# AAVMC CBVE
**Competency-Based Veterinary Education**

Competency-Based Veterinary Education:

# Milestones

# CBVE: Completing the Trilogy

*Preparing future generations of highly qualified veterinary medical practitioners is our most fundamental responsibility as educators. It is an obligation we approach with a deep commitment to continuous improvement. We took a giant step forward with this endeavor as a result of the ground-breaking work conducted over the past four years by the AAVMC Competency-Based Veterinary Education Working Group.*

The Competency-Based Veterinary Education (CBVE) program they created, which was publicly released during the AAVMC's 2018 Annual Conference, has been enthusiastically received by educators in the United States and throughout the world. The CBVE Framework and Entrustable Professional Activities booklets produced as part of that program have provided our profession with a taxonomy of consensus-driven, evidence-based professional competencies and core skillsets associated with the training and development of a "practice-ready" entry-level veterinarian.

The introduction of this third major component, "Competency-Based Veterinary Education: Milestones," represents another major step forward in this effort. The milestones articulated in this document enable educators to "operationalize" the taxonomy and classify where students are as they progress along a continuum of professional skill levels and core competencies.

We believe this CBVE program reflects the most current thinking in the world on competency-based outcomes assessment, and we are pleased to see our member institutions, as well as colleges and schools around the world, consulting and/or embracing this framework as they consider strategies for refining or redesigning their professional curricula.

The CBVE project is the most substantial pedagogical project ever undertaken by the AAVMC, and we remain profoundly grateful to the members of the CBVE Working Group for investing the enormous amount of time and energy they have in producing this body of work. We are also grateful to the legions of professionals who have collaborated with the authors on this multi-phased project and provided important feedback. This program is enriching the educational process in manifold ways, and fostering the professional excellence we all seek to achieve in academic veterinary medicine and the profession itself.

**Andrew T. Maccabe, DVM, MPH, JD**
*AAVMC Chief Executive Officer*

# Competency-Based Veterinary Education

The AAVMC Competency-Based Veterinary Education (CBVE) Working Group has developed several documents to assist schools with curriculum and assessment. The first booklet, entitled "CBVE Framework", describes thirty-two core competencies organized under nine domains of competence. Domains are broad distinguishable areas of competence that constitute a general, yet descriptive, framework for entry-level veterinary practice. The competencies associated with each domain are observable abilities that integrate knowledge, skills, values, and attributes. A companion booklet was published simultaneously which describes eight core clinical Entrustable Professional Activities (EPAs). EPAs integrate multiple competencies and provide veterinary professionals the opportunity to assess learners performing day-to-day veterinary activities in the workplace.

# Milestones

This booklet describes developmental milestones for each of the thirty-two competencies. A milestone is an observable marker of an individual's ability along a developmental continuum. The CBVE milestones are written at four levels to describe the behaviors of a typical learner:

- **Novice**: the minimum expectation for entry to clinical rotations

- **Advanced Beginner**: developing competence

- **Competent**: expectation for day-one practice

- **Proficient**: aspirational expectation after some time in practice

While milestones describe the stages of development of competence in the veterinary medical program workplace, learners develop competence at different rates and along different trajectories. The Novice level sets minimum expectations for a learner's entry to clinical rotations. Learners who have not reached the Novice level for a particular competency may require remediation prior to entry into clinical rotations. In some programs, learners may enter the clinical component of the curriculum at the Advanced Beginner level. The Advanced Beginner level describes the expected development of competence during clinical training. It can be used by the learner and the assessor to check the learner's progress and ensure that they are on an appropriate trajectory. The Competent level sets the expectations for a learner's entry into day-one practice and is intended to represent the level which, if not met, would require remediation prior to graduation. Learners may reach the Competent level for some competencies well before graduation. The Proficient level describes the expectation of continued development after entering veterinary practice. Although some learners may achieve the Proficient level during the veterinary medical program, for most learners, this milestone provides a roadmap for continued development after graduation.

The Competent level may or may not reflect current graduate competence. Rather, the description of Competent is a consensus, based on broad input, of the expectations of day-one knowledge and skills for graduates entering practice.

The milestones are written such that each developmental level builds on the previous one, i.e., it is assumed that the Advanced Beginner demonstrates all the behaviors described for the Novice as well as those for the Advanced Beginner. Behaviors are not repeated in subsequent levels.

The milestones are written in a broad context to support demonstration of individual competencies across multiple workplace-based activities. Examination of the EPAs shows that an individual competency and its associated milestones may be mapped to multiple EPAs. Some competencies and their associated milestones do not map to the eight core clinical EPAs but are essential for other workplace-based activities.

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Milestones create a shared mental model for learners and educators regarding the progressive development of competency. They can be used to:

- Guide the progression of competence throughout a veterinary medical practitioner's career

- 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 or a team of assessors to determine when a learner has achieved a given milestone or set of milestones and is ready to move to the next stage of development or training

The AAVMC CBVE website provides additional resources on the CBVE Framework, Milestones and EPAs. Please see: **aavmc.org/cbve**

## AAVMC Working Group

**Co-chairs:** Laura Molgaard (University of Minnesota) and Jennie Hodgson (Virginia Tech)

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June 2019

**CBVE**

# Overview

## Competency Framework
Competency-Based Veterinary Education (CBVE) uses an organized and structured representation of a set of interrelated and purposeful competencies to teach and assess veterinary students.

