

<p>This teaching module provides the following elements, which are useful for achieving EAEVE Day One Competences</p>	
1.1	<p>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.</p>
1.2	<p>Understand scientific research methods, the contribution of basic and applied research to science and implementation of the 3Rs principle (Replacement, Reduction, Refinement).</p>
1.5	<p>Communicate effectively with clients, the public, professional colleagues and responsible authorities, using language appropriate to the audience concerned and in full respect of confidentiality and privacy.</p> <p>The student is able to present and discuss clinical cases within the working team</p>
1.6	<p>Implement principles of effective interpersonal interaction, including communication, leadership, management, team working, mutual respect and other soft skills.</p>
1.9	<p>Be able to review and evaluate literature and presentations critically.</p>
1.10	<p>Understand and apply principles of One Health to ensure veterinary Good Clinical Practice, and research-based and evidence-based veterinary medicine.</p>
1.14	<p>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.</p>
1.18	<p>Perform a complete clinical examination and demonstrate ability in clinical decision-making.</p> <p>The student is able to correctly and autonomously perform a general physical examination in a dog or a cat</p> <p>The student is able to correctly and autonomously perform the examination of a specific body system, including respiratory, gastroenteric, cardiocirculatory, uro-nephrologic, neurologic, dermatologic, orthopaedic and reproductive system</p> <p>The student is able to draw up a problem list, prioritize the problems, and know the main differential diagnoses of the more common problems</p> <p>The student, after having listed the differential diagnoses of each problem, is able to hypothesize the main diseases that may justify the main clinical signs</p> <p>On the basis of the main differential diagnoses, the student is able to propose a diagnostic protocol aimed at confirming or excluding the differential diagnoses</p> <p>The student is able to report correctly the results of the physical examination in the medical record of the patient</p>
1.19	<p>Develop appropriate treatment plans and administer treatment in the interest of the animal under their care with regard to the resources available and to appropriate public health and environmental considerations.</p> <p>The student is able to identify the main objectives of the treatment in relation to the clinical case presented</p>
1.25	<p>Recognise signs of possible notifiable, reportable and zoonotic diseases as well as abuse of animals and take appropriate action, including notifying the relevant authorities.</p> <p>The student is able to recognize suspicious signs of possible notifiable, reportable and zoonotic diseases</p>
1.26	<p>Access the appropriate sources of data on information and legislation relating to animal care and welfare, animal movement, notifiable and reportable diseases, use of medicines, including responsible use of antimicrobials.</p> <p>The student is able to consult the list of licensed veterinary drugs in an appropriate source of data</p> <p>The student is able to check the correct dosage of a drug in an appropriate source of data</p>
1.27	<p>Prescribe and dispense medicines correctly and responsibly in accordance with legislation and latest guidance.</p> <p>The student is able to calculate a drug dosage for a patient</p> <p>The student is able to understand the label and off-label drug use and prescription</p>

The student is able to produce a prescription for a dog/cat