

VM3010: VETERINARY PRACTICE & PROFESSIONAL STUDIES 1

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Veterinary Practice & Professional Studies 1

Subject Code

VM - Jockey Club College of Veterinary Medicine and Life Sciences

Course Number

3010

Academic Unit

Veterinary Clinical Sciences (VCS)

College/School

Jockey Club College of Veterinary Medicine and Life Sciences (VM)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Completion of Year 2 courses with C grade or above

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course complements and augments the material learned in the Animal Body course. It introduces students to physical examination skills. Using live dogs, cats, horses, and cows in addition to models for learning how to perform clinical examination and diagnosis, the course teaches the skills of observation, auscultation, palpation, and percussion, as well as related basic diagnostic procedures. The body systems are examined sequentially and follow the order of study in the courses in the Animal Body, and important topographical anatomy will be highlighted.

Veterinary Practice & Professional Studies 1 also provides an introduction to core clinical skills and communication structures. Clinical procedures are performed predominantly using models.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Perform a complete, system-specific physical examination as appropriate to the species being examined, using appropriate handling and restraint techniques.	x	x	
2	Demonstrate core clinical procedures, including but not limited to simple suture patterns, basic injection techniques, and the collection of blood samples from the core species.		x	
3	Describe common abnormalities found on the physical examination and how these relate to the relevant body system.		x	
4	Obtain an accurate, detailed medical history using appropriate questioning techniques. Describe communication techniques and building client and professional relationships.	x	x	
5	Demonstrate an understanding of a 'Vet identity while listing various factors that can contribute to mental health and its disorders and well-being in the veterinary field.			x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in didactic lectures to gain knowledge on physical examination of different species and clinical and communication skills in veterinary medicine	1, 3, 5	9
2	Tutorial	Students will engage in interactive sessions on the professional identity of vets and mental health.	4, 5	7
3	Practical labs*	Students will have hands-on opportunities for clinical and surgical skills	1, 2, 4	5
4	Live animal labs (Field trips and practical)*	Students will perform clinical examination and handling techniques in different species	1, 3	15
5	Clinical teaching*	Students will observe consultations in the veterinary teaching hospital	1, 3, 4	3

Additional Information for LTAs

* These are participation and engagement-required TLA sessions. Students can be absent from no more than one of these sessions per course per semester. Additional absence will constitute a course failure.

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Participation Assessment (Practical labs, Live animal labs, Clinical teaching)	1, 2, 3, 4, 5	0	Must pass#
2	Quizzes	1, 2, 3, 4	20	
3	Poster Assignment	1, 3	10	
4	Activity Log Assignment + Reflective Essay	4	10	
5	Group Presentation	5	10	
6	Written Examination (1 hr)	2, 3, 4		Weighting: 50%
7	Practical Examination (1 hr)	1, 2, 4		Must Pass@

Continuous Assessment (%)

50

Examination (%)

50

Examination Duration (Hours)

1

Additional Information for ATs

Students must obtain at least 50% in the continuous assessment components, as well as pass each of the examinations and OSCE in order to pass the course as a whole.

A failing grade in the Participation Assessment will lead to an overall F grade for the entire course.

Notes regarding written assignment:

A penalty of 5% of the total marks for the assessment task will be deducted per working day for late submissions, and no marks will be awarded for submissions more than 10 working days late.

@A failing grade in the Practical Examination will lead to an overall F grade for the entire course.

Assessment Rubrics (AR)

Assessment Task

Participation Assessment ('Must pass')

Criterion

Participation and engagement for dry and wet practicals, field trips, clinical teaching and presentations are compulsory. Students are responsible for arriving to course TLAs on time.

Completion/sign off of 80% of the core competencies listed in TrackIt for this module.

Students must attend practical classes in order to practice competencies and achieve staff sign-off at the appropriate level.

Excellent (A+, A, A-)

Pass:

Full attendance or absent from no more than one participation and engagement-required TLA session per course per semester

80% or more skills on TrackIt completed

Good (B+, B, B-)

N/A

Fair (C+, C, C-)

N/A

Failure (F)

Absent from more than one participation and engagement-required TLA session per course per semester. Additional absence(s) from these session(s) constitute a course failure.

Less than 80% of core competencies for the module achieved to an appropriate level.

Assessment Task

Quizzes

Criterion

Know normal parameters for temperature, pulse and respiration for the major species (dog, cat, cow, sheep, pig, horse). Identify appropriate techniques for examination of a body system (e.g., ophthalmoscopy, palpation). Interpret basic physical examination findings in the context of major body systems (e.g., recognize that an increased heart rate may

indicate excitement, fear, pain, shock), but does not necessarily attribute a physiological or pathological mechanism at this stage. Use appropriate terminology to describe findings (e.g., icterus, tachycardia, blepharospasm).

Excellent (A+, A, A-)

Excellent knowledge of normal parameters. Accurately identifies more subtle abnormalities in physical examination findings and can explain which body system these are related to. Identifies and explains appropriate techniques for examination. Almost always uses appropriate terminology.

