Early Career
VSAAC Day 1 competencies and transition to practice
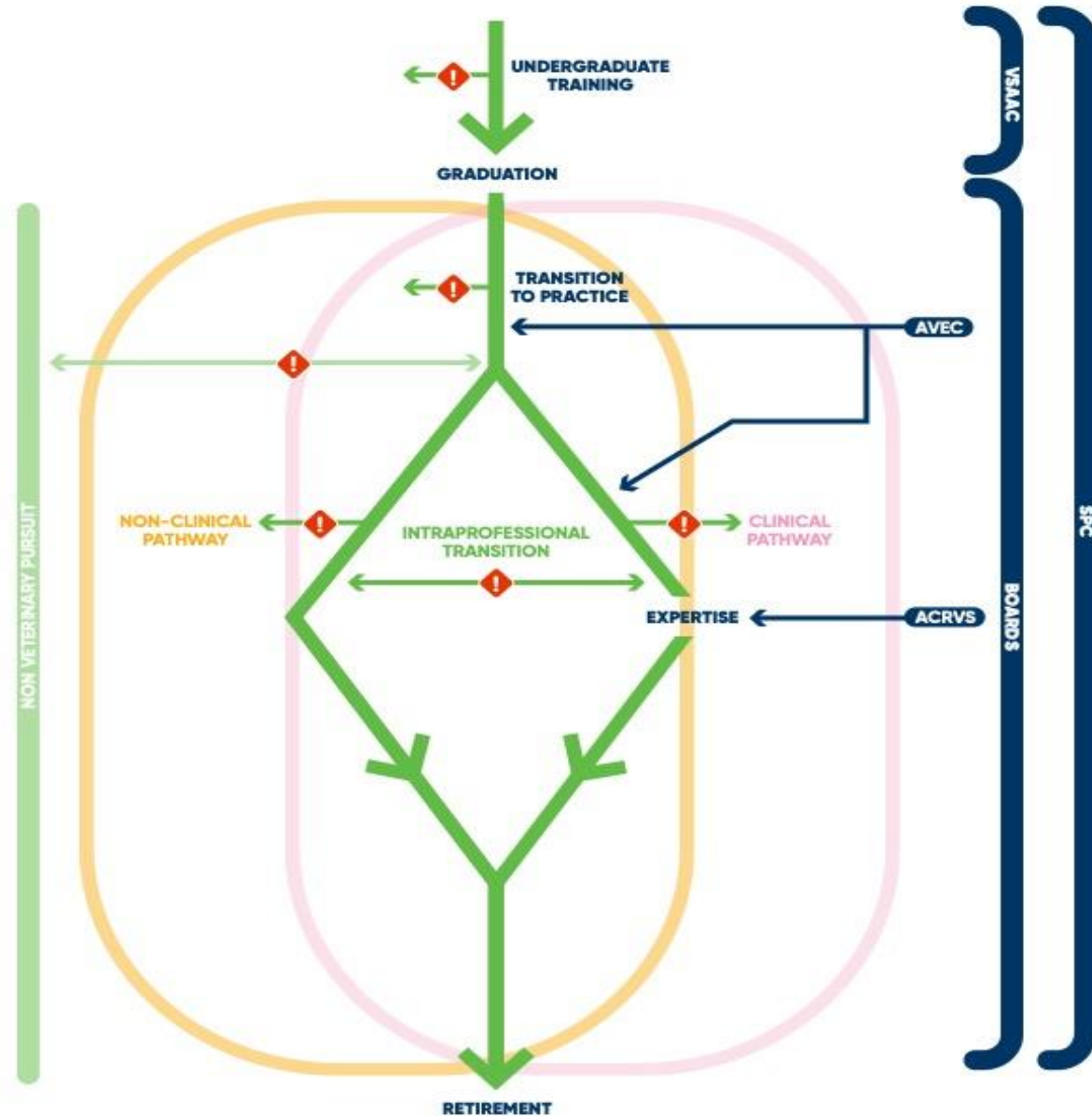
AVBC Sustainable practice forum
Dec 1 2022

