

Clinical Competencies

As per the instruction of the American Veterinary Medical Association Council on Education, graduating students must attain the following competencies:

1. comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management
2. comprehensive treatment planning including patient referral when indicated
3. anesthesia and pain management, patient welfare
4. basic surgery skills, experience, and case management
5. basic medicine skills, experience and case management
6. emergency and intensive care case management
7. health promotion, disease prevention/biosecurity, zoonosis, and food safety
8. client communications and ethical conduct
9. critical analysis of new information and research findings relevant to veterinary medicine.

LSU SVM has subdivided each competency into subcompetencies. The complete document is found below. Each service will assess a subset of competencies that have been chosen for that service experience. Students assigned to the service will be assessed weekly. If a below expectation assessment is given, a meeting will be scheduled between the student, the Associate Dean of Student and Academic Affairs and the faculty member giving the assessment. Meeting discussions will include ways to improve on the clinical competency. Grading will continue as a separate entity.

Competency 1

1.1 History/Physical Examination

Exemplary performance

Demonstrates superior efficiency, thoroughness and accuracy in performing a history. Always asks questions that are systematic, relevant, precise, objective, non-leading and interactive. Always asks questions of clarification and corrects inconsistencies. Excellent at organizing history information accurately in the medical record and presents information in an orderly, clear and concise manner. Always performs accurate, thorough and complete examinations in a timely manner. Superior in ability to elaborate key physical examination findings and associated subtleties.

Expected performance

Demonstrates good efficiency, thoroughness and accuracy in performing a history. Frequently asks questions that are systematic, relevant, precise, objective, non-leading and interactive. Consistently asks questions of clarification and corrects inconsistencies. Good at organizing history information accurately in the medical record and presents information in an orderly, clear and concise manner. Performs accurate, thorough and complete examinations in a timely manner. Good ability to elaborate key physical examination findings and associated subtleties. Almost always identifies and characterizes historical information accurately. Ability to recognize and address physical examination subtleties is good but can be improved.

Acceptable performance

Demonstrates adequate efficiency, thoroughness and accuracy in performing a history. Occasionally asks questions that are systematic, relevant, precise, objective, non-leading and interactive. Occasionally asks questions of clarification and corrects inconsistencies. Satisfactory at organizing history information accurately in the medical record and presenting information in an orderly, clear and concise manner. Fair in performing accurate, thorough and complete examinations in a timely manner. History and physical exam have occasional omissions or inaccuracies.

Below expectation

Unable to perform accurate and complete histories without frequent omissions. Poor at asking relevant, precise, objective, non leading and interactive questions. Cannot appreciate, clarify or correct inconsistencies. Examinations incomplete or inaccurate or findings misinterpreted.

1.2 Patient Assessment/Clinical Thinking Skills**Exemplary performance**

Accurately identifies all patient problems. Appropriate diagnostic and therapeutic plans are always suggested. Diagnostic test results are promptly obtained and correctly assessed independently of instructor. Displays outstanding ability to integrate relevant information to make sound clinical judgments. Always formulates a complete problem list, accurately prioritizes problems and develops a complete and accurate differential diagnosis list.

Expected performance

Correctly identifies and assesses most of patient's problems. Appropriate diagnostic and therapeutic plans are usually presented. Obtains and assesses most diagnostic test results independently of instructor. Displays good ability to integrate relevant information to make sound clinical judgments. Consistently formulates a complete problem lists, accurately prioritizes problems and develops a fundamentally sound but not always a complete differential diagnosis list.

Acceptable performance

Problem identification, patient assessments, and/or diagnostic / therapeutic plans are only occasionally inaccurate or require assistance. Occasionally fails to obtain and properly interpret test results. Displays satisfactory ability to integrate relevant information to make sound clinical judgments. Only occasional difficulties are noted in the formulation of problem lists, prioritization of the listed problems and development of differential diagnoses.

Below expectation

Problem identification, patient assessments, and/or diagnostic / therapeutic plans are usually inaccurate or incomplete. Consistently fails to obtain and properly interpret test results. Displays unsatisfactory ability to integrate relevant information to make sound clinical judgments. Often formulates an incomplete problem list, inaccurate prioritization of problems and inappropriate differential diagnoses.

1.3 Knowledge Base/Basic Pathophysiology**Exemplary performance**

Displays superior knowledge (pathophysiology, therapeutics, medicine, surgery, etc) on own cases, as well as cases of others. Excels at demonstrating technical knowledge specific to the rotation and the application of clinical skills. Has a strong understanding of what he/she knows and does not know. Shows exceptional logic and knowledge in interpretation of histories, case reports, discussion with faculty and always links observations from assessments to plans/discharge summaries.

