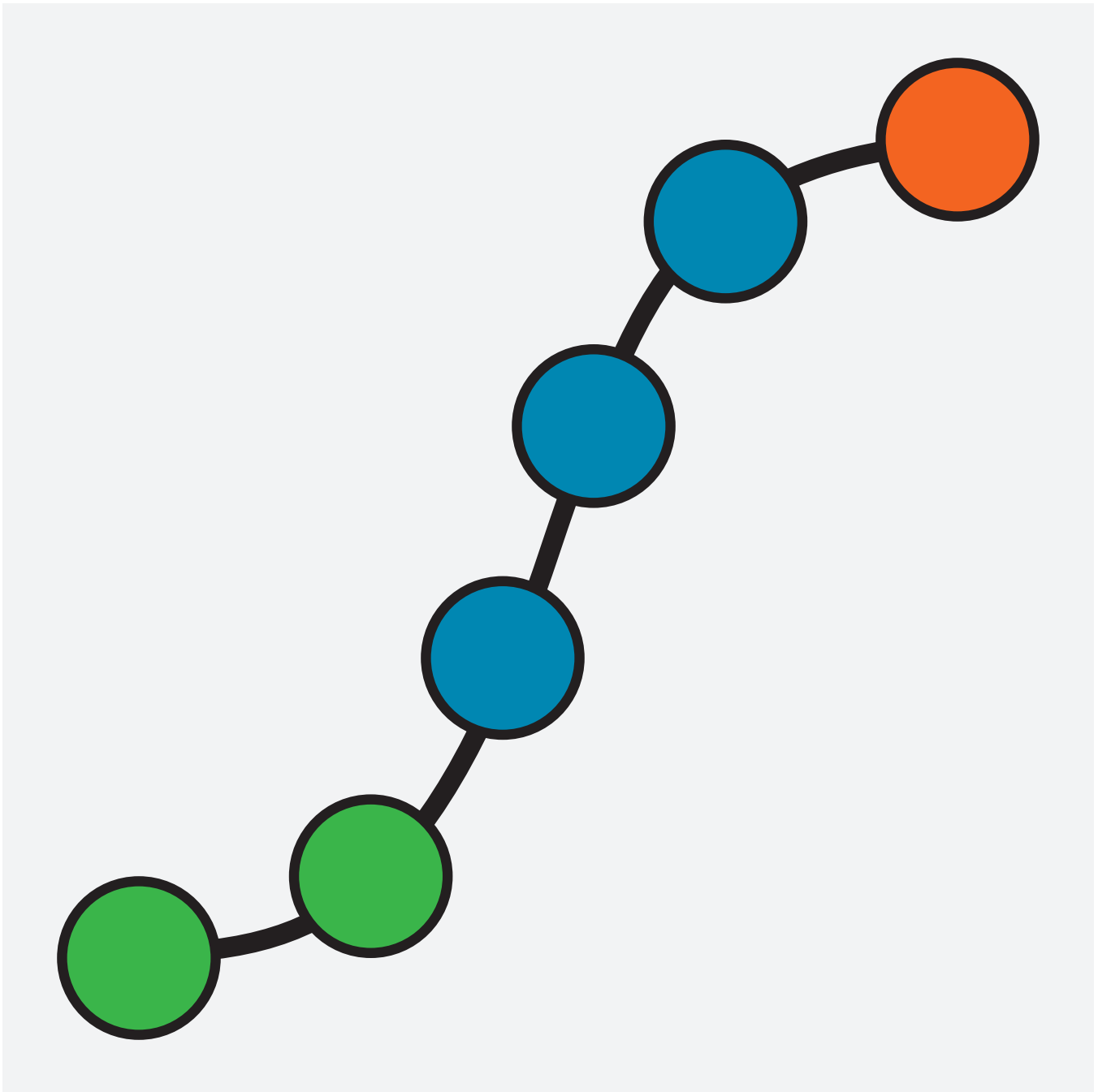




# Competency-Based Veterinary Education: Milestones



# CBVE: Milestones

A milestone is an observable marker of an individual's ability along a developmental continuum. Using milestones to monitor the longitudinal progress of learners helps ensure preparation for independent practice at graduation. The CBVE Milestones are written at distinct levels to describe the expected performance along the trajectory of ability for each competency across the program. Veterinary education programs include pre-clinical instruction that provides the foundation to prepare students for patient management in the authentic workplace. Milestones for the pre-clinical curriculum are identified as Pre-Novice 1 and Pre-Novice 2 where learners are developing competence within controlled and simulated environments. The Novice milestone describes the level of learner development expected at the time of entry into an authentic workplace where variability and ambiguity are expected. In this environment, learners may initially regress because of the complexity encountered. Since the Novice milestone sets minimum expectations for a learner's entry into the authentic workplace, learners who have not yet reached the Novice milestone for a particular competency may require remediation prior to entry into the clinical environment. Conversely, some learners may enter clinical training at a milestone level higher than Novice. The Advanced Beginner milestone describes the expected development of competence during clinical training and helps ensure an individual is on an appropriate trajectory towards graduation. The Competent milestone describes the expectation for a learner's entry into their professional career. If this level is not achieved, learners require remediation prior to graduation. Although some learners may achieve the Proficient milestone during the veterinary medical training program, for most learners, this milestone provides a roadmap for continued development after graduation.

