



UQ VETS

School of Veterinary Science

Clinical Extramural Placement Information for Placement Providers



UQ Veterinary Teaching Hospital, Gatton, Qld, Australia

ACKNOWLEDGEMENT

The School of Veterinary Science (SVS) at The University of Queensland (UQ) sincerely thanks you for accepting our final year veterinary science students on placement. We deeply appreciate the contribution and effort that you make in helping the veterinary graduates of tomorrow achieve their personal goals.

The Clinical ExtraMural Studies (clinical EMS) program is an educational partnership between the University of Queensland and the veterinary profession, industry, commercial and government organizations. The Clinical EMS program is designed to foster the student's personal and professional development. Specifically, clinical EMS provides an opportunity for students to reinforce their competency in animal handling, clinical examination, surgical procedures and other skills, including communication, self-reflection and professionalism.

Aims of Clinical EMS

The aim of Clinical EMS are for students to:

- gain experience in client relations, practice management and problem solving;
- facilitate transition from the academic environment to the hands-on world of clinical veterinary practice;
- experience how veterinarians obtain the confidence and goodwill of clients;
- identify the legal, ethical and moral challenges associated with veterinary practice;
- recognise the benefits of successful practice management; and
- analyse and improve clinical and technical skills.

Students complete a total of 50 days of clinical experience, consisting of:

- 10 days in small animal veterinary practice
- 10 days in mixed veterinary practice
- 30 days in veterinary practice, biosecurity, veterinary industry or zoo placement approved by the coordinator

Our students

- 125–135 students admitted to the Bachelor of Veterinary Science (Honours) program each year
- Bachelor of Veterinary Science (Honours) is a 5-year program. Students on Clinical EMS are in year 5.
- Highly committed students from diverse cultures:
 - ~30% International students from many different countries, such as Singapore, Hong Kong, China, New Zealand and Canada.
 - ~70% Australian students
- Our graduates in the last 5 years have taken employment in:
 - 49% small animal practice
 - 36% mixed practice
 - 4% equine practice
- Prior clinical experience
 - Completed practical's in most day one clinical skills
 - Performed a cat spay
 - Completed courses on medicine, surgery, pathology

Who can provide a placement experience?

Your veterinary practice can provide a valuable experience for our students if your business can:

- Meet the learning objectives and provide a portion of the core skills and experiences as listed in this information booklet
- Provide accommodation to students.
- Provides a safe working environment for our students

Based on UQ policy, students cannot attend a practice where they have a personal relationship with an attending clinician that would be involved in or could influence the assessment of the student, or cause special treatment of the student due to the relationship. A student who is an employee of or has a significant business partnership with a placement provider should not seek to secure a Clinical EMS placement with that placement provider.

What will the students learn when they are with you?

Learning objectives

Students on Clinical EMS placement will focus on the following objectives. On completion of their Clinical EMS program, students will be able to:

- Engage in case-based problem-solving within the context of authentic clinical practice and reflect on the diversity of clinical approaches employed by veterinarians
- Demonstrate flexibility by adapting to a range of clinical learning contexts and communicating within diverse clinical teams
- Reflect on veterinary-client interactions to develop strategies for managing client needs and expectations
- Identify legal, ethical and moral challenges associated with veterinary practice and strategies to respond to such challenges
- Recognise and reflect on the nature of successful veterinary practice management in a range of clinical contexts
- Engage in the development of individual clinical learning objectives, reflect on, and develop plans for enhancing clinical skills
- Appreciate and respond to the challenges of hands-on clinical work and develop strategies to cope with the everyday demands of veterinary practice

Suggested skills and experiences

Students on Clinical EMS placement will be encouraged to seek placements that can provide a portion of the core skills and experiences listed on the following pages. It is important to understand that as a provider you do NOT need to be able to deliver ALL the skills and experiences listed in the tables. Students will be attending other placements and will gain some skills and experiences at that time.

