



# The development of Entrustable professional activities in competency-based Farm Animal Health education

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## Background

The goal of veterinary education is to train students to competently practice the core tasks of the profession at the time of graduation.

Entrustable Professional Activities (EPAs) could increase transparency in the workplace regarding students' abilities and competencies, and help to ensure safe and quality patient care.

## Methods

At first, four veterinary education experts compiled a list of EPAs relevant for Farm Animal Health.

Secondly, a Delphi procedure was used to validate a framework of EPAs amongst (educational) veterinarians in the Netherlands and in Hungary.

To be included in the framework the EPAs were rated as relevant by at least 80% of the panel members.

## Results

The Delphi procedure resulted in a list of 35 EPAs for assessing students' expertise development (see Figure 1). Examples of these EPAs are :

- Integrate information from the interview, the general expression and the physical examination to construct a reasoned and prioritized differential diagnosis,
- Manage and facilitate pain relief,
- Managing a patient or herd with a respiratory problem.

## Discussion

The 35 EPAs describe the core activities for the Farm Animal Health track at SIU and FVMU.

They clarify the core activities that students need to develop in order to allow high-quality patient care.

## Conclusion

The EPAs can be employed in the (undergraduate) training programs, and provide insight in students' performance on the clinical workplace.

Further research should focus on how EPAs should optimally be implemented to enhance 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.

Figure 1: Find the EPA's for veterinary medicine "Managing a...."

## References:

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