In medical education literature, competence is considered a stratified concept that builds upon itself as a learner progresses along the developmental continuum. The foundational, context-independent knowledge and skills that every professional should possess are illustrated in the Pre-Novice milestone descriptions. In the early phases of training,

learners encounter simulated exercises within controlled learning environments. As the learner progresses to clinical training, the learning environment becomes context-dependent. In the clinical phase, the learner must consider many factors that are unique to a given case or set of circumstances (i.e., the authentic workplace). In the final phase following graduation, the professional develops personalized competence, or the art of practicing medicine, where they incorporate their own skills, interests, and habits into clinical practice. Here the achievement of proficiency corresponds with an aspirational goal usually achieved by a veterinary professional after some time in the professional work environment. Also critical to this final phase of development is the veterinarian's ability to incorporate broader perspectives. Milestones are written such that each developmental level builds on the previous one, i.e., it is assumed that the Advanced Beginner milestone includes all the behaviors described for the Novice milestone as well as those for the Advanced Beginner milestone; behaviors are not described again at subsequent levels. The milestones are written in a broad context to support demonstration of individual competencies across multiple workplace-based activities.

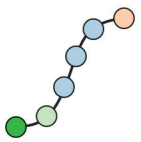
Milestones create a shared mental model for learners and educators regarding the progressive development of competence. The CBVE Milestones may be used to:

- Guide the progression of competence throughout a learner's training;
- Enable learners to focus their learning activities more effectively;
- Assist instructors in providing feedback to learners;
- Provide clearly defined targets to guide authentic learning and assessment;
- Enable assessors to determine when a learner has achieved a given milestone or set of milestones and is ready to move to the next phase of training.

# CBVE: Milestones

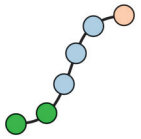
Narrative descriptions of expected learning progression for each CBVE Competency.

## MILESTONES



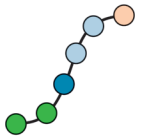
### **PRE-NOVICE 1:**

Learner development expected from entry into the veterinary program and across the early phases of the training program



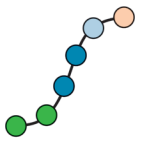
### **PRE-NOVICE 2:**

Learner development expected from Pre-Novice 1 leading up to entry into the workplace environment



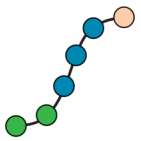
### **NOVICE:**

The minimum expectation for entry to the authentic workplace



### **ADVANCED BEGINNER:**

Developing competence



### **COMPETENT:**

Expectation for entry into the professional career



### **PROFICIENT:**

Aspirational expectation after some time in the workplace

# 1.1

## COMPETENCY 1.1

### Gathers and assimilates relevant information about animals

#### MILESTONES



##### PRE-NOVICE 1:

Identifies behavior and body language that impact animal handling. Practices methods of patient handling and restraint in controlled environments with supervision. Obtains signalment and general history for healthy patients in simulated cases. Identifies normal form and function of animals. Performs components of general physical examination. Selects appropriate technique to collect samples for diagnostic testing. Performs point-of-care diagnostic tests.



##### PRE-NOVICE 2:

Selects appropriate method of restraint for animal and situation. Performs handling and restraint techniques safely and effectively. Performs disorganized and incomplete physical examination and describes findings. Differentiates normal from common/obvious abnormal physical exam findings. Selects correct test(s) to evaluate organ system(s). Interprets test results based upon pathophysiology of disease. Prioritizes selection of diagnostic tests based on their benefits and risks.



##### NOVICE:

May require assistance with animal handling and/or restraint in complicated, clinical cases. Poses history-taking questions from a template. Gathers insufficient, exhaustive, or irrelevant information. Performs complete physical examination. May lack systematic approach and/or overlook key findings. Interpretation of results rarely advances the plan.



##### ADVANCED BEGINNER:

Gathers relevant information. May omit details that support/refute common differential diagnoses. Physical examination follows a pattern but may overlook subtle findings. Identifies, describes, and documents major abnormalities. Interprets laboratory tests correctly most of the time; struggles to interpret conflicting results.



##### COMPETENT:

Handles patients effectively to minimize stress. Obtains pertinent history appropriate for the situation. Identifies and organizes historic elements consistent with common disorders. Performs thorough physical examination in a logical, fluid sequence, including systems-specific examinations. Identifies and documents most abnormal physical exam findings including subtle findings. Selects and interprets routine diagnostic tests appropriately. Ambiguous results are interpreted within case context to advance the plan.



##### PROFICIENT:

Recognizes variability in case presentation. Efficiently reviews results and recognizes unexpected findings to guide management of unusual cases.