SPECIFIC SKILL DEVELOPMENT

Small Animal Practices

- The Clinical Exam
 - Observe clinicians performing consultations with clients
 - Perform external abdominal palpation
 - Perform rectal examination in a dog
 - Perform an otoscopic examination and identify tympanic membrane
 - Perform an orthopaedic examination on a dog
 - Express anal sacs in a dog
- In House Diagnostics
 - Perform venipuncture and choose the correct specimen tubes for the blood
 - Collect, prepare, examine and interpret an ear swab
 - Perform and interpret a faecal flotation
 - Perform and interpret the following in-house diagnostics:
 - PCV/TP and blood glucose
 - Perform and interpret urinalysis
 - Interpret a radiograph by describing the roentgen signs and developing conclusions and/or differential diagnosis
- Surgery and Hospitalised patients
 - Formulate a fluid therapy plan for a dehydrated patient (including calculation of dehydration, replacement, maintenance, on-going losses and K+ supplementation)
 - Participate (assist) in an orthopaedic surgery
 - Participate (assist) in an exploratory laparotomy
 - Perform a desexing procedure
 - Clean and debride a wound
 - Suture a skin laceration
 - Apply a wound dressing
 - Assess and deliver hospital care requirements (heat, privacy, security, food)
- Client Communications
 - Write clear patient discharge instructions/case summary in lay terminology
 - Prepare a written estimate for treatment

Mixed Animal Practices:

- Safe handling and restraint of horses and livestock
- Professional communication with clients and staff of the practice
- Assessment of the nutritional status of horses and livestock, & development of advice on the appropriate husbandry and feeding of these animals
- Perform systematic clinical examinations of horses and livestock
- Formulate diagnostic and treatment plans for cases they attend
- Perform venipuncture and choose the correct blood tubes for sample collection
- Collect appropriate samples for laboratory testing
- Interpret basic lab results
- Calculate and administer medications via injection and orally
- Perform in-house PCV/TP and Faecal Egg Count
- Select and administer appropriate sedation/anaesthesia protocols for various clinical procedures
- Perform basic surgical procedures and other treatments (e.g equine dentistry, hoof trimming/examination)
- Directly assist in the investigation and management of cases of dystocia

GENERAL SKILLS – ALL EMS PLACEMENTS

(1) Information skills

- practice skills needed to acquire, store and retrieve information at a depth and breadth appropriate for entry into the profession;
- identify significant issues;
- think independently;
- apply critical reasoning and;
- make informed judgements

(2) Communication and interpersonal skills

- practice how to communicate effectively by oral, written and electronic means;
- learn the skills needed to interact with prospective colleagues, practice staff, animal owners, the general public and media;
- assess written and oral communication and draw implications or form hypotheses from that communication and;
- appreciate other cultures, opinions, feelings, emotions and values as elements in communication

(3) Observational skills

- identify abnormalities in an animal(s);
- interpret abnormalities in an animal(s);
- establish a provisional diagnosis and provide a rational prognosis;
- develop an effective case work-up, management, treatment and control plan and;
- recognise when euthanasia is warranted.

(4) Case management skills

- articulate realistic and practical options when veterinary care and expertise is required;
- deal effectively with uncertainty;
- offer valid, practical advice for the delivery of veterinary care
- keep appropriate case records;
- become familiar with the presentation, use and dispensing requirements of drugs commonly used in veterinary practice and;
- practice/ learn to recognise local and regional factors of significance to professional activity.

(5) Practice management skills

- experience the ethical standards and professional responsibilities of the profession;
- learn how to manage a veterinary service in respects to veterinary staff, financial matters, clientele and record keeping and;
- become familiar with the role of the veterinarian as a practice team member.

Mentoring Students

In order for students to develop these cognitive skills to achieve the learning objectives of EMS, the SVS encourages placement providers to include each student as much as possible in the day to day events of your practice or organisation. Do take into consideration:

- a) your assessment of the student's capabilities, and
- b) what you, the placement provider, is comfortable with.