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## Domains of Competence (DoC)
Broad distinguishable areas of competence that together constitute a general descriptive framework for entry-level veterinary practice

## Competency
An observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and behaviors

| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |
|-----|-----|-----|-----|-----|-----|-----|
| 2.1 | 2.2 |     |     |     |     |     |
| 3.1 | 3.2 | 3.3 |     |     |     |     |
| 4.1 | 4.2 |     |     |     |     |     |
| 5.1 | 5.2 | 5.3 |     |     |     |     |
| 6.1 | 6.2 | 6.3 | 6.4 |     |     |     |
| 7.1 | 7.2 | 7.3 | 7.4 | 7.5 |     |     |
| 8.1 | 8.2 | 8.3 |     |     |     |     |
| 9.1 | 9.2 | 9.3 |     |     |     |     |

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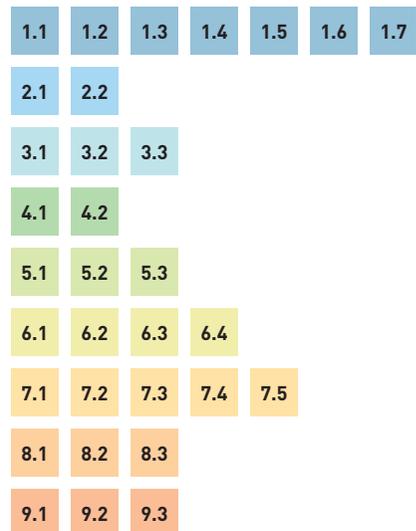
## Entrustable Professional Activity (EPA)

Translates Competencies into practical activity for assessment
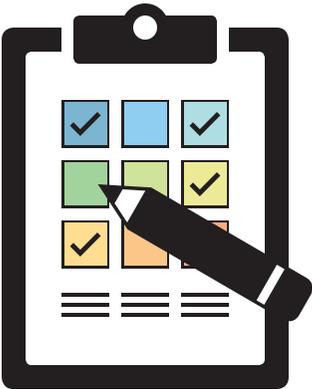


## Milestone

Defines the skill-level for each Competency:
• Novice
• Advanced Beginner
• Competent
• Proficient
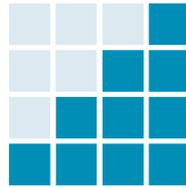


## Goal

To ensure that students studying veterinary medicine have the core knowledge, skills, values, and behaviors needed to succeed.

# Overview

## Correlation of EPAs, DoCs, Competencies, and Milestones

Below is an example from the EPAs demonstrating the relationship among EPAs, DoCs, Competencies, and Milestones.

The **Entrustable Professional Activity** allows instructors to evaluate students' understanding of the broad concepts of the **Domains of Competence** by translating **Competencies**, observable knowledge or skills, into practical tasks, in which the students' skill-levels are defined by **Milestones**.

**Entrustable Professional Activity (EPA)**

**Domains of Competence (DoC)**

**Competencies**

**Milestones**
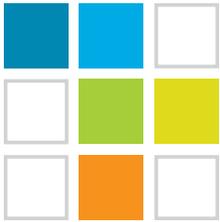
## EPA 1: Gather a history, perform an examination, and create a prioritized differential diagnosis list

| 1.1 | 1.2 | 1.4 | 1.7 | 2.2 | 5.1 | 5.2 | 5.3 | 6.4 | 8.3 |

# Suggested Citation

Salisbury, S.K., Chaney, K.P, Ilkiw, J.E., Read, E.K., Rush, B.R., Bok, H.G.J., Danielson, J.A., Hodgson, J.L., Matthew S.M., May, S.A., Molgaard, L.K. (2019) *Competency-Based Veterinary Education: Part 3 - Milestones*. Washington, D.C.: Association of American Veterinary Medical Colleges.

# Questions, Suggestions and Comments

The AAVMC's Competency-Based Veterinary Education (CBVE) project is an ongoing, dynamic undertaking which will be continuously developed and enhanced. Suggestions and input from all sectors of academic veterinary medicine are welcome. If you have questions or suggestions about the CBVE project, please contact project leaders by emailing CBVE@aavmc.org

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# Key Definitions

## Competency

An observable ability of a health professional related to a specific activity that integrates knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition.[1]

## Domains of Competence (DoC)

Broad distinguishable areas of competence that in the aggregate constitute a general descriptive framework for a profession.[2]

## Competency Framework

An organized and structured representation of a set of interrelated and purposeful competencies.[3]

## Entrustable Professional Activity (EPA)

An essential task of a discipline that a learner can be trusted to perform with limited supervision in a given context and regulatory requirements, once sufficient competence has been demonstrated.[4]

## Milestone

A defined, observable marker of an individual's ability along a developmental continuum.[4]

1. Frank, J.R., Snell, L.S., Ten Cate, O., *et al.* (2010) Competency-based medical education: Theory to practice. *Medical Teacher*, 32(8), 638-645.

2. Englander, R., Cameron, T., Ballard, A.J., *et al.* (2013) Toward a common taxonomy of competency domains for health professions and competencies for physicians. *Academic Medicine*, 88(8), 1-7.

3. Willet T. (2012) Performance framework definitions [Internet]. [cited 2012 Dec 5]. Available from: http://groups.medbiq.org/medbiq/display/CWG/Performance+Framework+-+Definitions.

4. Englander, R., Frank, J.R., Carracio, C., *et al.* (2017) Toward a shared language for competency-based education. *Medical Teacher*, 39(6), 582-587.

# Domains of Competence

| | | |
|---|---|---|
| **1** |  | **Clinical Reasoning and Decision-Making** |
| **2** |  | **Individual Animal Care and Management** |
| **3** |  | **Animal Population Care and Management** |
| **4** |  | **Public Health** |
| **5** |  | **Communication** |
| **6** |  | **Collaboration** |
| **7** |  | **Professionalism and Professional Identity** |
| **8** |  | **Financial and Practice Management** |
| **9** |  | **Scholarship** |

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# EPAs

| 1 | Gather a history, perform an examination, and create a prioritized differential diagnosis list |
|---|---|
| 2 | Develop a diagnostic plan and interpret results |
| 3 | Develop and implement a management/treatment plan |
| 4 | Recognize a patient requiring urgent or emergent care and initiate evaluation and management |
| 5 | Formulate relevant questions and retrieve evidence to advance care |
| 6 | Perform a common surgical procedure on a stable patient, including pre-operative and post-operative management |
| 7 | Perform general anesthesia and recovery of a stable patient including monitoring and support |
| 8 | Formulate recommendations for preventive healthcare |

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# Milestones

## Define the skill-level for each Competency.

**NOVICE:**
**The minimum expectation for entry to clinical rotations**

**ADVANCED BEGINNER:**
**Developing competence**

**COMPETENT:**
**Expectation for day-one practice**

**PROFICIENT:**
**Aspirational expectation after some time in practice**

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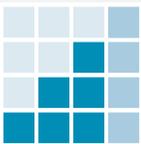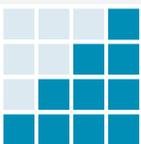
# 1.1

## Gathers and assimilates relevant information about animals

## MILESTONES
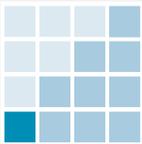
**NOVICE:**
Exercises safe animal handling. Poses historic questions from a template. Gathers insufficient, exhaustive, or irrelevant information. Performs disorganized or incomplete physical exam and may overlook key findings. Interpretation of results rarely advances the plan.
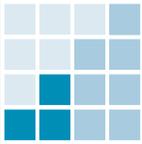
**ADVANCED BEGINNER:**
Gathers some pertinent information. May omit details that support/refute common differential diagnoses. Physical exam follows a pattern and major abnormalities are identified, described and documented. Interprets laboratory tests correctly most of the time; struggles to interpret conflicting results. Interpretation of results partially advances the plan.
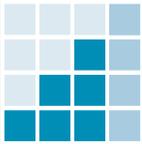
**COMPETENT:**
Obtains pertinent history appropriate for the situation. Identifies and organizes historic elements consistent with common disorders. Performs thorough physical exam in a logical, fluid sequence. Identifies and documents most abnormal physical exam findings including subtle findings. Selects and interprets routine diagnostic tests appropriately. Ambiguous results are interpreted in the context of history and physical exam. Interpretation of results adequately supports the plan.

**PROFICIENT:**
Recognizes variability in disease presentation. Identifies historic information pertinent to unusual disease conditions. Efficiently reviews results and recognizes unexpected findings. The magnitude of abnormal findings contributes to interpretation. Summarizes findings using semantic qualifiers (e.g., acute, subacute and chronic). Accurate interpretation of results directs confirmatory or sequential testing and fully supports the plan.

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# 1.2

## Synthesizes and prioritizes problems to arrive at differential diagnoses

## MILESTONES
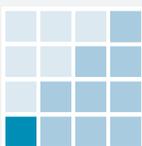
**NOVICE:**
Focuses on the client complaint. Does not recognize additional problems or generate a problem list. List of differential diagnoses is not prioritized and includes irrelevant conditions.
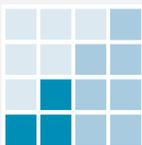
**ADVANCED BEGINNER:**
Develops a problem list that is predominantly accurate with occasional omissions. Differential list may be excessive but demonstrates some prioritization.

**COMPETENT:**
Develops an accurate, prioritized problem list and differential list for common problems consistently.

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

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# 1.3

## COMPETENCY 1.3
## Creates and adjusts a diagnostic and/or treatment plan based on available evidence

## MILESTONES
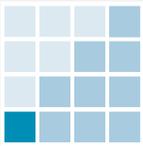
**NOVICE:**
Describes some components of a diagnostic and/or treatment plan.
Fails to consider unique patient data to develop a tailored plan.
Does not reevaluate situation after implementation of plan.
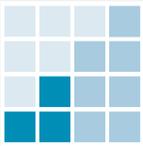
**ADVANCED BEGINNER:**
Develops diagnostic and/or treatment plan that is not comprehensive and only partially tailored to animal(s). With prompting, reevaluates situation; may have difficulty applying new information.
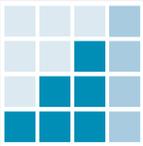
**COMPETENT:**
Develops comprehensive plan tailored to the animal(s), reevaluates information, and updates plan. Explains clinical reasoning for management decisions. Initial conclusions may be inaccurate but self-corrects.
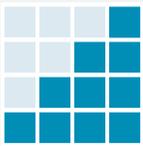
**PROFICIENT:**
Articulates succinct and accurate explanations for decision-making.
Follows systematic procedures to effectively reconcile ambiguous data.
Quickly adjusts management plan based on available evidence.