Prof Rosanne Taylor – Chair, Standards Review Task Group

Prof Jennie Hodgson – Chair, DIC Review Task Group

Early career transition and retention in practice- the issues

A Career in Veterinary Medicine

Loss from profession

AVA workforce data on major reasons

RCVS VetGDP

Concerns and risks

Graduates:

- Mental health under pressure
- Perfectionism
- Self sufficiency and self doubt
- Damaging culture at work

Employers:

- Readiness for responsibility
- Managing clients, set-backs
- Medical error risk
- Burnout, dropout

Possible solutions

- Wellness skills and self care
- Reflective practice; growth mindset
- Worklife balance
- Confidence with common conditions

- Mentoring, support
- Positive practice culture
- Modern practice HR
- Open dialogue on client concerns

Accreditation and transition to practice

VSAAC Accreditation

How can it help?

- Accreditation standards and processes ensure:
  A. curricula that support quality learning and entry level competence at graduation, assessed in clinical setting
  B. processes to ensure all graduates achieve this standards
  C. outcomes assessment data is used to drive improvement

- Stakeholder input to current AVBC projects:

- Standards and methodology review

- DICs review

Day-One Competencies Review

- 2022

- Jennie Hodgson, Rowland Cobbold, Stuart Bruere & Susan Keane
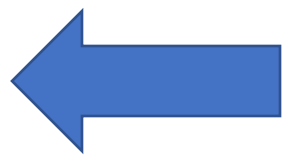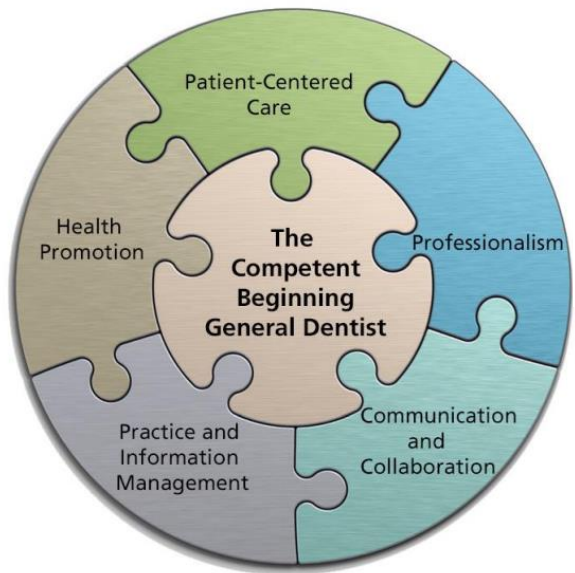
Health Sciences Education

Traditionally

What we Teach = inputs

Transitioning to

How did we decide what a Day-1 Veterinary Graduate should be able to do?
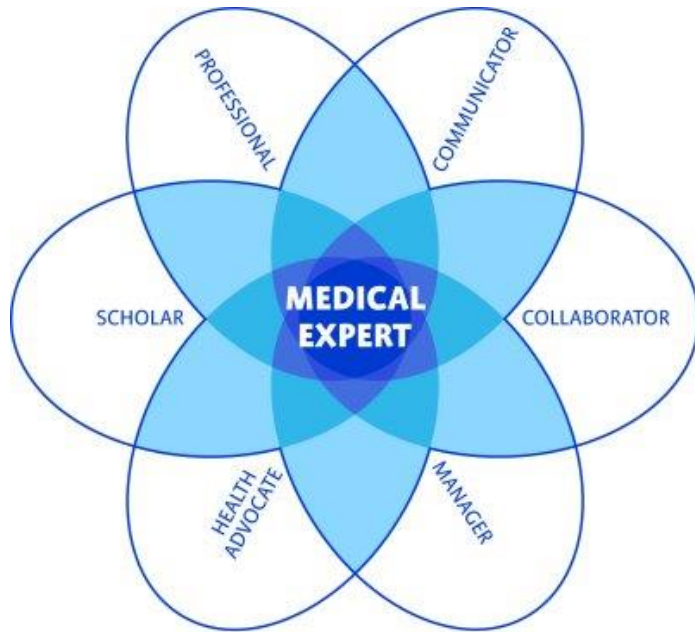
What graduates can Do = outputs