If possible, exposure to the following, where applicable, will be of great benefit to our students:

- In a mentoring context introducing students, under practice or organisation conditions, to a wide range of veterinary experiences and conditions;
- Expose students to the workup, diagnosis and treatment of as many cases as possible in all animal species;
- Allow students to become familiar with the use of relevant equipment and software required to complete day to day activities typical of a veterinarian in your organization;
- Encourage students to participate and gain practical experience in as many areas of veterinary work, including basic practice and business management, case reporting, professional communication, and proficiency in routine techniques and animal handling;
- Discuss with students the importance of veterinarian/client relationships, Occupational Health and Safety, relevant biosecurity risks and protocols, the economics of animal industries and the limitations that may be placed on work experience in a commercial situation;
- Emphasize to students the importance of animal welfare in animal production and veterinary practice;
- Encourage students to develop professional attitudes and capabilities, a lifelong approach to learning, personal health, to be part of a team, and respond appropriately to constructive criticism.

Student Assessment

We ask that you evaluate our students at the conclusion of their placement.

You will be sent an email at the end of the student's placement with a link to the electronic assessment system. In the assessment system, you will see a grading template (see below). It will allow you to provide a quick, accurate and objective assessment of the student's performance during the placement. A picture of the student will be on the assessment page.

If you are unable to complete the assessment online, please contact the School PEMS office (+61 7 5460 1834 Mon–Fri 8.30am–4.30pm) or email vetprac@uq.edu.au and a hard copy of the assessment template will be mailed to you

We encourage you to grade objectively even if that results in an unsatisfactory outcome for one or more of the components of the placement assessment. An outcome of this nature generates a feedback meeting between the Coordinator and the student. Any additional comments you provide on the assessment sheet will be viewed by the student. Your feedback will assist the students to reflect, and therefore identify scope for improvement in their skills and approach to placements. Completing the online assessment as soon as possible after the student completes their placement will be greatly appreciated.

The Grading template should assist with a quick, accurate and objective assessment of the

student's performance during the placement. It is not intended or expected that all assessment criteria listed will necessarily be covered during the placement.

The Grading template is included at the end of this document and is available online. You will be sent an email at the end of the student's placement with a link to the assessment system to fill in this template. Please access the link below to guide you through the assessment process.

<http://userguide.chalkandwire.com/m/14416/l/210869-quickstart-guide-for-external-assessors>.

Important Information

Reporting of illness or injury during placements

Any incidence of **illness or injury** sustained while on placements must be reported to the UQ School of Veterinary Science on **+61 7 5460 1834 (Mon–Fri 8.30am–4.30pm) or vetprac@uq.edu.au**. **In the event of a serious incident involving the student after business hours, please immediately notify UQ Security, Phone: +61 7 3365 3333.**

Illness/ Personal Issues:

Students are required to advise you of any pre-existing medical conditions, specific needs for medication, mobility, allergens or special consideration on arrival or preferably prior to arrival at the placement.

If a student becomes ill or personal / family issues arise whilst on placement causing the student to be unable to attend the placement, the student will contact you as the placement provider immediately, as well as contacting the School of Veterinary Science EMS office.

If a student becomes ill whilst on placement and needs to take sick leave, the student will provide you and the School of Veterinary Science with a medical certificate within 3 working days of illness being diagnosed where absence from placement is longer than 24 hours.

Insurance:

Students are provided with standard UQ insurance protections that cover personal accident, public liability and WorkCover Work Experience Insurance for any approved placement. The UQ Student Placement Agreement that we ask you to sign outlines UQ's and the placement provider's responsibilities in regards to terms and responsibilities of the placement.

Biosecurity

At all times students attending placements must ensure that their personal clothing, protective clothing and footwear are clean. Students must also ensure that any contaminated clothing or footwear is either removed and replaced by clean clothing or thoroughly cleaned before leaving the farm or animal facility. Each student will have completed an EMS Driving Licence www.ems.vet.ed.ac.uk/animalmh/, which covers their biosecurity responsibilities. This link:

[https://gaton.uq.edu.au/files/4105/Biosecurity and Infection Control Procedures Equine Hospital.pdf](https://gaton.uq.edu.au/files/4105/Biosecurity_and_Infection_Control_Procedures_Equine_Hospital.pdf), will provide information on biosecurity issues including Hendra Virus.