## 1.4

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

## MILESTONES
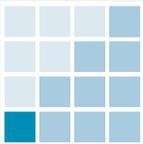
**NOVICE:**
Presents an approach to diagnosis and treatment that does not consider the impact of cost, logistics, welfare or quality of life. Does not seek owner input and/or dismisses owner requests.
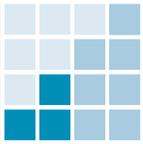
**ADVANCED BEGINNER:**
Presents a range of management options, but is unable to describe the advantages, logistics, and/or complications of each. Has difficulty predicting outcomes. Seeks owner input but does not incorporate into plan.
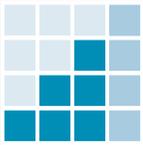
**COMPETENT:**
Prioritizes a range of feasible management plans, including euthanasia, with consideration of the long-term health and welfare of the animal(s). Recognizes owner limitations and respects owner preferences. Provides clear explanations of the advantages, complications, and prognosis of each option.

**PROFICIENT:**
Empowers owners to participate in the development of a comprehensive customized management plan for their animal(s), including palliative care. Incorporates available evidence and accurately predicts the expense and value of options.

# 1.5

## Prioritizes situational urgency and allocates resources

## MILESTONES
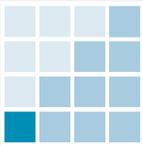
**NOVICE:**
Recognizes overt life-threatening situations but does not initiate appropriate action. Fails to recognize decompensating animal(s).
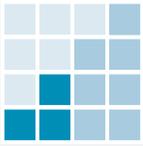
**ADVANCED BEGINNER:**
Recognizes urgent situations and prioritizes care. Inconsistently detects changes in patient status that require intervention.
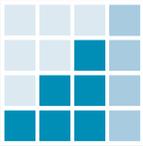
**COMPETENT:**
Recognizes change in status warranting escalating care or imminent danger. Calls for assistance and works with team members in a coordinated effort.
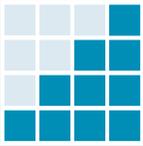
**PROFICIENT:**
Reevaluates patient or situation continuously and maintains decision-making role. Immediately engages a team and efficiently coordinates activities to align available resources with needs.

# 1.6

## Adapts knowledge to varied scenarios and contexts

## MILESTONES
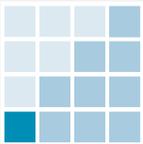
**NOVICE:**
Employs a standardized approach to patient management. Variation in circumstances presents a barrier. Unable to progress with incomplete information or situations that vary from routine.
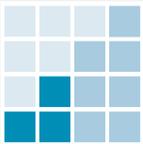
**ADVANCED BEGINNER:**
Demonstrates basic problem-solving skills but inconsistently adapts plan when situations vary from routine.
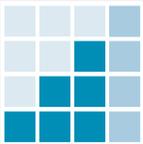
**COMPETENT:**
Draws inferences across species and circumstances in most situations.
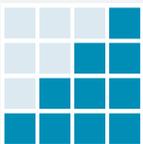
**PROFICIENT:**
Transfers solutions routinely across species and situations. Functions well in resource-poor environment. Creates solutions for gaps in care.

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# 1.7

## Recognizes limitations of knowledge, skill and resources, and consults as needed

## MILESTONES
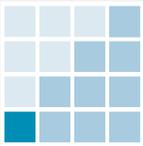
**NOVICE:**
Overestimates abilities and unaware of limitations. Reluctant to reveal shortcomings or seek advice from others.
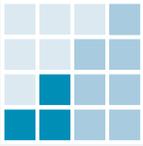
**ADVANCED BEGINNER:**
Recognizes some limitations but overestimates other abilities. Needs help identifying resources for consultation and/or referral.
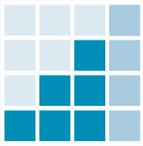
**COMPETENT:**
Recognizes own limitations in most situations. Usually seeks guidance when warranted. Occasionally delays timely consultation.
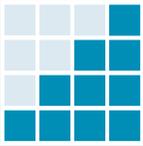
**PROFICIENT:**
Recognizes own limitations. Anticipates the need for consultation and pursues referral when warranted.

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# 2.1

## Performs veterinary procedures and post-procedural care

## MILESTONES
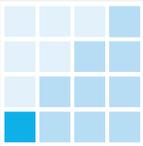
**NOVICE:**
Describes common procedures. Requires step-by-step coaching during execution. Limited ability to anticipate next steps and patient needs. Pre- and post-procedural care provided by instructor.
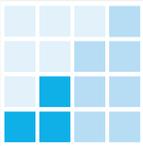
**ADVANCED BEGINNER:**
Performs common procedures with intermittent assistance and direct supervision. Limited ability to take corrective action. Initiates limited pre- and post-procedural care.
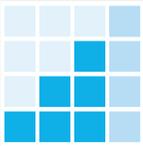
**COMPETENT:**
Performs common procedures, including pre-and post-procedural management, without direct supervision but with support available, if needed. Takes corrective action as warranted.
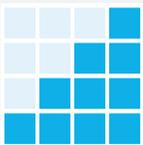
**PROFICIENT:**
Performs procedures independently. Demonstrates fluidity and efficiency in procedural performance. Supervises others in performing procedures.

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# 2.2

## Promotes comprehensive wellness and preventive care

## MILESTONES
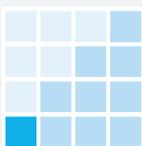
**NOVICE:**
Presents some basic, yet incomplete, recommendations for wellness/preventive care. Unable to articulate rationale for recommendations.
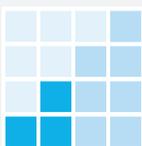
**ADVANCED BEGINNER:**
Informs client of wellness/preventive care plan recommendations but does not explain benefits and importance unless asked. Readily ends wellness-focused discussion if client disengages or expresses indifference.
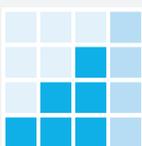
**COMPETENT:**
Presents a comprehensive wellness/preventive care plan including justification for each component. Answers client questions thoroughly and confidently and promotes patient and client benefits.
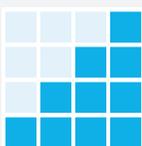
**PROFICIENT:**
Engages the client in selecting a comprehensive wellness/preventive care plan. Helps client prioritize healthcare options when resources are limited.

# 3.1

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

## MILESTONES
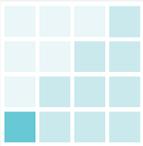
**NOVICE:**
Creates incomplete population management plan without identifying economic and legal factors.
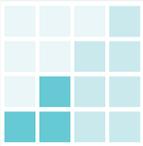
**ADVANCED BEGINNER:**
Creates population management plan based on incomplete data analysis. Solution lacks detail and fails to completely consider legal, regulatory and economic factors.
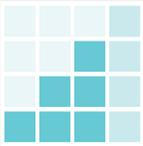
**COMPETENT:**
Analyzes population data to identify common problems and articulates potential solutions including economic and regulatory considerations.
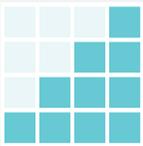
**PROFICIENT:**
Evaluates population data to solve increasingly complex problems with realistic solutions tailored to population or client needs.

# 3.2

# Recommends and evaluates protocols for biosecurity

## MILESTONES
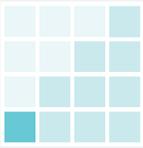
**NOVICE:**
Demonstrates difficulty identifying components of and rationale for a biosecurity protocol.
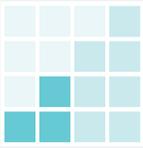
**ADVANCED BEGINNER:**
Identifies most aspects of a biosecurity protocol with rationale but may have difficulty developing specific protocols for common infectious diseases.
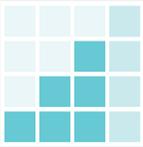
**COMPETENT:**
Develops appropriate isolation, disinfection and animal movement protocols for common diseases. Evaluates effectiveness of biosecurity protocols and suggests improvements.
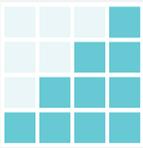
**PROFICIENT:**
Evaluates and advises on biosecurity protocols in varied situations (e.g., less common diseases or wide geographic area).

# 3.3

## Advises stakeholders on practices that promote animal welfare

## MILESTONES
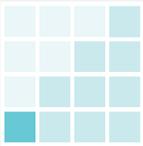
**NOVICE:**
Recognizes animal welfare concerns inconsistently.
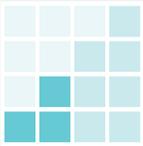
**ADVANCED BEGINNER:**
Recognizes welfare concerns but has difficulty articulating best practices to stakeholders.
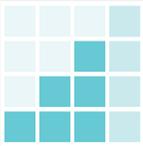
**COMPETENT:**
Advocates for animals and advises stakeholders regarding best welfare practices.
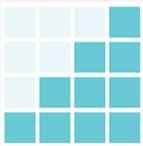
**PROFICIENT:**
Engages the local community and profession to advocate for animal health and welfare. Promotes best practices in the face of opposition.

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# 4.1

## Recognizes zoonotic diseases and responds accordingly

## MILESTONES
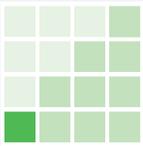
**NOVICE:**
Describes clinical signs of common zoonotic diseases. May fail to recognize in an applied setting or develop appropriate action plans.
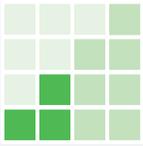
**ADVANCED BEGINNER:**
Identifies clinical signs associated with common zoonotic diseases and takes appropriate barrier precautions. Seeks appropriate help to develop a plan.
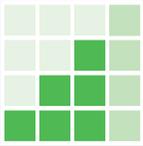
**COMPETENT:**
Identifies common zoonotic diseases consistently.
Develops and helps implement a plan, including reporting.
Instructs others in barrier precautions.
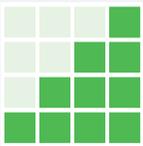
**PROFICIENT:**
Distinguishes atypical presentations of zoonotic diseases across a range of species and coordinates control measures.

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# 4.2

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

## MILESTONES
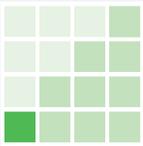
**NOVICE:**
Exhibits lapses in health and safety practices but follows posted regulations when prompted.
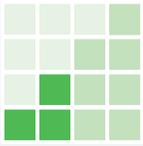
**ADVANCED BEGINNER:**
Follows health and safety practices most of the time. Describes the role of the veterinarian in protecting public/environmental health.
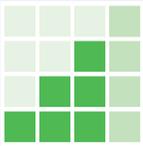
**COMPETENT:**
Follows practices that support and protect the health and safety of people, the environment and the food supply, respecting the local culture.
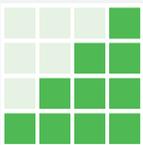
**PROFICIENT:**
Responds to the unexpected and plans for disasters and emergencies with a global perspective.

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# 5.1

## Listens attentively and communicates professionally

## MILESTONES
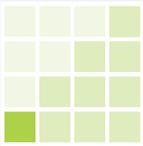
**NOVICE:**
Communicates in a primarily unidirectional manner with limited active listening. Has difficulty conveying information clearly and professionally.
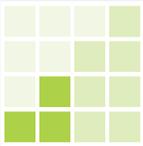
**ADVANCED BEGINNER:**
Communicates bidirectionally and professionally.
Is not always clear and concise.
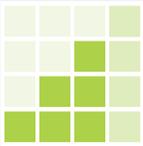
**COMPETENT:**
Practices active listening and fosters bidirectional communication in most situations. Consistently communicates professionally, clearly and concisely.
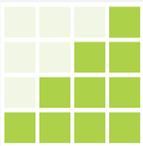
**PROFICIENT:**
Demonstrates confidence and ease even when discussing sensitive subjects.