ANNEX 5 - AVBC ATTRIBUTES OF VETERINARY GRADUATES

ESSENTIAL COMPETENCES REQUIRED OF VETERINARIANS

May 2012

OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality

Roadmap for Veterinary Medical Education in the 21st Century:

Responsive, Collaborative, Flexible

NAVMEC REPORT AND RECOMMENDATIONS - 2011

Competency Frameworks

The CBVE Competency Framework (AAVMC)
- 9 domains & 32 core competencies

The Royal College of Veterinary Surgeons
Day One Competences
Edition Published 2022

The RCVS Day One Competences
- 4 broad domains and 10 "subdomains" with 45 competences

eCCVT
European Coordinating Committee on Veterinary Training

FVE/ECCVT/comm 2015_2
ECCVT Day One competences – Adopted 26/3/2015

European Coordination Committee for Veterinary Training (ECCVT)
Day One Competences

The EAEVE Day One Competences
- 36 competencies with 12 underpinning knowledge/understanding

AVBC Day One Competencies
9 Domains

Domain	Count
1. Clinical Reasoning & Decision-making	9
2. Individual Animal Care & Management	6
3. Animal Population Care & Management	5
4. Veterinary Public Health	4
5. Communication	2
6. Collaboration	3
7. Professionalism & Professional Identity	7
8. Financial & Practice Management	2
9. Scholarship	2

40 Competencies

Cross-mapped to CBVE, RCVS & EAEVE Frameworks

Day One Competencies

Final Draft – November 2022

AVBC

AVBC Competency Framework

Clinical Reasoning & Decision Making
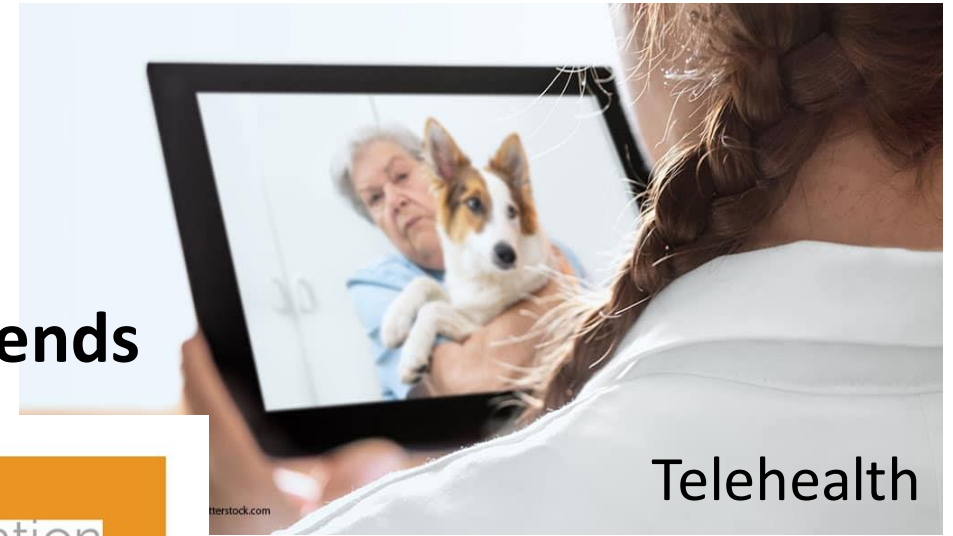Perform a complete physical examination relevant to presentation and context.

Veterinary Public Health
Develop, evaluate, recommend and practice protocols for biosecurity, biosafety, and infection prevention and control.

Collaboration
Demonstrate inclusivity and cultural competence and act to respect and promote diversity in all elements of practice.