# 1.2

## COMPETENCY 1.2

### Synthesizes and prioritizes problems to arrive at differential diagnoses

#### MILESTONES



##### PRE-NOVICE 1:

Explains components of the problem-oriented medical record (POMR) approach. Generates a rudimentary problem list given basic case information and identifies associated body systems and/or disease mechanisms in simulated cases.



##### PRE-NOVICE 2:

Refines problem list based on increasing case information. Generates differential diagnoses associated with body systems for common conditions.



##### NOVICE:

Focuses exclusively on the presenting complaint of clinical cases. List of differential diagnoses may not be prioritized, may include irrelevant conditions, and/or be limited in scope.



##### ADVANCED BEGINNER:

Develops a problem list that is accurate with occasional omissions. Differential list may be excessive, incomplete, and/or inadequately prioritized.



##### COMPETENT:

Consistently develops an accurate, prioritized problem list and differential list for common problems.



##### PROFICIENT:

Follows systematic procedure for synthesis, comparison, and evaluation of information. Quickly filters irrelevant information and identifies unknowns.

# 1.3

## COMPETENCY 1.3

**Creates and adjusts a diagnostic and/or treatment plan based on available evidence**

### MILESTONES



**PRE-NOVICE 1:**

Describes the physiologic basis and indications for conducting routine diagnostic tests and planning treatments.



**PRE-NOVICE 2:**

Evaluates simulated case scenario information, designs and justifies a basic diagnostic and/or treatment plan.



**NOVICE:**

Describes some components of a diagnostic and/or treatment plan but may not consider unique clinical patient data to develop a tailored plan. Reevaluates patient following implementation of plan only when prompted.



**ADVANCED BEGINNER:**

Generates diagnostic and/or treatment plans that incorporate elements of unique patient findings but are not comprehensive. Reevaluates situation and plan but may have difficulty integrating new information or dealing with uncertainty.



**COMPETENT:**

Develops comprehensive plan tailored to the animal, reevaluates information, and updates plan. Justifies case management decisions. Reviews and self corrects when initial conclusions are inaccurate.



**PROFICIENT:**

Articulates succinct and accurate explanations for decision-making. Makes evidence-based decisions in the face of ambiguous data. Promptly adjusts management plan based on available evidence.

# 1.4

## COMPETENCY 1.4

**Incorporates animal welfare, client expectations, and economic considerations into the diagnostic or treatment plan**

### MILESTONES



#### PRE-NOVICE 1:

Defines the principles of animal welfare and identifies the elements that impact animal quality of life. Identifies client factors, economic context, resources, and other constraints that influence animal care and productivity in simulated cases. Considers euthanasia as an option.



#### PRE-NOVICE 2:

Demonstrates a limited ability to adjust the diagnostic and management plan based on consideration of relevant factors. Lists possible reasons for client non-compliance. Assesses animal welfare on an individual and population level.



#### NOVICE:

Develops a diagnostic, treatment, and client education plan for clinical cases, but may not address all animal welfare and client factors, economic context, resources, and other constraints.



#### ADVANCED BEGINNER:

Presents a range of options, but may struggle to describe the advantages, logistics, and/or complications of each. Inconsistently considers client input in the plan.



#### COMPETENT:

Prioritizes a range of feasible management plans, including euthanasia, with consideration of the long-term health and welfare of the animal. Recognizes client limitations and respects their preferences. Provides clear explanations of the advantages, complications, and prognosis for each option.



#### PROFICIENT:

Empowers client to participate in the development of a comprehensive customized management plan for their animal, including palliative care. Incorporates available evidence and accurately predicts the expense and value for each option. Functions well in resource-poor environment.

# 1.5

## COMPETENCY 1.5

### Prioritizes situational urgency and allocates resources

#### MILESTONES

**PRE-NOVICE 1:**

Identifies alterations in homeostatic mechanisms that threaten life. Describes clinical findings that require triage.

**PRE-NOVICE 2:**

Develops a plan to restore homeostasis in simulated cases. Identifies resources needed to implement the plan.

**NOVICE:**

Recognizes overt life-threatening situations in clinical cases, but may not respond urgently. May not recognize changes in patient status. Requires assistance to develop plan to stabilize an emergent patient.

**ADVANCED BEGINNER:**

Recognizes urgent situations. Develops plan for triage. Limited ability to recognize changes in patient status that require immediate intervention.

**COMPETENT:**

Reevaluates patient or situation continuously. Recognizes change in patient status warranting escalating care. Calls for assistance and works with team members/resources to provide care.

**PROFICIENT:**

Efficiently triages emergent and urgent patients. Directs team and prioritizes activities to align with available resources.



# 1.6

## COMPETENCY 1.6

### Adapts knowledge to varied scenarios and contexts

#### MILESTONES

**PRE-NOVICE 1:**

Identifies key similarities and differences (e.g., anatomy, physiology, immunology, pathology) between species that are relevant to case management.

**PRE-NOVICE 2:**

Applies knowledge learned in one context to a context that may be unfamiliar in simulated cases.

**NOVICE:**

Employs a standardized approach to clinical patient management. Variation in species and/or circumstances may present a barrier.

**ADVANCED BEGINNER:**

Recognizes variations in species or situation. Inconsistently adapts plan when circumstances vary from routine.

**COMPETENT:**

Draws inferences across species and circumstances to solve clinical problems in routine situations.

**PROFICIENT:**

Solves problems in novel situations. Creates solutions for gaps in care.

# 1.7

## COMPETENCY 1.7

**Recognizes limitations of knowledge, skills and resources and consults as needed**

### MILESTONES



**PRE-NOVICE 1:**

Differentiates between primary and specialty care.



**PRE-NOVICE 2:**

Recognizes situations and/or limitations that may require referral in simulated cases. Identifies resources for consultation and support.



**NOVICE:**

May underestimate or overestimate own abilities in the workplace. May lack awareness of resource limitations. Reluctant to reveal shortcomings or seek advice from others.



**ADVANCED BEGINNER:**

Recognizes some limitations but overestimates other abilities. Requires assistance in utilizing resources for consultation and/or referral.



**COMPETENT:**

Recognizes own limitations. Usually seeks guidance when warranted. Occasionally delays timely consultation and/or referral.



**PROFICIENT:**

Anticipates the need for consultation and proactively pursues consultation and/or referral.

# 2.1

## COMPETENCY 2.1

### Performs veterinary procedures and post-procedural care

#### MILESTONES



##### PRE-NOVICE 1:

Identifies relevant anatomical structures for common veterinary procedures. Performs individual components of procedure on models and/or specimens. Describes the physiology and pharmacology of analgesics and anesthetics.



##### PRE-NOVICE 2:

Identifies indications and contraindications for a procedure. Demonstrates aseptic technique. Performs procedure by combining multiple components on models and/or live animals in a laboratory setting. Designs analgesic and anesthetic protocols with assistance.



##### NOVICE:

Performs common procedures with continuous assistance and direct supervision in the workplace. Assists in pre- and post-procedural care. Administers analgesics and anesthetics with supervision.



##### ADVANCED BEGINNER:

Performs common procedures with intermittent assistance and direct supervision. Limited ability to take corrective action. Initiates limited pre- and post-procedural care.



##### COMPETENT:

Performs common procedures, including pre- and post-procedural management, without direct supervision but with support available if needed. Takes corrective action as warranted.



##### PROFICIENT:

Performs procedures independently. Demonstrates fluidity and efficiency in procedural performance. Supervises others in performing procedures.

# 2.2

## COMPETENCY 2.2

### Promotes comprehensive wellness and preventive care

#### MILESTONES



**PRE-NOVICE 1:**

Describes factors used to assess animal health, welfare and productivity (e.g., physical condition, nutritional status, behavior, breed, performance). Describes husbandry practices for common domestic species.



**PRE-NOVICE 2:**

Evaluates animal-specific factors and husbandry and management practices for impact on animal health, welfare and productivity in simulated cases. Advises on routine health management in a given scenario.



**NOVICE:**

Develops preventive care plan for clinical cases based on knowledge of relevant factors related to health and wellbeing. Plan may lack specificity and/or completeness. May struggle to communicate the plan.



**ADVANCED BEGINNER:**

Informs client of wellness/preventive care plan recommendations but explains benefits and importance only if asked. Readily ends wellness-focused discussion if client disengages or expresses indifference.



**COMPETENT:**

Presents a comprehensive wellness/preventive care plan including justification for each component. Answers client questions thoroughly and confidently and promotes patient and client benefits.



**PROFICIENT:**

Engages the client in selecting a comprehensive wellness/preventive care plan. Helps client prioritize healthcare options when resources are limited.

# 3.1

## COMPETENCY 3.1

### Applies population management principles in compliance with legal regulations and economic realities

#### MILESTONES

**PRE-NOVICE 1:**

Describes normal husbandry practices for animal populations. Identifies situations that require intervention to improve animal health and productivity.

**PRE-NOVICE 2:**

Identifies animal health and production goals relevant to given context in simulated cases. Evaluates possible interventions including associated costs, benefits and regulatory factors to meet goals.

**NOVICE:**

Creates population management plan with limited consideration of economic and regulatory factors in clinical cases.

**ADVANCED BEGINNER:**

Creates population management plan that considers economic and legal factors. Practices data analysis with assistance.

**COMPETENT:**

Analyzes population data to identify common problems and articulates potential solutions including economic and regulatory considerations.

**PROFICIENT:**

Evaluates population data to solve increasingly complex problems with realistic solutions tailored to population and/or client needs.

# 3.2

## COMPETENCY 3.2

### Recommends and evaluates protocols for biosecurity

#### MILESTONES



**PRE-NOVICE 1:**

Uses specified PPE and practices hygiene in simulated or laboratory settings.



**PRE-NOVICE 2:**

Explains the importance of biosecurity in prevention of disease spread. Describes the components of biosecurity protocols and explains the rationale for their use.



