

This teaching module provides the following elements, which are useful for achieving **EAEVE Day One Competences**

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| <b>1.1</b>  | <b>Act in a way that shows understanding of the ethical and legal framework within which veterinarians should work, including professional-, animal welfare-, client-, public health-, societal- and environmental-related aspects.</b>  |
| <b>1.4</b>  | <b>Promote, monitor and contribute to maintaining health and safety of oneself, patients, clients, colleagues and the environment in the veterinary setting; demonstrate knowledge about the principles of quality assurance; apply principles of risk management in practice.</b>   |
| <b>1.10</b> | <b>Understand and apply principles of One Health to ensure veterinary Good Clinical Practice, and research-based and evidence-based veterinary medicine.</b>   |
| <b>1.11</b> | <b>Demonstrate ability to critically analyse evidence, cope with incomplete information, deal with contingencies, and adapt knowledge and skills to varied scenarios and contexts.</b>   |
| <b>1.12</b> | <b>Use of professional capabilities to contribute to the advancement of veterinary knowledge and the One Health concept, in order to promote the health, safety and welfare of animals, people and the environment, as well as the United Nations Sustainable Development Goals.</b> |
| <b>1.14</b> | <b>Demonstrate a commitment to lifelong learning and to professional development. This includes recording and reflecting on professional experience and taking measures to improve performance and competence.</b>   |
| <b>1.16</b> | <b>Obtain an accurate and relevant history of the individual animal or animal group, and its/their husbandry and environment.</b>  |
|             | The student obtains a medical history in a structured way, taking into account the main questions: what?, since or when?, whether improved or worsened?, other animals affected? and information on feeding, deworming, vaccination and reproduction status                          |
|             | The student correctly investigates reproductive performance in a bovine herd   |
|             | The student correctly investigates reproductive performance in a pig herd  |
| <b>1.21</b> | <b>Assess the physical condition, welfare and nutritional status of an animal or group of animals and advise the client on principles of husbandry, feeding, reproduction, production, welfare, individual health, herd health and public health.</b>                                |
|             | The students is able to outline a checklist to analyze critical points in a farm (all production animals)  |
| <b>1.25</b> | <b>Recognise signs of possible notifiable, reportable and zoonotic diseases as well as abuse of animals and take appropriate action, including notifying the relevant authorities.</b>   |
|             | The student is able to design an epidemiological outbreak investigation  |
| <b>1.38</b> | <b>Advise on and implement preventive and eradication programmes appropriate to the disease and species, in line with accepted animal health, animal welfare, public health and environmental health standards.</b>  |
|             | The student is able to implement appropriate surveillance of diseases and routine monitoring of animal populations to identify the presence of infectious pathogens  |