fatigue, ► implement coping strategies.'[7]

Task Management: Skills for organising resources and required activities to achieve goals, be they individual case plans or longer term scheduling issues. It has four skill elements: planning and preparing; prioritising; providing and maintaining standards; identifying and utilising resources.

Planning and preparing – developing in advance primary and contingency strategies for managing tasks, reviewing these and updating them if required to ensure goals will be met; making necessary arrangements to ensure plans can be achieved.

Behavioural markers for good practice
- communicates plan for case to relevant staff
- reviews case plan in light of changes
- makes post-operative arrangements for patient
- lays out drugs and equipment needed before starting case

Behavioural markers for poor practice
- does not adapt plan in light of new information
- does not ask for drugs or equipment until the last minute
- does not have emergency/alternative drugs available suitable for patient
- fails to prepare post-op management plan
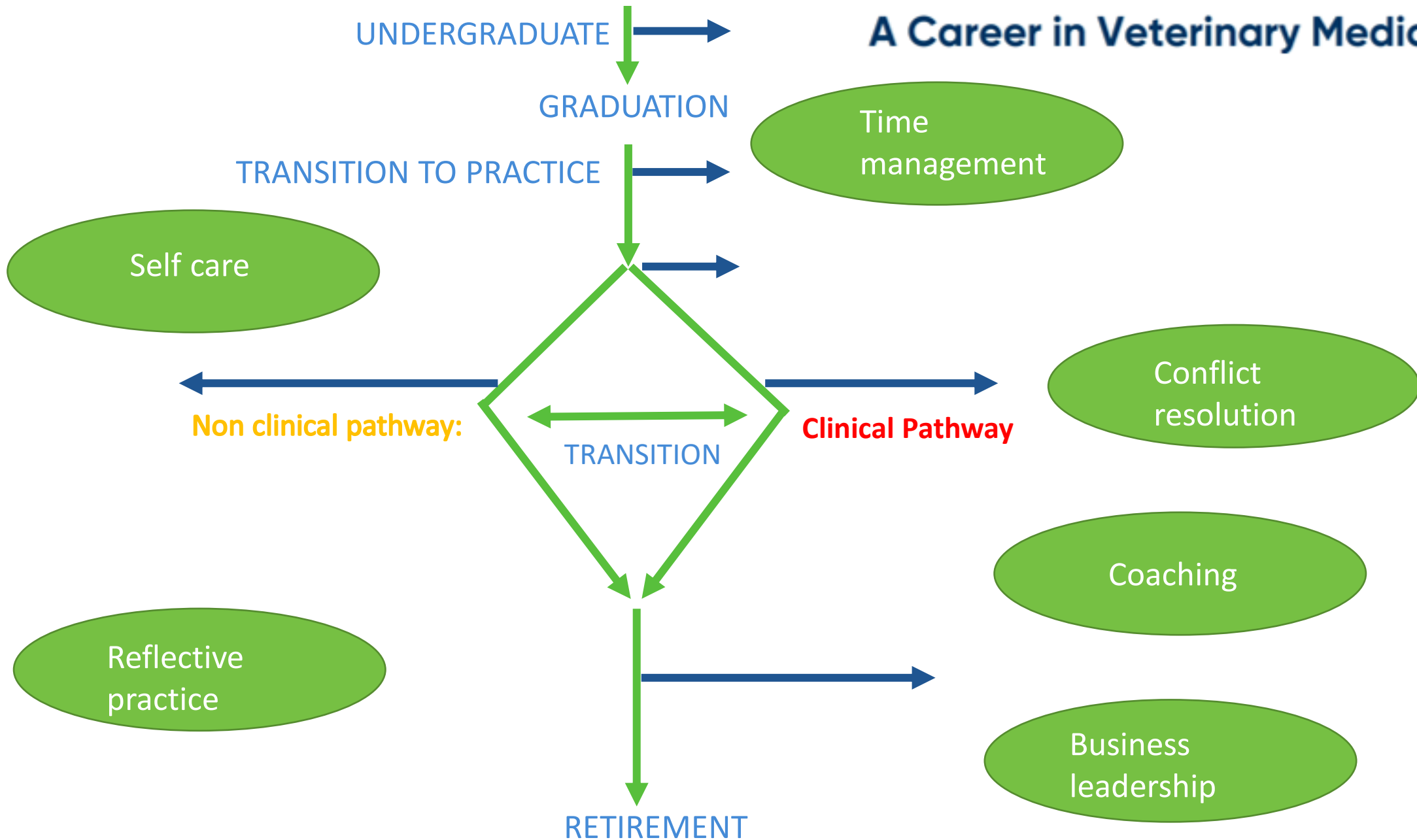
Non-technical skills create successful teams.

