Entrustable professional activities in competency-based veterinary education

C.C.M.A. Duijn1 | H.G.J. Bok1 | (Th.J.) O. ten Cate2 | M. Mandoki3 | W.D.J. Kremer1
For more information, please contact c.c.m.a.duijn@uu.nl

1 Utrecht University Faculty of Veterinary Medicine, Utrecht 2 University Medical Center Utrecht, Utrecht 3 Szent Istvan University, Budapest

Background

There is an increased interest in competency-based veterinary education at the clinical workplace1, 3

EPAs can increase transparency in the workplace regarding students’ abilities and competencies, and can help to ensure safe and high quality patient care2, 3

The aim of this study was to describe EPAs and explore their feasibility in veterinary clerkships

Methods

Procedure

Modified Delphi procedure, based on a draft version of EPAs

Validate a framework, among veterinary (educational) experts

An online questionnaire, judging the relevance of the several EPAs (on a five-point Likert scale)

Participants

47 Veterinarians (response rate 57%)

15 Teachers

16 Veterinarians of the extramural clinics

16 Recently graduated veterinarians

Analyses

Rating

1. Accepted
2. Adjusted
3. Declined

Accepted when at least 80 % of the panel members scored relevant or very relevant (4-5).

Results

The Delphi procedure resulted in a list of 35 EPAs for assessing students competency development.

Conclusion and discussion

The EPAs will be employed in the undergraduate training program, with the focus on the practicability to give insight in students’ performance in the clinical workplace. Further research should focus on how EPAs could be implemented for enhancing competency development and making entrustment decisions.

Take home message

EPAs could be used to bridge the gap between a competency based approach and daily clinical practice.

References:

