

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

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| 1.1 | 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. |
| 1.2 | Understand scientific research methods, the contribution of basic and applied research to science and implementation of the 3Rs principle (Replacement, Reduction, Refinement). |
| 1.3 | Demonstrate a basic knowledge of the organisation, management and legislation related to veterinary practice. Understand the economic and emotional context in which the veterinarian operates. |
| 1.4 | 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. |
| 1.5 | 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. |
| 1.6 | Implement principles of effective interpersonal interaction, including communication, leadership, management, team working, mutual respect and other soft skills. |
| 1.7 | Prepare accurate clinical and client records, and case reports when necessary, in a form satisfactory to the relevant audiences. |
| 1.8 | Work effectively as a member of a multidisciplinary team in the delivery of services and recognise the contribution of all team members. |
| 1.9 | Be able to review and evaluate literature and presentations critically. |
| 1.10 | Understand and apply principles of One Health to ensure veterinary Good Clinical Practice, and research-based and evidence-based veterinary medicine. |
| 1.11 | Demonstrate ability to critically analyse evidence, cope with incomplete information, deal with contingencies, and adapt knowledge and skills to varied scenarios and contexts. |
| 1.12 | 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. |
| 1.13 | Demonstrate the ability to recognise personal and professional limits, and know how to seek professional advice, assistance and support when necessary. |
| 1.14 | 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. |
| 1.15 | Engage in self-audit and peer-group review processes on a regular basis in order to improve performance. |

1.16 Obtain an accurate and relevant history of the individual animal or animal group, and its/their husbandry and environment.

The student introduces himself/herself properly to the owner

The student interrogates owner about the main signs of diseases as weight loss, loss of appetite, cough, diarrhoea, alopecia and behavioural changes

The student correctly writes the medical history findings using the appropriate Veterinary Medical terminology.

The student is able to transform the owner's description in a brief and accurate way for a quick clinical history reading

1.18 Perform a complete clinical examination and demonstrate ability in clinical decision-making.

The student correctly performs the general physical examination methods (bovine)

Assess the physical condition, welfare and nutritional status of an animal or group of animals and advise the

1.21 client on principles of husbandry, feeding, reproduction, production, welfare, individual health, herd health and public health.

The student knows the nutritional needs of healthy equine (e.g. foal, adults, elderly patients)

The student correctly evaluates the Body Condition Score (BCS) in ruminants