Expected performance

Displays good knowledge and understanding of a variety of common primary, secondary and tertiary medical and/or surgical problems. Good at demonstrating technical knowledge specific to the rotation and the application of clinical skills. Has an accurate understanding of what he/she knows and does not know. Shows appropriate logic and knowledge in interpretation of histories, case reports, discussion with faculty and links observations from assessments to plans/discharge summaries.

Acceptable performance

Satisfactory knowledge base in most subject areas. Demonstration of adequate technical knowledge specific to the rotation and the application of clinical skills. Has a satisfactory understanding of what he/she knows and does not know. In most cases shows fair logic and knowledge in interpretation of histories, case reports, discussion with faculty and usually links observations from assessments to plans/discharge summaries.

Below expectation

Knowledge base is poor and inconsistent. Demonstration of inadequate technical knowledge specific to the rotation and the application of clinical skills. Has a poor understanding of what he/she knows and does not know. In most cases, does not show adequate logic and knowledge in interpretation of histories, case reports, discussion with faculty and incapable of correlating observations from assessments to plans/discharge summaries.

1.4 Diagnostic Skills/Clinical Laboratory Assessment

Exemplary performance

Has excellent understanding of diagnostic tests and protocols; excellent understanding of the strengths and limitations of the diagnostic test, can choose appropriate diagnostic tests and knows available options; all diagnostic tests scheduled as needed; patients always prepared and ready on time. Excellent ability to assess clinical laboratory data independently.

Expected performance

Has good understanding of diagnostic tests and protocols; good understanding of the strengths and limitations of the diagnostic test, can usually choose appropriate diagnostic tests; diagnostic tests scheduled as needed; patients usually prepared and ready on time. Good ability to assess clinical laboratory data independently, minimal input needed from clinician.

Acceptable performance

Has fair understanding of diagnostic tests and protocols; fair understanding of the strengths and limitations of the diagnostic test, sometimes has difficulty choosing appropriate diagnostic tests; diagnostic tests scheduled with prompting; sometimes needs prompting to have patients prepared and ready on time. Satisfactory ability to assess clinical laboratory data, some input needed from clinician.

Below expectation

Has poor understanding of diagnostic tests and protocols; poor understanding of the strengths and limitations of the diagnostic test, cannot usually choose appropriate diagnostic tests; diagnostic tests often not schedule; patients usually not prepared and ready on time. Cannot assess clinical laboratory data, explanation from clinician almost always needed for comprehension.

1.5 Participation in Patient Discussions

Exemplary performance

Actively participates in discussion of own cases and others' cases. Evidence of a large amount of additional reading to support and improve knowledge of all cases. Accurately interprets and weighs conflicting information. Case information presented accurately and concisely. Listens and shows respect for others during rounds.

Expected performance

Case discussion participation indicates a good amount of additional reading to support and improve knowledge of own cases and most others' cases. Accurately responds to ambiguities on most occasions. Presents cases in an organized and understandable manner. Listens and shows respect for others during rounds.

Acceptable performance

Participates in case discussion when prompted. Most responses are accurate. Evidence of some reading to support and improve knowledge of their own case, but little reading on others' cases. Case presentations are generally accurate, but unorganized. Listens and shows respect for others during rounds, with only occasional inattentiveness.

Below expectation

No participation or poor participation suggestive of minimal preparation / outside reading. Can't or won't answer direct questions accurately. Answers if given are often confusing or inaccurate. Is inattentive when others are presenting and sometimes rude and disrespectful.

1.6 Medical Records

Exemplary performance

Problem oriented medical records and/or procedural reports are concise, accurate and always completed on time. Reports are easy to read and provide clear case documentation. Adept at using the current system to enter medical records. Puts great effort into clear communication and documentation in the medical records. Medical records are always returned to medical records in a timely fashion.

Expected performance

Problem oriented medical records and/or procedural reports require little correcting to be completely concise and accurate. Written documentation is usually completed in a timely fashion. Reports are easy to read and provide clear case documentation but may sometimes lack complete detail. Can use the current system to enter medical records. Good effort shown in clear communication and documentation in the medical records. Medical records are consistently returned to medical records in a timely fashion.

Acceptable performance

Problem oriented medical records and/or procedural reports require some correcting to be completely concise and accurate. Written documentation is completed in a timely fashion in most cases. Reports with some correction are easy to read and provide clear case documentation but may sometimes lack complete detail. With input, can use the current system to enter medical records. Satisfactory effort shown in clear communication and documentation in the medical records. Medical records are usually returned to medical records in a timely fashion.

Below expectation

Problem oriented medical records and/or procedural reports have many inconsistencies and inaccuracies. Much correction is needed for these records/reports to be acceptable. Written documentation is not completed in a timely fashion. Reports are often not easy to read and do not provide clear case documentation and detail. There is consistent trouble with use of the current system to enter medical records with minimal effort in clear communication and documentation in the medical records. Medical records are often lost or not returned to medical records in a timely fashion.