Iterative Process for Day-1 Competencies

Based on Emerging Trends

Telehealth

Telemedicine

Based on ongoing Feedback

iterationiterationiterationiteration
iteration**iteration**iterationiteration
iterationiterationiterationiteration

Dogs wearing "Fitbarks"

RESILIENCE

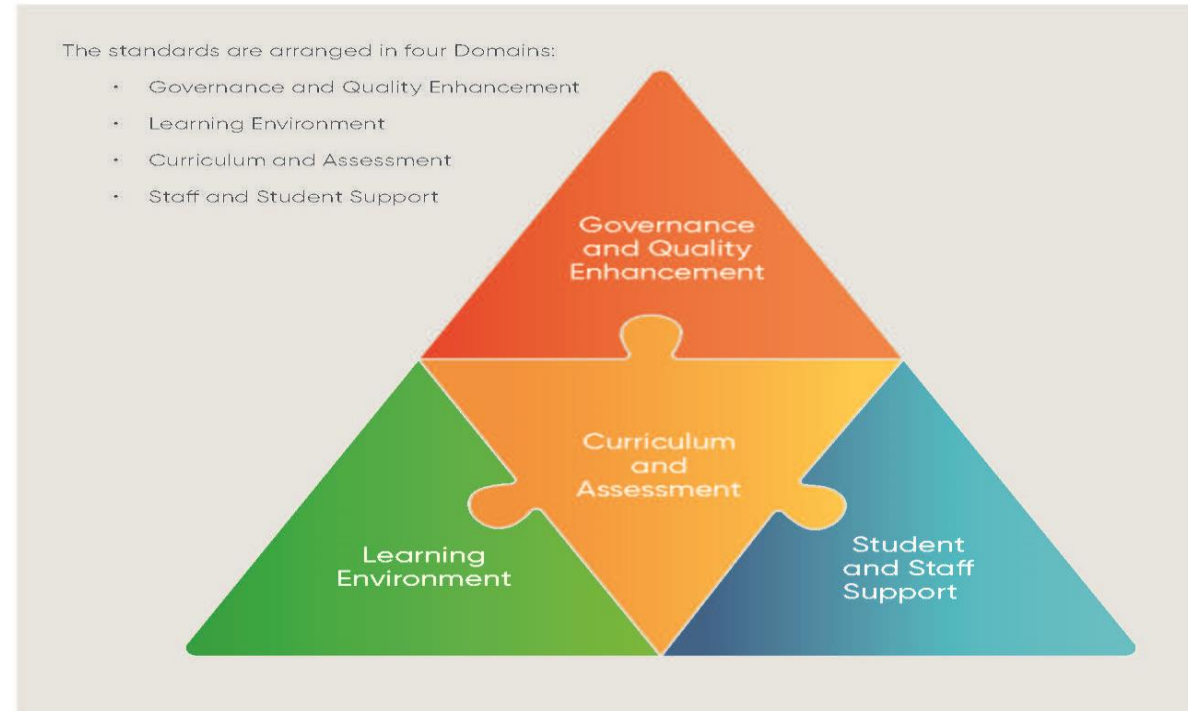# Accreditation Standards Review

2022-23

Standards review

- Progress
  - New RCVS Standards as a starting point
  - Two rounds consultation
- Emergent themes
  - Student wellbeing, professional resilience
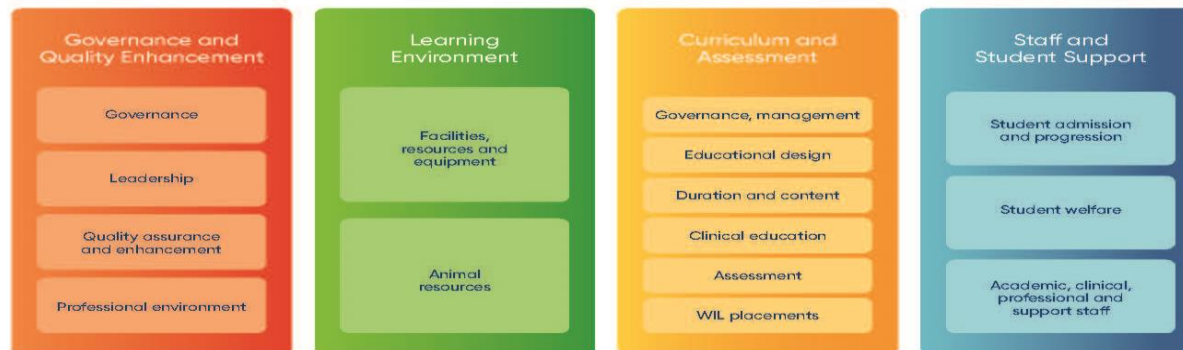 - Common conditions
  - Sustainability, culture