**NOVICE:**

Applies existing biosecurity protocol in the workplace.



**ADVANCED BEGINNER:**

Recommends and applies biosecurity protocol with assistance. Identifies errors while implementing and self-corrects.



**COMPETENT:**

Develops biosecurity protocols for common diseases and evaluates their effectiveness.



**PROFICIENT:**

Evaluates and advises on biosecurity protocols in varied situations (e.g., less common diseases or wide geographic area).

# 3.3

## COMPETENCY 3.3

### Advises stakeholders on practices that promote animal welfare

#### MILESTONES



**PRE-NOVICE 1:**

Describes the five domains of animal welfare. Lists examples of indicators that can be used to assess animal welfare.



**PRE-NOVICE 2:**

Assesses animal management systems and identifies welfare concerns in simulated cases.



**NOVICE:**

Recognizes animal welfare concerns in clinical cases and identifies strategies to mitigate them.



**ADVANCED BEGINNER:**

Identifies strategies to enhance animal welfare. May have difficulty promoting these strategies to stakeholders.



**COMPETENT:**

Advocates for animals and advises stakeholders regarding strategies to enhance welfare.



**PROFICIENT:**

Engages the local community and profession as an advocate for animal welfare. Promotes strategies in the face of opposition.

# 4.1

## COMPETENCY 4.1

### Recognizes zoonotic, transboundary, and emerging diseases and responds accordingly

#### MILESTONES



##### PRE-NOVICE 1:

Defines zoonoses and transboundary diseases. Identifies the pathobiology of the agents involved in animals and humans. Describes methods to protect self and others from zoonotic disease transmission.



##### PRE-NOVICE 2:

Explains the public health implications of zoonotic infections. Lists zoonotic and transboundary diseases that are reportable and the agencies involved in the reporting process.



##### NOVICE:

Identifies clinical signs associated with common zoonotic and transboundary diseases in clinical cases. Takes appropriate barrier precautions.



##### ADVANCED BEGINNER:

Lists zoonotic and transboundary diseases as differential diagnoses when appropriate. Seeks help in developing appropriate action plans including barrier precautions and reporting.



##### COMPETENT:

Identifies common zoonotic and transboundary diseases consistently. Develops and helps implement a management plan, including reporting. Instructs others in barrier precautions.



##### PROFICIENT:

Distinguishes atypical presentations of zoonotic and transboundary diseases across a range of species and coordinates control measures.



# 4.2

## COMPETENCY 4.2

### Promotes the health and safety of people and the environment

#### MILESTONES



**PRE-NOVICE 1:**

Identifies how animals impact the health and safety of people and the environment. Describes the role of the veterinarian in protecting public and environmental health.



**PRE-NOVICE 2:**

Lists methods for the promotion of health and safety of people and the environment (e.g., antimicrobial stewardship). Identifies strategies for implementation in simulated cases.



**NOVICE:**

Follows health and safety practices with assistance in the workplace.



**ADVANCED BEGINNER:**

Participates in health and safety practices.



**COMPETENT:**

Evaluates and recommends health and safety practices.



**PROFICIENT:**

Develops health and safety practices for novel or unexpected situations.

# 5.1

## COMPETENCY 5.1

### Listens attentively and communicates professionally

#### MILESTONES



**PRE-NOVICE 1:**

Inconsistently uses active listening and other core communication skills in simulations. May not select appropriate platform for communication delivery. May struggle to convey information clearly and professionally.



**PRE-NOVICE 2:**

Selects an appropriate communication platform. Consistently demonstrates active listening and core communication skills in simulations.



**NOVICE:**

Communicates primarily unidirectionally with limited active listening. Communicates well with scripted plan but may falter when confronted with unexpected variables in the workplace.



**ADVANCED BEGINNER:**

Actively listens and fosters bidirectional communication in most situations.



**COMPETENT:**

Consistently communicates bidirectionally and professionally.



**PROFICIENT:**

Communicates with confidence and ease regardless of situation.

# 5.2

## COMPETENCY 5.2

### Adapts communication style to diverse audiences

#### MILESTONES



**PRE-NOVICE 1:**

Explains the importance of relationship-centered communication. Describes the variety of communication styles. Inconsistently uses correct terminology for audience in simulations.



**PRE-NOVICE 2:**

Uses core communication skills to practice relationship-centered communication. Adapts terminology to audience.



**NOVICE:**

Defaults to a single communication style regardless of audience in the workplace. Often makes assumptions rather than eliciting perspectives from others. May not adapt terminology to audience.



**ADVANCED BEGINNER:**

Inconsistently uses appropriate terminology. Occasionally elicits others' perspectives. Attempts to adapt communication style to meet the needs of others.



**COMPETENT:**

Routinely elicits perspectives, expectations, and concerns of others. Adapts communication to audience.



**PROFICIENT:**

Readily adapts the communication to audience needs, even in difficult situations. Anticipates areas of concern and explains proactively.