Good (B+, B, B-)

Good knowledge of normal parameters. Accurately identifies most abnormalities in physical examination findings and can explain which body system these are related to. Identifies and explains appropriate techniques for examination. Usually uses appropriate terminology.

Fair (C+, C, C-)

Acceptable knowledge of normal parameters, with some gaps. Accurately identifies some obvious abnormalities in physical examination. Identifies appropriate techniques for examination. Some use of appropriate terminology.

Failure (F)

Inadequate knowledge.

Assessment Task

Poster Assignment

Criterion

Produce a poster detailing a comprehensive physical examination in ONE of the core species.

Excellent (A+, A, A-)

All relevant factual information included in suitable detail for each major body system. Excellent use of illustrations, where appropriate. Excellent selection of references. Flawless citation and reporting of references. Excellent organisation and logical flow, almost flawless use of appropriate terminology.

Good (B+, B, B-)

Most relevant factual information included for each major body system, missing some detail in some areas. Good use of illustrations, where appropriate. Appropriate references selected. Demonstrates ability to cite and report references. Well organised, accurate use of appropriate terminology.

Fair (C+, C, C-)

Some relevant factual information included for each major body system. Adequate use of illustrations, where appropriate. Some appropriate references selected. Demonstrates some ability to cite and report references. Adequate organisation of concepts, some use of appropriate terminology.

Failure (F)

Only a few pieces of relevant factual information. Misses major body systems. Poor or inaccurate use of illustrations. Poor or no reference selection. Poorly organised and difficult to read. Very little use of appropriate terminology.

Assessment Task

Activity Log assignment + Reflective Essay

Criterion

This assignment aims to evaluate students' ability to observe and record the communication dynamics during a veterinary consultation. Students will be allocated to observe a veterinarian conducting consultations with clients and their pets.

Task 1: Activity Log

Students will submit an activity log based on the consultation they observed. The activity log should include the following sections:

Subjective: Gather information about the client's concerns, the pet's history, and any relevant background details.

Objective: Describe the veterinarian's physical examination of the pet and any diagnostic tests or procedures performed.

Assessment: Summarize the veterinarian's diagnosis and proposed treatment plan.

Plan: Outline the next steps, including any recommended follow-up care or instructions for the client.

Task 2: Reflective Essay

After attending the practical observation, students will submit a 100-200 word reflective essay on the communication techniques observed between the veterinarian, vet assistant, client, and pet.

Excellent (A+, A, A-)

Comprehensive and accurate completion of the activity log, demonstrating a thorough understanding of the consultation process. Insightful reflection on the communication techniques observed, with clear identification of effective and ineffective strategies.

Exceptional writing quality, demonstrating strong communication skills.

Good (B+, B, B-)

Satisfactory completion of the activity log, with minor omissions or inaccuracies. Thoughtful reflection on the communication techniques observed, with some analysis of their effectiveness. Good writing quality, with clear and coherent expression.

Fair (C+, C, C-)

Partial completion of the activity log, with significant omissions or inaccuracies.

Limited reflection on the communication techniques observed, with a superficial analysis.

Average writing quality, with some issues in clarity or organization.

Failure (F)

Incomplete or inaccurate activity log, demonstrating a lack of understanding of the consultation process.

Minimal or absent reflection on the communication techniques observed.

Poor writing quality, with significant issues in grammar, spelling, or coherence.

Assessment Task

Group Presentation (group task)

Criterion

Students will be formed in groups of 4-5 to plan and execute a group experiential learning project:

Each group is to interview a vet to learn their lived experience in topics of your interest (e.g., transition from vet students to young vet, keeping up with medical knowledge, client servicing in vet medicine, work-life balance and coping strategies... etc.).

Present your findings to the class (no more than 15 mins) in our final session to share the preparation, planning, execution, and group (collective) reflection of the project.

Excellent (A+, A, A-)

Delivers insightful presentation with excellent engagement with audience and clear flow of ideas. Exhibits sound understanding of the topic. Demonstrates excellent planning, execution and reflection of the project. Flawless citation and reporting of references, where appropriate.

Good (B+, B, B-)

Delivers good presentation with good engagement with audience and organized flow of ideas. Exhibits good understanding of the topic. Demonstrates well-organised planning, execution and reflection of the project. Demonstrates ability to cite and report references, where appropriate.

Fair (C+, C, C-)

Delivers fair presentation with some engagement with audience and identified core ideas. Exhibits some understanding of the topic. Demonstrates adequate planning, execution and reflection of the project. Demonstrates some ability to cite and report references, where appropriate.

Failure (F)

Delivers presentation with limited engagement with audience and identified vague ideas. Exhibits partial understanding of the topic. Demonstrates poor planning, execution and reflection of the project. Demonstrates poor ability to cite and report references, where appropriate.