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# 5.2

## Adapts communication style to colleagues and clients

## MILESTONES
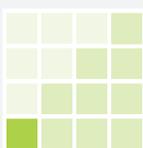
**NOVICE:**
Adheres to own communication style. Often makes assumptions rather than eliciting perspectives from others. Often uses inappropriate terminology.
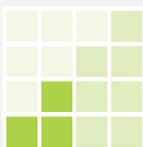
**ADVANCED BEGINNER:**
Uses appropriate terminology most of the time and sometimes elicits others' perspectives. Attempts to adapt communication style to meet the needs of others but sometimes forgets to check for understanding.
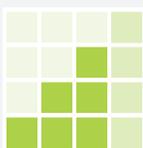
**COMPETENT:**
Elicits perspectives of others, confirms understanding and concerns, and adapts conversation to individual and situation. Establishes rapport and trust.
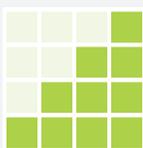
**PROFICIENT:**
Adapts the conversation to the colleague's or client's unique needs with ease. Anticipates areas of concern and explains this information proactively.

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# 5.3

## Prepares documentation appropriate for the intended audience

## MILESTONES
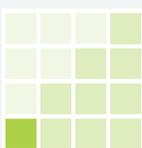
**NOVICE:**
Documents some relevant information but may be late, poorly organized, illegible, incomplete or irrelevant. Terminology is often inappropriate for the audience. Requires point-by-point direction to complete forms.
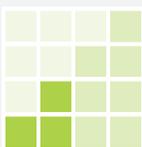
**ADVANCED BEGINNER:**
Documents most relevant information in a timely manner but may not be organized or concise and may require revision to correct inaccuracies. Terminology is usually appropriate for the audience. Handwritten information is usually legible. Forms are usually completed correctly with some guidance.
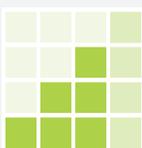
**COMPETENT:**
Documents information that is accurate and organized using terminology appropriate for the target audience. Documentation is timely, legible and requires little revision. Forms are filled out completely according to directions.

**PROFICIENT:**
Documents information thoroughly and concisely with adaptation to the intended audience.

# 6.1

## Solicits, respects and integrates contributions from others

## MILESTONES
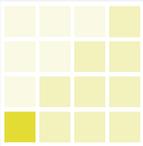
**NOVICE:**
Demonstrates limited understanding of team member roles and may disregard contributions from those perceived to have less authority. Tends to overlook team goals.
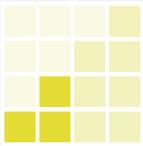
**ADVANCED BEGINNER:**
Functions as a passive member of the team. Demonstrates respect for input from others.
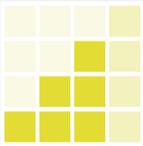
**COMPETENT:**
Considers team goals and solicits input from others.
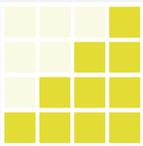
**PROFICIENT:**
Prioritizes team goals and responds respectfully to input from all team members.

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# 6.2

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

## MILESTONES
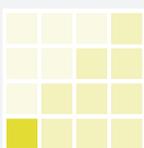
**NOVICE:**
Functions as a passive observer of team activities and behaviors.
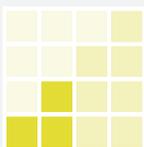
**ADVANCED BEGINNER:**
Assumes a prescribed role in team and depends on others for direction.
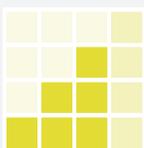
**COMPETENT:**
Adapts own roles and responsibilities as needed to meet team goals. Draws on personal experience to be adaptive.
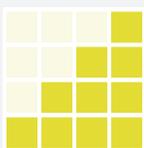
**PROFICIENT:**
Manages roles and responsibilities of others to meet team goals. Leverages team member experience to adapt to new contexts. Mediates conflict effectively.

# 6.3

## Maintains ongoing relationship to provide continuity of collaborative effort

## MILESTONES
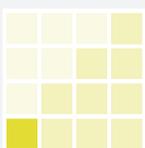
**NOVICE:**
Focuses on own agenda without engaging or following up with others.
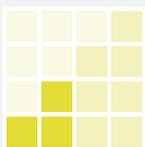
**ADVANCED BEGINNER:**
Engages others to maintain relationships but follow-through is inconsistent.
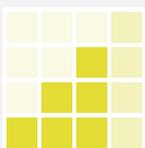
**COMPETENT:**
Supports relationships by actively coordinating activities, engaging others and providing follow-up.
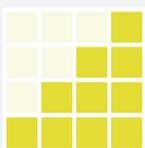
**PROFICIENT:**
Creates new partnerships and advances existing partnerships to improve outcomes and reduce errors.