# 5.3

## COMPETENCY 5.3

### Prepares documentation/forms appropriate for the intended audience

#### MILESTONES



**PRE-NOVICE 1:**

Describes documents used by veterinary professionals to record patient care and fulfill professional and legal requirements. Identifies the legal requirements of a given jurisdiction.



**PRE-NOVICE 2:**

Records medical information in simulated activities but may be incomplete. Terminology may not be appropriate for type of document.



**NOVICE:**

Records relevant information inconsistently (e.g., poorly organized, illegible, incomplete, irrelevant, or late) for clinical cases. May require point-by-point direction to complete forms.



**ADVANCED BEGINNER:**

Records most relevant information. Documents may require revision to correct inaccuracies or legibility. Terminology is usually appropriate for the document. Completes forms correctly with guidance.



**COMPETENT:**

Creates documents that are accurate, timely, legible and complete. Completes forms independently.



**PROFICIENT:**

Records information thoroughly and concisely.

# 6.1

## COMPETENCY 6.1

### Solicits, respects and integrates contributions from others

#### MILESTONES

**PRE-NOVICE 1:**

Acknowledges that there are different roles for team members. Describes how each role contributes to project completion.

**PRE-NOVICE 2:**

Contributes as a team member and integrates contributions from others to complete a defined project.

**NOVICE:**

Transitions between different team roles with guidance in the workplace. May disregard contributions from those perceived to have less authority.

**ADVANCED BEGINNER:**

Demonstrates respect for input from others but may not always incorporate input to advance team goals.

**COMPETENT:**

Considers team goals. Solicits and incorporates input from others to advance team goals.

**PROFICIENT:**

Demonstrates mutual respect and prioritizes team goals based upon input from all team members.

# 6.2

## COMPETENCY 6.2

### Functions as leader or team member based on experience, skills and context

#### MILESTONES

	<b>PRE-NOVICE 1:</b> Describes team roles and principles of effective teamwork.
	<b>PRE-NOVICE 2:</b> Practices team roles and applies principles of teamwork during group learning.
	<b>NOVICE:</b> Performs in assigned team role and depends on others for direction in the workplace. Identifies conflict and may not engage productively.
	<b>ADVANCED BEGINNER:</b> Functions independently in assigned team role in routine situations. Engages in productive conflict management with guidance.
	<b>COMPETENT:</b> Adapts own roles and responsibilities as needed to meet team goals. Engages in productive conflict management.
	<b>PROFICIENT:</b> Manages roles and responsibilities of others to meet team goals and leverages team member strengths. Mediates conflict between team members.

# 6.3

## COMPETENCY 6.3

### Maintains ongoing relationships to provide continuity of collaborative effort

#### MILESTONES



**PRE-NOVICE 1:**

Describes information to be included in structured communication protocol and the communication skills that promote continuity of care.



**PRE-NOVICE 2:**

Applies structured communication protocol in standardized cases. Uses appropriate communication skills to enhance continuity of care.



**NOVICE:**

Has difficulty selecting key information required for continuity of clinical care. Conveys information without checking for understanding.



**ADVANCED BEGINNER:**

Requires guidance to use a structured protocol to communicate key information and check for understanding to ensure continuity of care.



**COMPETENT:**

Uses a structured protocol to communicate key information in the workplace. Verifies understanding between and among the veterinary care team and clients.



**PROFICIENT:**

Expands patient care team when appropriate and educates others to improve outcomes and reduce errors. Adapts role to ensure continuity of care.

# 6.4

## COMPETENCY 6.4

### Demonstrates inclusivity and cultural competence

#### MILESTONES



**PRE-NOVICE 1:**

Defines cultural humility and its impact on self, others, and the workplace.



**PRE-NOVICE 2:**

Explains the value of a diverse team. Applies the principles of cultural humility to strengthen team processes and cultivate belonging in pre-clinical contexts/environments.



**NOVICE:**

Seeks and acknowledges diverse perspectives of others in the workplace.



**ADVANCED BEGINNER:**

Incorporates diverse perspectives in decisions and acts as an ally with encouragement.



**COMPETENT:**

Acts with cultural competence.



**PROFICIENT:**

Encourages, acknowledges and accepts diverse contributions of others and promotes inclusivity.



# 7.1

## COMPETENCY 7.1

### Adopts an ethical approach to meeting professional obligations

#### MILESTONES

**PRE-NOVICE 1:**

Describes ethical decision-making frameworks used in veterinary medicine. Identifies ethical dilemmas in scenarios. Describes aspects of professionalism important to veterinarians.

**PRE-NOVICE 2:**

Applies ethical decision-making framework to hypothetical scenarios and reflects on the outcomes.

**NOVICE:**

Approach to ethical decision-making may not be comprehensive or context-specific in the workplace.

**ADVANCED BEGINNER:**

Applies an ethical decision-making framework with assistance in varied contexts.

**COMPETENT:**

Demonstrates accountability by taking action on ethical issues. Maintains ethical behavior regardless of the setting or circumstances.

**PROFICIENT:**

Models professional behavior and leads ethical discussions through engagement with others.

