

#8GG07 (134978)

**Comparing Brazilian and European Veterinary Day One Competences**

**Luiza Valente\***, Federal Fluminense University, Niterói, Brazil

Flavio Fernando Batista Moutinho (Federal Fluminense University, Niterói, Brazil)

Raul Ribeiro de Carvalho (Federal Fluminense University, Niterói, Brazil)

**Background:** In 2003, Brazilian Ministry of Education published the veterinary day one competences, which are called “Diretrizes Curriculares Nacionais” or DCNs. These competences included 6 general and 17 specific skills and competences. Since then, many veterinary schools made changes in their curriculum, but none of the public schools has adopted a competence-based curriculum yet.

**Summary of Work:** We have compared Brazilian DCNs to RCVS and EAEVE day one competences in order to research if all education establishments are targeting similar professions. If so, European Educational innovations have the potential to be implemented in Brazilian Veterinary Schools.

**Summary of Results:** Regarding the text structure, Europeans competences are more concise and objectively described while Brazilians are more broad and generic. However, it was possible to see that all the Brazilian general competences and 12 of the 17 specific are covered in Europeans one.

**Discussion:** The main differences are that Brazilians also includes planning and management of agribusiness and agro industrial projects as well as of animal production, reproduction and biotechnology projects. It is possible that these activities in Europe are a professional field of other professionals like animal scientists, and for this reason are not emphasized in veterinary day one competences.

**Conclusion:** Also, Brazilian competences have not explicit cited the ability to adapt to changes and the recognition of personal limits and seek for a professional support when necessary. We understand that these skills are underlying Brazilian competences but if they were explicit cited professors would seek methods direct teach these skills. Brazilian and European day one competences have little differences but have approximately 80% of its content in common with each other.

**Take Home Messages:** Brazilian and European Veterinary schools are aiming the same professional and so, many exchanges in veterinary education could and should be pursued in order to benefit schools in all the countries involved.

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**Pedagogical tools in surgery rotation on medical internship based on the Model for Developing Entrustable Professional Activities. A mixed methods study**

**Samuel Eloy Gutiérrez Barreto\***, National Autonomous University of Mexico, México, Mexico

Alicia Hamui Sutton

Michael Sandoval Torres

Jorge Enrique Pereyra Arzate

Felipe Flores Morones

**Background:** Competencies have turned around worldwide Medical education, the National Autonomous University of Mexico, since 2010 has implemented a new curriculum by subjects but focuses to competence. To execute it, we designed a Model for Developing Entrustable Professional Activities, which retrieves the proposal from the Association of American Medical Colleges (AAMC), on the Entrustable Professional Activities (EPA's), and the Milestone Project proposed by the Accreditation Council for Graduate Medical Education (ACGME) to achieve compatible skills with daily practice of medical students.

**Summary of Work:** Mixed methodology was used; in the qualitative section, the technique of focus groups with teachers and students was used with a total of 22 persons to explore clinical practice in the fifth year of general surgery rotation. Subsequently a team analyzed and triangulated information to build milestones with its different levels (novice, advance beginner and competent). In order to achieve consensus the Delphi technique was used in three rounds, with experts to determine whether levels of specific EPA's in general surgery were appropriate for student in the Mexican context.

**Summary of Results:** Five milestones for clinical practice in general surgery rotation were constructed: 1) wound assessment, 2) participation in the operating room, 3) care in acute abdomen, 4) diagnosis for no abdominal surgical care and 5) outpatient surgery.

**Discussion:** This model has not been yet tested in real clinical settings, it is thought advisable to check their validity and reliability to determine whether the milestones will be used as part of the evaluation.

**Conclusion:** This pedagogical tool aims to be used as a mean for teaching through competitions in our environment.

**Take Home Messages:** Milestones of EPA's could be considered in the process for teaching and learning in clinical settings because they articulate curriculum and practice under the new paradigm of competency-based education in Latin-American settings.