Practical Arrangements

It is the student's responsibility to:

1. Contact you as the placement provider at least 2 weeks before arrival to introduce themselves and to confirm hours of work and any other requirements.
2. Inform the School of Veterinary Science and you as the placement provider immediately if they cannot attend. Failure to attend a placement without appropriate notice will result in a failing grade for that student. As a placement provider, you are entitled to cancel a placement if a student fails to make contact at least two weeks prior to the commencement of the placement.
3. Maintain a high standard of professionalism and integrity whilst on placement. It is intended that the student will use their placements as an opportunity to strengthen their communication skills and professional conduct.
 - Dress and behave in accordance with the standards set by your practice and by UQ. As a placement provider, you can send students home if they are dressed inappropriately; this includes body or facial piercings that are not consistent with your practice standards.
 - Listen carefully, be respectful and follow directions at all times. All students have been made aware that they are representing both the placement and the university whilst on placement. Any inappropriate behaviour or misconduct should be brought to the attention of the SVS EMS team as soon as possible. It is unacceptable for a student to express an opinion about a case to a client without permission of the attending veterinarian
4. Refrain from using the internet or mobile phones for personal reasons during business hours except on designated breaks, if approved by the practice.
5. Attend activities and complete required tasks on time. If a student is unable to complete an assigned task whilst on placement, the student needs to inform the attending clinician.
 - Ask for the clarification if they feel uncomfortable or unsure of anything while involved in tasks as part of the course requirement.
6. Be safety-conscious at all times and wear appropriate protective clothing and footwear, as determined by the placement provider.
7. Ask permission before taking photographs, videos or other recordings. If the student requires photographs or other forms of evidence for reflection or future assignment work, they must seek approval from you as the provider in the first instance for this to occur. These images must not be used in any public forum at the time of the placement or anytime in the future.

Responsibilities of the Placement Provider

Your practice will set the duties of a student with due regard to the:

- Veterinary Surgeons Act 1936,
- Veterinary Surgeons Regulation 2002,
- Animal Care and Protection Act 2001,
- Health (Drugs and Poisons) Regulation 1996,
- Radiation Safety Act 1999
- Chemical Usage (Agricultural and Veterinary) Control Act 1988
- Australian Veterinary Association Code of Professional Conduct
- University of Queensland Deed of Contract
- guidelines provided by the Extramural Clinical Placement Coordinator and ***consideration for the need for informed consent from animal owners for surgery or medical treatment performed by a student.***

You will set the **duty hours of the student** according to the demands of your practice. Generally, a 1-week attendance is a minimum of 5 days per week and a minimum of 40 hours. In some placements, additional hours may be expected, for example, after hours and weekends. Most

students will need to travel at the end of a placement and we do request that students be able to finish on the final Friday evening where possible.

At no stage should students participate in an activity which places themselves in danger or others as a consequence. Please see the UQ SVS protocol on Hendra virus in this handbook.

Confidentiality

Students are advised that all information gained on external placement is strictly confidential. It is not to be discussed with fellow students, friends, family or anyone outside the placement. Information is not to be posted on social media. To do so would not only be unprofessional but a serious breach of trust. The School of Veterinary Science would view a breach of confidentiality by a student as professional misconduct.

Thank you!

Our sincere thanks for your contributions to the Clinical EMS program for the School of Veterinary Science. Our graduates can only succeed if they are exposed to worthy learning opportunities, such as the one that you are providing. Your input and feedback are valuable to us. If you have any concerns or comments please contact us.