# 7.2

## COMPETENCY 7.2 Practices time management

### MILESTONES



#### PRE-NOVICE 1:

Has difficulty managing time in the professional curriculum. May overestimate or underestimate the time for completion of tasks and/or demonstrate poor prioritization of tasks.



#### PRE-NOVICE 2:

Manages time to meet deadlines and responsibilities. Communicates promptly when unable to meet deadlines. Demonstrates the ability to prioritize tasks and responsibilities in simulated environments.



#### NOVICE:

May need assistance organizing and prioritizing tasks and responsibilities in the workplace. Utilizes a personalized time management plan to reduce impact on stakeholders.



#### ADVANCED BEGINNER:

Functions well in a slow-paced clinical setting. Organizes and prioritizes tasks independently but lacks efficiency.



#### COMPETENT:

Organizes and prioritizes tasks and responsibilities according to importance and urgency.



#### PROFICIENT:

Focuses on planning ahead, being proactive, and optimizing productivity of self and others. Successfully manages interruptions or distractions.

# 7.3

## COMPETENCY 7.3

### Reflects on personal actions and uses feedback to plan improvement

#### MILESTONES



**PRE-NOVICE 1:**

Describes the importance of self-reflection for the development of professional identity. Describes effective strategies for inviting and providing constructive feedback. Reflects on own learning.



**PRE-NOVICE 2:**

Gives, receives, reflects on and uses constructive feedback during group learning. Reflects on experiences and develops action plan.



**NOVICE:**

Demonstrates difficulty asking for feedback in the workplace. When provided, able to accept constructive feedback, but may not always modify behavior.



**ADVANCED BEGINNER:**

Invites and uses feedback for accurate self-assessment in the workplace.



**COMPETENT:**

Applies reflective practice regularly for self-improvement.



**PROFICIENT:**

Serves as a role model and encourages others to engage in reflective practice. Demonstrates emotional intelligence and self-awareness.

# 7.4

## COMPETENCY 7.4 Engages in self-directed learning

### MILESTONES



**PRE-NOVICE 1:**

Identifies and utilizes resources to support learning. Develops study plan.



**PRE-NOVICE 2:**

Reflects on learning and adapts study plan.



**NOVICE:**

Identifies gaps in ability to integrate and apply knowledge and skills in the clinical context. Seeks instructor guidance on prioritizing learning needs rather than searching for answers independently.



**ADVANCED BEGINNER:**

Recognizes gaps in knowledge and skills relevant to management of patients and remedies these promptly. Consults easily accessible/familiar resources but requires prompting to expand depth of investigation.



**COMPETENT:**

Confidently identifies gaps and focused areas for professional development. Seeks and uses feedback and self-corrects using reliable sources.



**PROFICIENT:**

Reads the literature consistently and applies it professionally.

# 7.5

## COMPETENCY 7.5

### Attends to wellbeing of self and others

#### MILESTONES



##### **PRE-NOVICE 1:**

Describes components of self care for personal wellbeing and identifies and evaluates preferred strategies. Identifies the signs of stress and failure to cope in self and others. Identifies personal limits and explains the importance of setting boundaries.



##### **PRE-NOVICE 2:**

Practices a range of coping strategies to deal with common pre-clinical stressors (e.g., examinations). Sets personal boundaries, describes triggers/indicators in self and others and recognizes when professional support is needed. Identifies situations that require an emergency response.



##### **NOVICE:**

Applies self-care and wellbeing practices in the workplace but can become overwhelmed. May have difficulty maintaining boundaries.



##### **ADVANCED BEGINNER:**

Practices habits that promote wellbeing in self and others. Adapts boundaries depending upon context. Recognizes and normalizes the need for professional support.



##### **COMPETENT:**

Utilizes a range of effective coping strategies in the face of difficult circumstances. Recognizes and responds to expectations of stakeholders (e.g., clients, supervisors) while maintaining boundaries.



##### **PROFICIENT:**

Promotes a healthy workplace culture. Reaches out to others exhibiting signs of stress and provides resources for professional help.

# 7.6

## COMPETENCY 7.6 Engages in career planning

### MILESTONES



#### **PRE-NOVICE 1:**

Describes a range of career opportunities for veterinarians.



#### **PRE-NOVICE 2:**

Investigates career options related to financial goals. Develops resume.



#### **NOVICE:**

Investigates career opportunities, consults mentors, and seeks experiences in interest areas.



#### **ADVANCED BEGINNER:**

Plans and completes experiences to strengthen expertise and expand networks for chosen career path. Balances financial realities with professional goals in career planning.



#### **COMPETENT:**

Prepares application materials, selects job opportunities consistent with career goals, and reflects on interviews.



#### **PROFICIENT:**

Commits to professional and personal development strategies to achieve aspirational career goals. Integrates financial considerations into long term professional development and career planning.

# 8.1

## COMPETENCY 8.1

### Weighs financial factors in personal and business decision-making

#### MILESTONES



##### **PRE-NOVICE 1:**

Describes relevant financial factors associated with an education in veterinary medicine (e.g., debt-to-income ratio, cost of education). Develops a personal budget. Explains insurance categories relevant to the veterinary professional (e.g., disability, liability, malpractice).