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# 6.4

## Demonstrates inclusivity and cultural competence

## MILESTONES
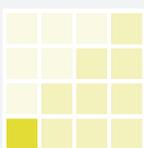
**NOVICE:**
Acknowledges the existence of diversity in all its dimensions. Fails to recognize own microaggressions or insensitive actions or demonstrate inclusivity.
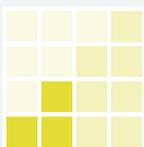
**ADVANCED BEGINNER:**
Acknowledges the importance of diversity and inclusivity, and sometimes incorporates in collaborations and communications. Does not actively seek opinions but considers them if offered.
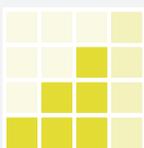
**COMPETENT:**
Communicates with cultural awareness and sensitivity. Facilitates discussion that is respectful, non-judgmental, and culturally safe.
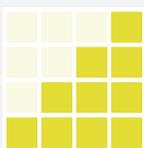
**PROFICIENT:**
Encourages, acknowledges and accepts diverse contributions and promotes inclusivity within the workplace. Works towards understanding when views conflict with their own.

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# 7.1

## Adopts an ethical approach to meeting professional obligations

## MILESTONES
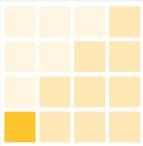
**NOVICE:**
Acts outside applicable code of conduct occasionally.
Approach to professional decision-making is superficial.
Unable to articulate an accepted ethical position.
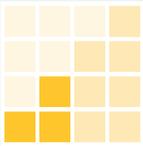
**ADVANCED BEGINNER:**
Recognizes ethical situations and inconsistently applies an
ethical decision-making framework to resolve dilemmas.
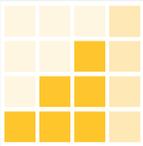
**COMPETENT:**
Applies an ethical decision-making framework when addressing dilemmas.
Demonstrates accountability by taking action on ethical issues.
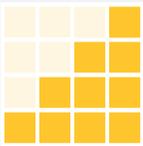
**PROFICIENT:**
Maintains ethical behavior regardless of the setting or
circumstances. Models professional behavior and leads
ethical discussions through engagement with others.

# 7.2

## Practices time management

## MILESTONES
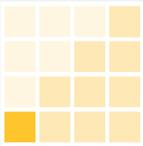
**NOVICE:**
Needs assistance organizing and prioritizing tasks and responsibilities.
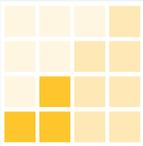
**ADVANCED BEGINNER:**
Functions well in a slow-paced setting. Organizes and prioritizes activities but lacks efficiency.
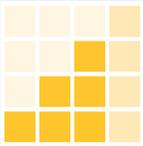
**COMPETENT:**
Organizes and prioritizes tasks and responsibilities according to importance and urgency.
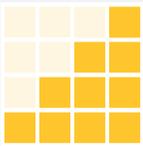
**PROFICIENT:**
Focuses on planning ahead, being proactive, and optimizing productivity of self and others. Successfully manages interruptions.

# 7.3

## Reflects on personal actions

## MILESTONES
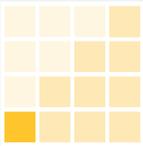
**NOVICE:**
Demonstrates difficulty asking for or accepting feedback and fails to demonstrate accurate self-assessment.
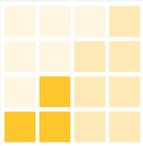
**ADVANCED BEGINNER:**
Demonstrates difficulty applying reflective practice for self-improvement. Accepts constructive feedback but does not always modify behavior.
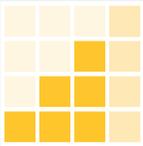
**COMPETENT:**
Applies reflective practice regularly for self-improvement. Invites feedback from others to modify behavior.
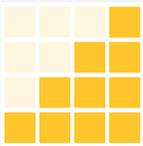
**PROFICIENT:**
Serves as a role model and encourages others to engage in reflective practice. Demonstrates emotional intelligence and self-awareness.

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# 7.4

# Engages in self-directed learning and career planning

## MILESTONES
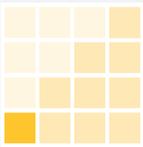
**NOVICE:**
Demonstrates difficulty identifying gaps in knowledge and skills. Seeks instructor guidance rather than searching for answers. Identifies a variety of career opportunities but fails to investigate specifics.
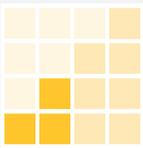
**ADVANCED BEGINNER:**
Recognizes gaps in knowledge and skills. Consults easily accessible resources but requires prompting to expand depth of investigation. Investigates career opportunities by consulting mentors and seeking experiences in interest areas.
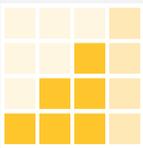
**COMPETENT:**
Identifies most gaps in knowledge and skills easily. Self-corrects using reliable sources. Plans and completes experiences to strengthen qualifications for chosen career path.
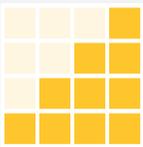
**PROFICIENT:**
Reads the literature consistently and applies it professionally. Identifies aspirational career goals.

# 7.5

## Attends to wellbeing of self and others

## MILESTONES
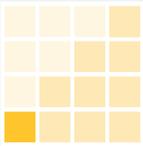
**NOVICE:**
Neglects self-care and personal wellbeing occasionally. Fails to establish boundaries to protect self.
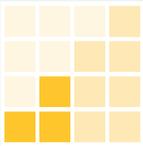
**ADVANCED BEGINNER:**
Recognizes the importance of self-care and inconsistently practices habits that promote personal wellbeing.
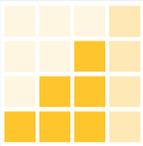
**COMPETENT:**
Utilizes a range of effective coping strategies. Practices habits that promote wellbeing in self and others. Recognizes and normalizes the need for professional support.
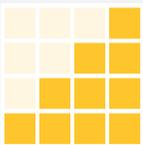
**PROFICIENT:**
Promotes a healthy workplace culture. Reaches out to others exhibiting signs of stress and provides resources for professional help.