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Facebook:

UQ VETS Small Animal Hospital

UQ VETS Equine Specialist Hospital

UQ VETS Dayboro

UQ VETS Pets For Life Adoption Program

GRADING TEMPLATE		Fail (0/6)	Adequate (3/6)	Good (4/6)	Very Good (5/6)	Excellent (6/6)
Knowledge	25%	Demonstrates insufficient knowledge of pre-clinical sciences and of material pertinent to the clinical rotation and patients. Fails to use knowledge to list differential diagnoses and/or formulate diagnostic and treatment plans.	With some prompting or guidance, demonstrates basic knowledge of pre-clinical sciences and of material pertinent to the clinical rotation and patients. Uses knowledge to list differential diagnoses and formulate diagnostic and treatment plans.	With minimal prompting or guidance, demonstrates knowledge and understanding of pre-clinical sciences and of material pertinent to the clinical rotation and patients. Applies knowledge to list relevant differential diagnoses and formulate appropriate diagnostic and treatment plans.	With minimal prompting or guidance, <u>frequently</u> demonstrates knowledge and understanding of pre-clinical sciences and of material pertinent to the clinical rotation and patients. Applies a high level of knowledge to list relevant differential diagnoses and formulate appropriate diagnostic and treatment plans.	<u>Independently</u> demonstrates advanced knowledge and understanding of pre-clinical sciences and of material pertinent to the clinical rotation and patients. Applies an exemplary level of knowledge to list relevant differential diagnoses and formulate appropriate diagnostic and treatment plans.
Clinical Skills	25%	Gathers incomplete histories and/or performs inadequate physical examinations. Flaws may be evident in patient management and/or analytical skills.	Gathers basic histories and performs adequate physical examinations. Delivers patient care, keeps medical records, and demonstrates some analytical skills.	Gathers appropriate histories and performs technically accurate physical examinations. Delivers good patient care, keeps good medical records, and demonstrates good analytical skills.	Gathers relevant histories and performs <u>thorough</u> and technically accurate physical examinations. Delivers consistently good patient care, keeps detailed medical records, and demonstrates strong analytical skills.	Gathers <u>detailed</u> and relevant histories and <u>independently</u> performs thorough and technically accurate physical examinations. Delivers a high standard of patient care, keeps excellent medical records, and demonstrates advanced analytical skills.
Technical Skills	25%	Demonstrates <u>limited</u> skills when performing technical tasks including aseptic procedures, diagnostic tests, injections, venepuncture, animal handling, bandaging, etc.	Demonstrates <u>basic</u> skills when performing technical tasks including aseptic procedures, diagnostic tests, injections, venepuncture, animal handling, bandaging, etc.	Demonstrates <u>some competency</u> when performing technical tasks including aseptic procedures, diagnostic tests, injections, venepuncture, animal handling, bandaging, etc.	Demonstrates <u>frequent competency</u> when performing technical tasks including aseptic procedures, diagnostic tests, injections, venepuncture, animal handling, bandaging, etc.	Demonstrates <u>proficiency</u> when performing technical tasks including aseptic procedures, diagnostic tests, injections, venepuncture, animal handling, bandaging, etc.
Professionalism & Communication Skills	25%	Displays a <u>poor attitude</u> for learning and/or patient care. May relate inappropriately to clients, staff and peers at times, and/or demonstrates a lack of clarity in verbal and/or written communication skills.	Displays a <u>satisfactory attitude</u> for learning and patient care. Is <u>generally</u> honest, trustworthy, and compassionate. Relates appropriately to clients, staff and peers, and demonstrates adequate verbal communication skills. Generally presents written information in an accurate, logical and organised manner.	Displays a <u>good attitude</u> for learning and patient care. Is honest, trustworthy, and compassionate. Relates well to clients, staff and peers, and demonstrates good verbal communication skills. Presents written information in an accurate, logical and organised manner.	Displays <u>enthusiasm and perseverance</u> for learning and patient care. Is honest, trustworthy, and compassionate. Relates very well to clients, staff and peers, and demonstrates effective verbal communication skills. Consistently presents written information in an accurate, logical and organised manner.	Displays <u>independence and takes initiative</u> in learning and patient care. Is honest, trustworthy, and compassionate. Relates well to clients, staff and peers, and demonstrates highly effective verbal communication skills. Presents written information in a highly accurate, logical and organised manner.