An ideal CPD system would incorporate better NTS training

&

factor that different training is needed at different career stages.

UNDERGRADUATE

A Career in Veterinary Medicine

GRADUATION

Time management

TRANSITION TO PRACTICE

Self care

Non clinical pathway:

TRANSITION

Clinical Pathway

Conflict resolution

Coaching

Reflective practice

Business leadership

RETIREMENT

Mentoring has a role in Transition to practice

Be a mentee

New vet grad? Have lots of questions?

Want access to an experienced vet?

Be a mentee and connect with a vet for 1-on-1 advice.

**Graduate Mentoring Program**

ava.com.au

Not compulsory in Australia
Is compulsory in NZ

Is there a place for mentoring beyond the Graduate?

Professional Supervision

A "guided process of reflecting in depth on one's life, particularly one's professional life in a safe and confidential environment from a   variety of angles with a view to improving one's effectiveness as a priest".
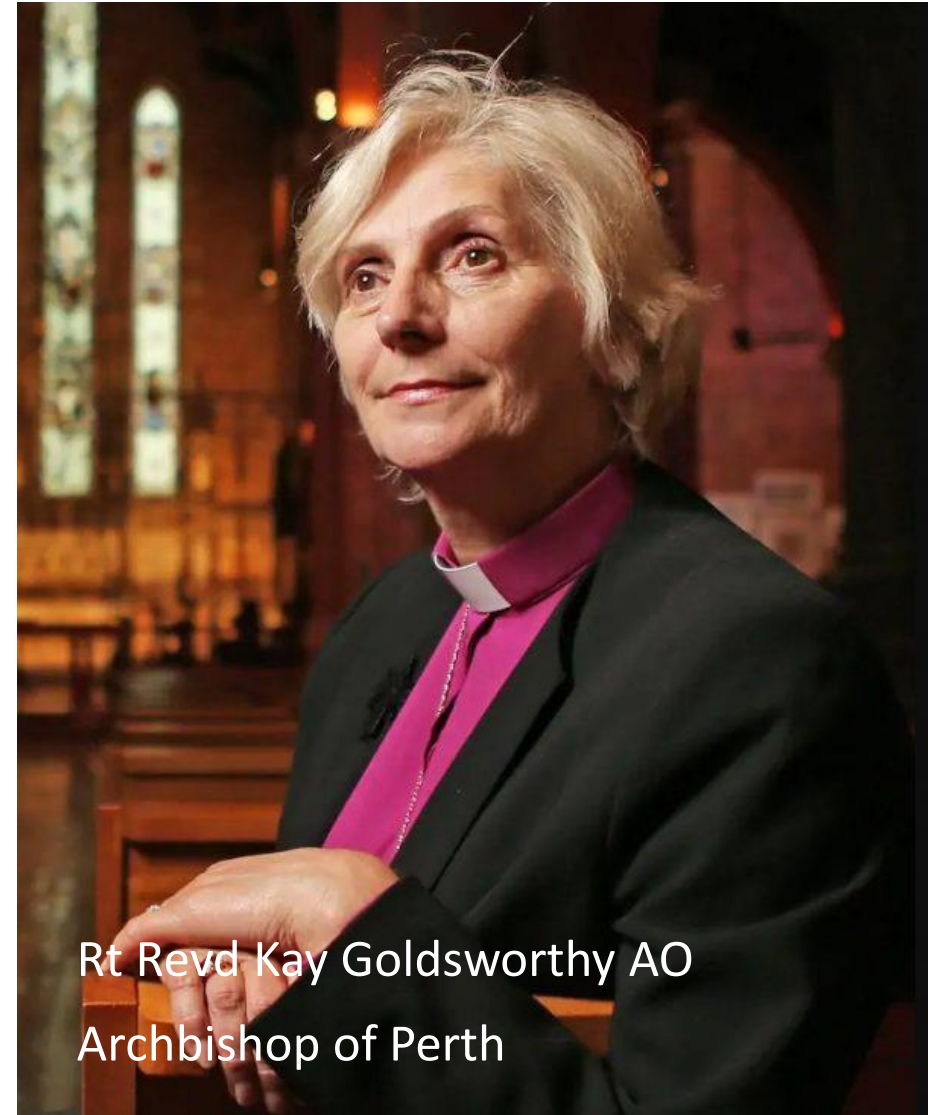
Rt Revd Kay Goldsworthy AO
Archbishop of Perth