Competency 2

2.1 Treatment planning

Exemplary Performance

Student devises comprehensive treatment plan accurately utilizing the complete problem list without input from instructors. Provides superior explanation and rationale for the treatment plan and explains the treatment plan in the context of a specific patient. Has thorough understanding of available treatment options and alternatives to the proposed plan. Is aware of all common potential complications arising from institution of this plan and how these complications might be addressed.

Expected Performance

Student devises a reasonable treatment plan accurately utilizing the complete problem list with minimal input from instructors. Provides reasonable explanation and rationale for the proposed treatment plan and explains the treatment plan in the context of a specific patient. Has a good understanding of available treatment options and alternatives to the proposed plan. Is aware of critical potential complications arising from proposed treatment plan and how these complications might be addressed.

Acceptable Performance

Student devises a reasonable treatment plan most often with input from instructors. Occasionally proposes treatments that may not be appropriate for the individual patient. Provides explanation for the proposed treatment plan but understanding of rationale behind plan is frequently incomplete. There may exist an occasional inability to prioritize or delineate all aspects of the underlying condition and treatment plan instituted from conditions or treatments that are not directly applicable to that particular patient or situation. Has an acceptable understanding of available treatment options and alternatives to the proposed plan but is occasionally unaware of all options. Is aware of critical potential complications arising from proposed treatment plan but may not always be aware of how these complications are addressed.

Below Expectation

Student is frequently unable to devise a reasonable treatment plan even with input from instructors. Frequently proposes treatments which are inappropriate for the individual patient. Has difficulty providing explanation for the proposed treatment plan and rationale is often inaccurate, faulty or incomplete. Treatment plans are most often based on a very superficial and general knowledge of a condition and not necessarily directly applicable to the particular patient. Does not have an acceptable understanding of treatment options and alternatives to the proposed plan. Is not aware of potential complications arising from proposed treatment plan or how the complications are addressed.

2.2 Understanding Therapeutic Modalities and Availability (*would include knowledge of referral services available*)

Exemplary Performance

Student has a thorough understanding of the treatment options available for a particular case. Recognizes the scope of options and the need for advanced treatment modalities when appropriate. Always recognizes that treatment options are not available in all locations (primary care facilities) and discusses the need for referral to a secondary or tertiary care facility when appropriate.

Expected Performance

Student recognizes and has a good general knowledge of most treatment options available for a particular case without assistance from instructors. Recognizes most advanced treatment options and that all options are not available in primary care facilities. Usually recognizes the need for referral if the case were presented to a primary care facility.

Acceptable Performance

Student recognizes most treatment options available for a particular case with assistance from instructors. Inconsistently recognizes advanced treatment options and the need for referral from a primary care facility.

Below Expectations

Student does not recognize significant treatment options available for a particular case nor can critically assess the reasoning used in prior treatment selection. Current treatment plans do not meet an acceptable standard of care. The need for referral when appropriate is not recognized.

Competency 3

3.1 Anesthesia/Patient Status and Response/Plan

Exemplary Performance

Superior patient assessment skills in preparation for, during and following anesthesia. Diagnostic test results are promptly obtained and patient and test results are correctly assessed independently of instructor. Appropriate anesthetic plans including drugs and correct dosages are always suggested independent of instructor. Thoroughly evaluates the changing needs and status of the anesthetized patient including subtleties. Always identifies changes and complications and develops an appropriate and timely plan to address each. Completes all required responsibilities including emergency duty in a timely, efficient manner without provocation. Has thorough understanding of anesthetic drugs, basic pharmacology, physiology, side effects and anesthetic equipment set up and use. Able to choose drugs, calculate dosages, and set up necessary equipment appropriate for each patient without help or prompting from instructors.

Expected Performance

Correctly identifies and is able to accurately assess most patient problems before and during anesthesia. Diagnostic test results are obtained and evaluated in a reasonable time and with reasonable accuracy and minimal instructor input. Appropriate anesthetic plans including drugs and correct dosages are usually presented with minimal help from instructors. Recognizes major changes in patient status and often makes appropriate recommendations with minimal prompting required. Identifies the most common potential complications and is able to formulate an appropriate plan to address each. Completes all required responsibilities including emergency duty with minimal prompting. Has basic understanding of anesthetic drugs, pharmacology, physiology, side effects and anesthetic equipment set up and use. Able to choose drugs, calculate dosages, and set up necessary equipment appropriate for each patient with minor help and prompting from instructors.