Thanks to Jenny Weston, Tim Parkinson, Mags Awad, Sharanne Raidal, Martin Cake, Julie Strouss, David Neck, Kym Abbott, and Sarah Ewing

Structure of the standards

The standards are arranged in four Domains:

- Governance and Quality Enhancement
- Learning Environment
- Curriculum and Assessment
- Staff and Student Support

In turn, the Domains each have core themes contained within them:

Governance and Quality Enhancement	Learning Environment	Curriculum and Assessment	Staff and Student Support
Governance	Facilities, resources and equipment	Governance, management	Student admission and progression
Leadership		Educational design	
Quality assurance and enhancement		Duration and content	Student welfare
	Animal resources	Clinical education	
Professional environment		Assessment	Academic, clinical, professional and support staff
		WIL placements	

Draft new VSAAC Standards

New standards address:
- Diversity, equity, inclusivity, culture
- Safety for practice with clients' animals
- Work Integrated learning; safety, QA
- Common clinical conditions

New processes:

"living" repository of evidence

Outcomes focused, risk based

Version 8 July 2020

ACCREDITATION STANDARDS

Transition to practice

How can accreditation assist this transition to practice?

What do we know about the transition to practice?

Opportunity for positive professional & personal challenge and growth

Stressful
Lack of Support

Sheena Warman – UK graduates

Transition to practice

Progress needs to be acknowledged

a. VetSet2Go project and the improvements made to vet curricula in Au/NZ to better prepare graduates

b. Vet schools developing competency-based/ outcomes-focused curricula

c. Introduction of programs on professional practice:
   a. communications skills
   b. clinical skills labs
   c. focus on entry level techniques e.g., spey/neuter surgery/anaesthesia

d. Assessment of competency in authentic clinical contexts

e. Mental health training and support through program

Are there other ways accreditation can better support this transition?

Day 1 Competencies

Competencies provide a <u>shared</u> mental models of what is required of students at graduation.

We also need to have shared models for how they are attained over time, and if they have been achieved.

Shared Mental Models

Shared Mental Models

Roadmap for Learners

Progress decisions

Guide clinicians in assessment during WIL

Guide curriculum development & quality assurance

Competencies & Assessment

- Can we use these shared mental models to develop **assessment tools**, including those that can be used to evaluate students in their clinical rotations?

- A recent example of an workplace-based assessment tool that was mapped to a competency framework is the **In-Training Evaluation Report (ITER)** – Read *et al.,* (2022) *Front. Vet. Sci.* 9:1019305

- Would a similar, shared assessment tool be helpful in Australasian veterinary programs for both intramural extramural rotations to evaluate development/attainment of competence?

Employability

- Employability = the ability to *gain* and *sustain* meaningful employment

- An important component is *satisfaction* and *success* in employment
  - "being **good at what you do**
    Valued by the work context
  - and finding it **personally rewarding** to do it"
    Valuable for the worker

Cake et al, 2018; van der Klink, 2016

VetSet 2Go

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Learning Outcomes for success/employability

Capability
'Approaches to Practice'

+ **Competencies**

Cake, 2021

Competencies and EPAs

- **EPAs = Entrustable Professional Activities**
- Defined as "the routine activities that veterinarians perform in their daily practice".
- EPAs require the integration of multiple competencies across multiple domains

EPAs

- As EPAs are routine activities in a veterinary practice, there are multiple opportunities for students to practice these and also for instructors to assess them

- Evaluation is usually done using entrustment-supervision scales

EPAs in Veterinary Medicine

Entrustable Professional Activities
for the RCVS Veterinary Graduate
Development Programme