# 8.1

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

## MILESTONES
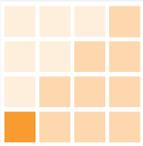
**NOVICE:**
Describes financial and business principles but has difficulty applying them.
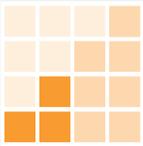
**ADVANCED BEGINNER:**
Develops an evidence-based personal financial plan
(e.g., strategies for loan repayment).
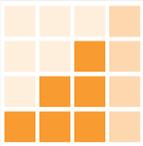
**COMPETENT:**
Considers economic implications when making professional decisions
(e.g., profit-loss statements, equipment purchases). Seeks financial
professional counsel to refine financial plan and negotiate contract.

**PROFICIENT:**
Considers economic factors when creating a
plan to achieve aspirational goals.

# 8.2

## COMPETENCY 8.2
# Delivers veterinary services compliant with legal and regulatory requirements

## MILESTONES
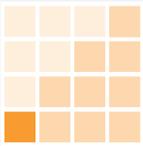
**NOVICE:**
Demonstrates difficulty explaining regulatory standards for veterinary practice. May suggest actions that contravene legal and regulatory requirements.
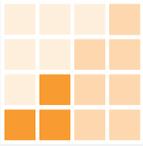
**ADVANCED BEGINNER:**
Explains some regulatory standards for veterinary practice. Consults regulatory standards when prompted.
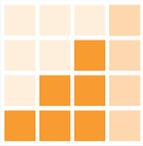
**COMPETENT:**
Applies legal and regulatory standards consistently. Maintains appropriate legal records.
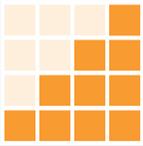
**PROFICIENT:**
Supervises colleagues to ensure compliance with legal and regulatory requirements. Identifies solutions to ensure operations remain compliant.

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# 8.3

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

## MILESTONES
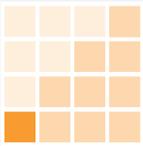
**NOVICE:**
Complies with posted protocols inconsistently and has difficulty explaining their rationale.
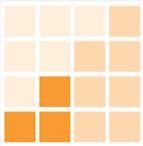
**ADVANCED BEGINNER:**
Complies with posted protocols and explains rationale.
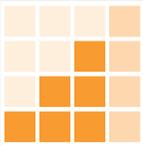
**COMPETENT:**
Identifies and applies health and safety protocols. Advocates for workplace safety.
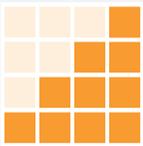
**PROFICIENT:**
Provides direction to others to maintain health and safety and holds others accountable.

# 9.1

## Evaluates health-related information

## MILESTONES
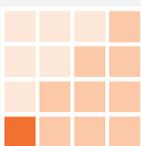
**NOVICE:**
Describes the importance of gathering and evaluating data. Demonstrates difficulty identifying resources and assessing credibility.
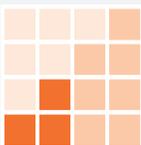
**ADVANCED BEGINNER:**
Retrieves credible information. Analyses are not consistently accurate.
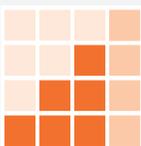
**COMPETENT:**
Evaluates and prioritizes information based on reliability and applicability.
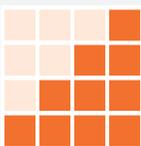
**PROFICIENT:**
Seeks evidence-based recommendations and engages in an iterative process of adaptation and improvement.

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# 9.2

## Integrates, adapts and applies knowledge and skills

## MILESTONES
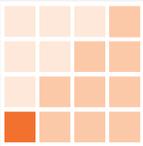
**NOVICE:**
Relies on anecdote rather than evidence-based data to solve problems.
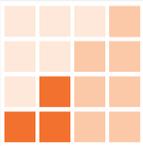
**ADVANCED BEGINNER:**
Formulates relevant questions but needs assistance developing comprehensive solutions.
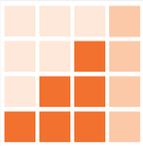
**COMPETENT:**
Incorporates evidence and experience to solve common problems.
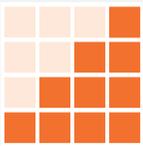
**PROFICIENT:**
Recognizes novel problems and extrapolates from knowledge and experience to customize innovative solutions.

# 9.3

## Disseminates knowledge and practices to stakeholders

## MILESTONES
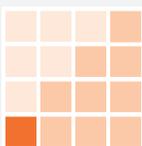
**NOVICE:**
Provides anecdotal information without verification from evidence-based sources. Educational resources are poorly organized and lack a clear message.
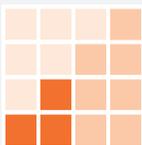
**ADVANCED BEGINNER:**
Creates educational resources that are accurate, but do not meet the needs of the stakeholders.
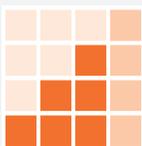
**COMPETENT:**
Creates and presents educational resources that advance knowledge for stakeholders.
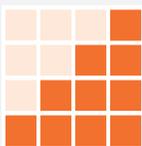
**PROFICIENT:**
Engages stakeholders to determine needs. Disseminates tailored educational resources and assesses impact.

# Notes

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Veterinary Medical Colleges**

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**Part 3**