Assessment Task

Written Examination

Criterion

Interpret basic physical examination findings. Discuss the importance of basic communication techniques.
List important steps in a problem-oriented approach to a case. Describes simple concepts surrounding clinical procedures, e.g., can identify locations of injection sites and different types of knot.

Excellent (A+, A, A-)

Excellent knowledge of normal parameters. Accurately identifies more subtle abnormalities in physical examination findings and can explain which body system these are related to.
Discusses communication techniques. Explains a problem-oriented approach to a case. Explains different approaches to different species.
Identifies injection sites, knots, equipment. Explains use or contra-indications.

Good (B+, B, B-)

Good knowledge of normal parameters. Accurately identifies most abnormalities in physical examination findings and can explain which body system these are related to.
Discusses communication techniques.
Lists steps in and explains a problem-oriented approach to a case. Identifies some different approaches to different species.
Identifies injection sites, knots, equipment.

Fair (C+, C, C-)

Acceptable knowledge of normal parameters, with some gaps. Accurately identifies some obvious abnormalities in physical examination findings and can identify which body system these are related to.
Identifies some difference in approach to assessing different species.
Lists communication techniques. Identifies injection sites, knots, equipment with minor errors.

Failure (F)

Inadequate knowledge.

Assessment Task

Practical Examination ('Must Pass')

Criterion

Demonstrates safety and competency in practical skills.

Excellent (A+, A, A-)

- Pass:**
Students must achieve a satisfactory level of competency in practical procedures to successfully pass the practical.
Satisfactory on execution of tasks with few or no errors.
Competent for the stage in the course.
Minimal to no safety concerns.
- Good (B+, B, B-)**
N/A
- Fair (C+, C, C-)**
N/A
- Failure (F)**
Fails to demonstrate appropriate level of competency in practical procedures or completes procedures in an unsafe manner.
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Additional Information for AR

Mark Range

The following is the mark range for each letter grade that must be used for assessment of any examinations or coursework of BVM courses (VM- and GE-coded) offered by PH and VCS:

- A+: $\geq 92\%$
- A: $\geq 87-91.99\%$
- A-: $\geq 82-86.99\%$
- B+: $\geq 75-81.99\%$
- B: $\geq 68-74.99\%$
- B-: $\geq 61-67.99\%$
- C+: $\geq 54-60.99\%$
- C: $\geq 50-53.99\%$,
- F: $< 50\%$

Part III Other Information

Keyword Syllabus

- Safe handling of animals
- Restraint of animals
- Physical examination
- Observation, auscultation, palpation and percussion
- Clinical procedures
- Blood sample collection
- Injection techniques
- Quick Assessment Tests
- Communication skills
- Mental Health
- Resilience
- Vet Identity

Reading List

Compulsory Readings

Title	
1	Patel et al. (2018). The Lancet Commission on global mental health and sustainable development. <i>The Lancet</i> , 392(10157), 1553-1598.
2	Platt, B., Hawton, K., Simkin, S., & Mellanby, R. J. (2012). Suicidal behaviour and psychosocial problems in veterinary surgeons: a systematic review. <i>Social psychiatry and psychiatric epidemiology</i> , 47(2), 223-240.
3	McArthur, M., Mansfield, C., Matthew, S., Zaki, S., Brand, C., Andrews, J., & Hazel, S. (2017). Resilience in veterinary students and the predictive role of mindfulness and self-compassion. <i>Journal of veterinary medical education</i> , 44(1), 106-115.
4	Allister, R. (2016). What does it mean to be a vet? <i>Veterinary Record</i> , 178, 316-317.
5	Adams, C. L., Bonnett, B. N., & Meek, A. H. (2000). Predictors of owner response to companion animal death in 177 clients from 14 practices in Ontario. <i>Journal of the American Veterinary Medical Association</i> , 217(9), 1303-1309.

Additional Readings

Title	
1	Zero Suicide training: https://thebridgefirstaid.co.uk/product/zero-suicide-alliance-zsa-suicide-awareness-training/
2	Ayl, K. (2013). <i>When Helping Hurts: Compassion Fatigue in the Veterinary Care Professional</i> . Colorado: American Animal Hospital Association Press.
3	Hamilton, N. (2019). <i>Coping with Stress and Burnout as a Veterinarian</i> . Australian Academic Press.
4	VetMed Survival Guide: https://vetmedsurvivalguide.com/vsg-black-friday-2019/
5	Hunter L, Shaw JR, Solving the case by creating a history together Part 1 (2011) Except veterinary team 12-15
6	Hunter L, Shaw JR, Solving the case by creating a history together Part 2 (2011) Except veterinary team 12-15
7	Gray C, Mofett J, Handbook of veterinary communication skills
8	Ryane E, Performing the small animal physical examination
9	The Brooke, The working equid veterinary manual: https://www.thebrooke.org/sites/default/files/Professionals/Working%20Equid%20Veterinary%20Manual/WEVM-chapter-1.pdf