Competency-Based Veterinary Education:
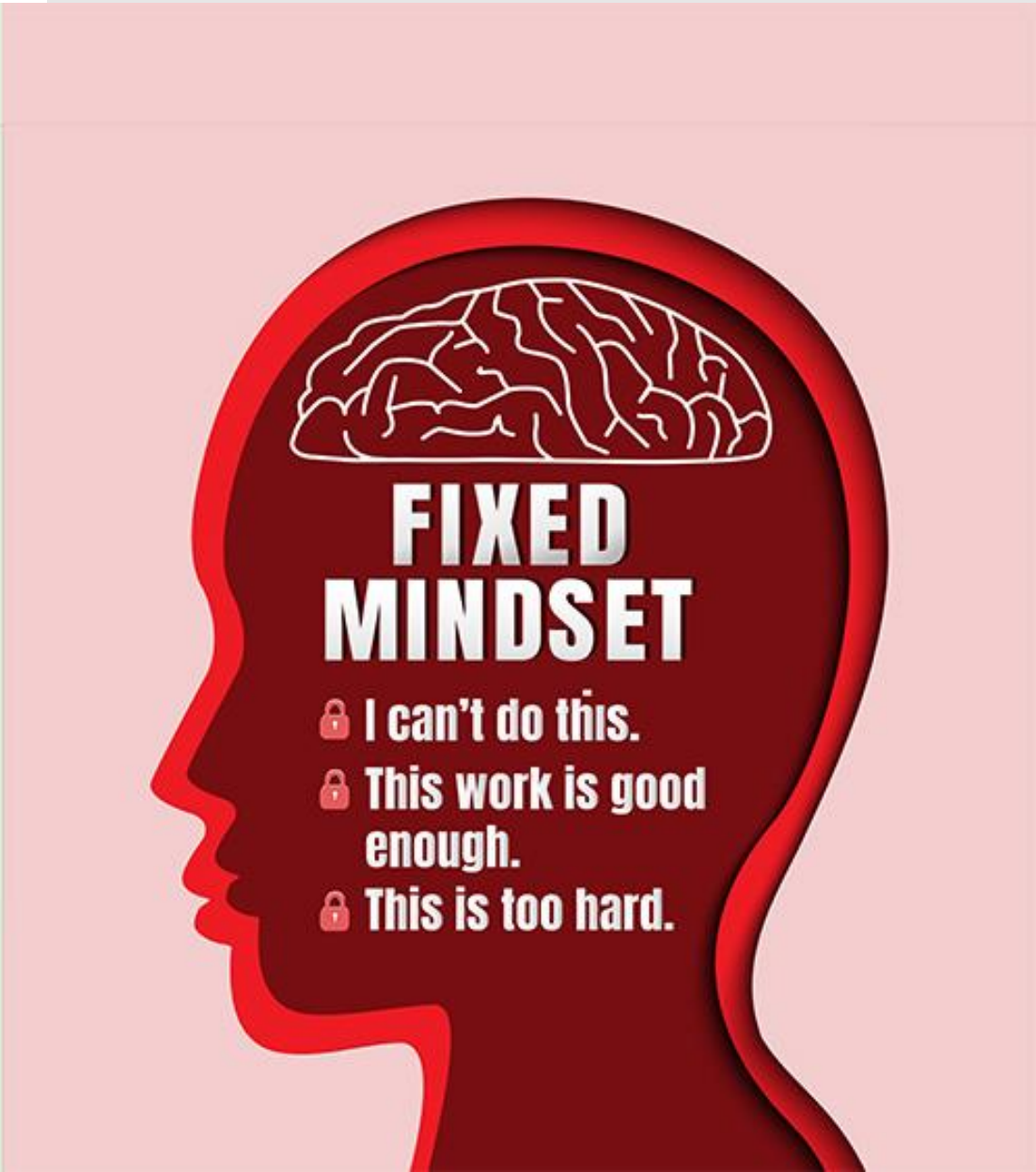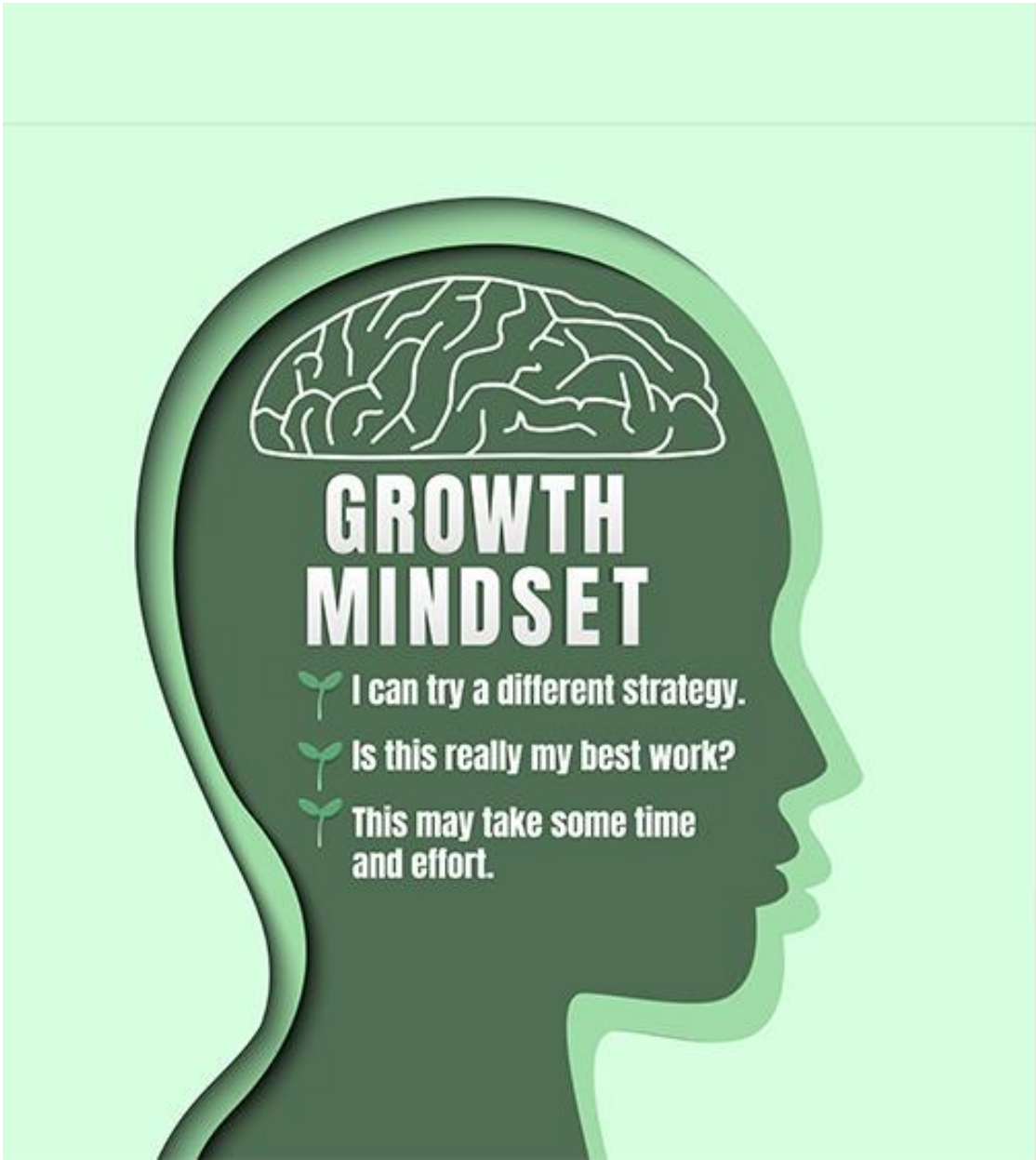**Entrustable Professional Activities**

Feedback & Coaching

- Retaining employees requires cultural success in practices
- Should we also be training vet students, new graduates and employers of new graduates how to give and receive feedback?

→ *Coaching Approaches*

Lastly:

How do we change the relationship between veterinary training programs and employers from a:

Nelson, 2021

handoff

partnership

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Thank You!

Questions ?

Workshop Questions

1. How can curriculum and assessment design focused on DICs reduce the pressures on veterinary education and graduates?

2. What is the role of the veterinary profession in supporting student learning and graduate transition to practice (particularly in extramural practices)?

3. How can implementation of the new accreditation standards and processes improve the preparation for, and transition of graduates to practice?

- 15 min brainstorm - "issues"   AND "solutions"
- 15 min summarize, record consensus
- 30 min report back to larger group
- 10 min synthesis