It's a matter of definition…

	Focus	Process
Counselling	Person's wellbeing and psychological state	By a qualified person who is bound by ethical codes of a professional body.
Mentoring	Career development	The passing of knowledge from one to another, typically an older, more experienced professional.
Coaching	Development of skills needed in the workplace	Support and challenge to improve performance. The coach may or may not be from the same professional background
Professional Supervision	Becoming a more effective practitioner through reflective practice.	Qualified person who pays attention to work place issues, the role of the vet and animal/human welfare.

- Anglican Church Professional Supervision Seminar, Jane Leach and Michael Paterson;
- Adapted for a veterinary context

Professional Supervision
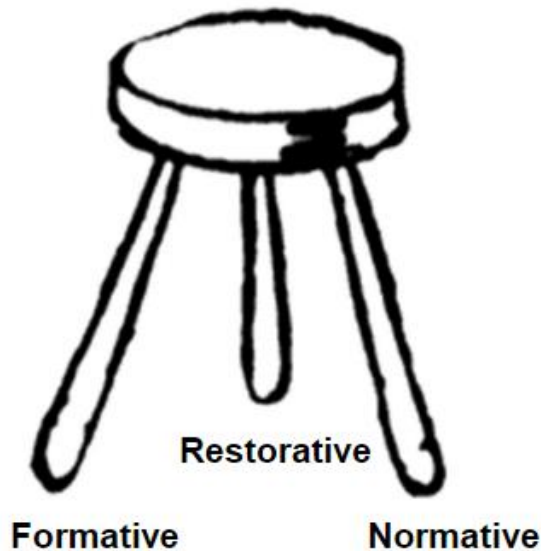
Frances Inskipp and Bridget Proctor, *Making the Most of Supervision (1993)*

- Anglican Church Professional Supervision Seminar, Jane Leach and Michael Paterson;

- Formative: **educative**, equipping the supervisee with greater knowledge to resource them better.

- Restorative: **supportive**, understanding the challenges of work, allowing for recharging of energy

- Normative: **quality control**, assessing boundaries, ethics, and professional expectations.

Improving the CPD landscape

1. Match learning to career stage
2. Accept multiple domains keep people engaged (not just technical domains)
3. Require lifelong development of Non-Technical Skills
4. Acknowledge reflective practice: Plan, Do, Reflect
5. Recommend some form of professional supervision (mentoring, coaching, professional supervision)
6. Easy to comply with and audit
7. Financially sustainable.

More engaged, sustained and healthy profession.

Questions

1. How could our industry improve the development of non-technical skills at all stages of our career?

2. Is there are role for mentoring or coaching, life-long supervision?

3. How could this occur with minimal financial burden but maximal engagement impact?

4. How is success measured?

Thank You

Feedback is highly appreciated!