##### **PRE-NOVICE 2:**

Identifies personal and professional priorities related to financial conditions. Adapts personal budget to changing circumstances. Describes employment benefits and methods of compensation (e.g., pro-sal, salary, etc.)



##### **NOVICE:**

Describes financial and business principles for veterinary practice but may have difficulty applying them. Identifies the factors considered in determining fees.



##### **ADVANCED BEGINNER:**

Develops an evidence-based personal financial plan including loan repayment. Explains fees for standard preventative veterinary care and common procedures or surgeries (e.g., dentistry, ovariohysterectomy).



##### **COMPETENT:**

Considers economic implications when making professional decisions. Negotiates compensation, including seeking assistance from professional counsel to refine financial plan and contract. Identifies charges that reflect veterinary services rendered, adapting information to geographic and socioeconomic settings.



##### **PROFICIENT:**

Considers financial factors when creating a plan to achieve goals for self and workplace.

# 8.2

## COMPETENCY 8.2

### Delivers veterinary services compliant with legal and regulatory requirements

#### MILESTONES



**PRE-NOVICE 1:**

Defines Veterinarian-Client-Patient Relationship (VCPR). Retrieves relevant rules and standards at state and federal levels. Finds drug label information.



**PRE-NOVICE 2:**

Explains the importance of the VCPR in ensuring legal and regulatory compliance. Evaluates compliance with relevant rules and standards in scenarios. Interprets drug label information.



**NOVICE:**

May suggest actions that incompletely comply with legal and regulatory requirements for clinical cases and may struggle to explain requirements.



**ADVANCED BEGINNER:**

Explains regulatory standards for veterinary practice but may struggle to apply.



**COMPETENT:**

Follows legal and regulatory standards consistently.



**PROFICIENT:**

Supervises team members to ensure compliance with legal and regulatory requirements. Identifies solutions to ensure operational compliance.



# 8.3

## COMPETENCY 8.3

**Advocates for the health and safety of patients, clients, and members of the team within the workplace**

### MILESTONES



**PRE-NOVICE 1:**

Finds and retrieves information about workplace health and safety regulations. Defines workplace hazards and methods to avoid.



**PRE-NOVICE 2:**

Identifies workplace hazards and appropriate authorities to whom hazardous materials safety breach should be reported in simulations.



**NOVICE:**

Inconsistently complies with posted protocols in the workplace and has difficulty explaining rationale.



**ADVANCED BEGINNER:**

Complies with posted protocols and explains rationale.



**COMPETENT:**

Identifies risks and applies appropriate health and safety protocols. Advocates for workplace safety.



**PROFICIENT:**

Provides direction to others to maintain health and safety and holds others accountable.

# 9.1

## COMPETENCY 9.1

### Practices evidence-based veterinary medicine (EBVM)

#### MILESTONES



##### **PRE-NOVICE 1:**

Defines EBVM. Requires guidance to formulate relevant questions in simulated situations. Identifies a variety of sources for finding relevant, reliable information. Describes key criteria of resources (e.g., currency, relevance, and authority). Describes basic study designs and the elements of a scientific publication.



##### **PRE-NOVICE 2:**

Acquires scientific literature related to the question asked. Differentiates quality of sources and selects relevant information. Identifies and justifies basic conclusions from literature. Independent analysis of information is not consistently accurate.



##### **NOVICE:**

Identifies knowledge gaps, formulates relevant questions, and creates plans for addressing. Limited ability to use evidence-based data to solve problems. Needs guidance developing comprehensive solutions.



##### **ADVANCED BEGINNER:**

Requires guidance to select and apply the best evidence to a given setting. Inconsistently translates information from common to novel situations.



##### **COMPETENT:**

Consistently translates information across settings. Incorporates evidence and experience to solve common problems.



##### **PROFICIENT:**





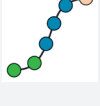

Seeks evidence-based recommendations and engages in an iterative process of adaptation and improvement. Recognizes novel problems and customizes innovative solutions.

# 9.2

## COMPETENCY 9.2

### Disseminates knowledge and practices to stakeholders

#### MILESTONES

	<p><b>PRE-NOVICE 1:</b> Identifies and communicates information that may not be complete or relevant. Presentations may lack organization and clarity.</p>
	<p><b>PRE-NOVICE 2:</b> Provides information but may not match the needs of the audience.</p>
	<p><b>NOVICE:</b> Provides anecdotal information without verification from evidence-based sources. Educational materials may lack a clear message.</p>
	<p><b>ADVANCED BEGINNER:</b> Creates educational materials that are accurate, but may not be context appropriate.</p>
	<p><b>COMPETENT:</b> Creates and presents educational materials that advance knowledge for stakeholders.</p>
	<p><b>PROFICIENT:</b> Engages stakeholders to determine needs. Disseminates tailored educational materials and assesses impact.</p>