Acceptable Performance

Identification and assessment of patient needs are occasionally inaccurate or require assistance. Acceptable ability to recognize major changes in patient needs or status and can formulate an appropriate recommendation with some help needed from others. Appropriate anesthetic plans including drugs and correct dosages are suggested with help from instructors. Has satisfactory ability to recognize potential complications before and during anesthesia, but needs guidance when formulating an appropriate plan to address complications. Completes all required care including emergency duty, but sometimes needs prompting. Has some understanding of anesthetic drugs, pharmacology, physiology, side effects and anesthetic equipment set up and use, but lacks knowledge necessary to be proficient without occasional help from an anesthetist. Able to choose drugs, calculate dosages, and set up necessary equipment appropriate for each patient with significant help and prompting from instructors.

Below Expectation

Student is unable to identify and assess the needs and status of an anesthesia patient. Cannot choose an appropriate anesthetic plan, including anesthetic drugs and dosages without significant help from others. Oblivious to the severity of the situation and unable to detect changes in anesthetized patients. Ability to recognize potential complications or formulate a plan is poor. Consistently does not complete required responsibilities including being late or not being available for scheduled emergency

duty. Lacks basic understanding of anesthetic drugs, pharmacology, physiology, side effects and anesthetic equipment set up and use. Lacks the basic knowledge and understanding necessary to safely and proficiently perform anesthesia without the direct supervision of an anesthetist.

3.2 Pain Management/ Patient Welfare/Empathy

Exemplary Performance

Student demonstrates superior patient assessment skills and empathy towards patient and client. Diagnostic test results are promptly obtained and patient and test results are correctly assessed independently of instructor. Appropriate patient care and pain management plans including drugs and correct dosages are tailored to the needs of individual patients and are always suggested independent of instructor help. Consistently and correctly identifies changes in patient pain and welfare, including subtle changes, and develops an appropriate plan to address them. Completes all required care and communication in a prompt, efficient and courteous manner without prompting. Has thorough understanding of pain management drugs and basic pharmacology. Shows significant concern for the welfare of patients and often volunteers to help others.

Expected Performance

Correctly identifies and is able to accurately assess most patient problems. Diagnostic test results are obtained and evaluated in a reasonable time and with reasonable accuracy and some instructor input. Appropriate patient care and pain management plans including drugs and correct dosages are usually presented with only occasional guidance. Recognizes minor changes in patient status and pain level and makes appropriate recommendations with minimal prompting required. Completes all required care and communication with minimal prompting and in a timely manner. Has basic understanding of drugs and pharmacology. Overall is empathetic towards patient and client.

Acceptable Performance

Identification and assessment of patient needs are only occasionally inaccurate or require assistance. Diagnostic test results are obtained and evaluated in a reasonable time but with some input from the instructor. Acceptable ability to recognize major changes in patient needs or status, minor changes may go unnoticed. Can formulate an appropriate pain management plan but will require some assistance from clinician. Completes all required care including emergency duty and communication, but sometimes needs encouragement to do so. Has basic understanding of pain medications and pharmacology, but complete understanding of these concepts requires some instructor input. Shows reasonable empathy for patient and client, but does not go "above and beyond" for the patient's welfare.

Below Expectation

Unable to identify and assess the needs and status of a patient. Cannot choose an appropriate test or therapy, including pain management drugs and dosages without significant help from others. Oblivious to the severity of the disease process and unable to detect changes in the status or needs of the patient. Consistently does not complete required care including being late or not being available for scheduled emergency duty and treatments and not communicating effectively. Patient care is poor and not completed in an efficient and timely manner. Lacks basic understanding of pain medications and pharmacology as well as how this pertains to patient pain management protocols and overall patient welfare. Lacks knowledge necessary to be proficient without instructor's help and endangers patient's welfare and health with lack of basic knowledge and understanding. Shows little empathy towards client or patient.

Competency 4

4.1 Basic Surgical Skills

Exemplary performance

Displays superior ability and dexterity in tissue handling, suturing and knot tying. Is able to assist the primary surgeon with little direction and is able to anticipate their needs. Has an exemplary knowledge of the procedure being performed (including likely complications, anatomy and alternatives).

Expected performance

Able to perform basic suturing and knot tying techniques with above average skill. Has good tissue handling skills and is able to assist the primary surgeon under direction. Has a good knowledge of the procedure being performed (including likely complications and relevant anatomy)

Acceptable performance

Able to perform basic suturing and knot tying with some assistance. Has fair tissue handling skills. Has a basic understanding of the procedure being performed (including likely complications and relevant anatomy).

Below expectation

Unable to perform basic suturing and knot tying techniques without substantial assistance. Demonstrates poor tissue handling. Has an incomplete or poor understanding of the procedure being performed.

4.2 Surgical experience gained through rotation (improvement with time)

Exemplary performance

Marked improvement in knowledge base and technical skills over the course of the rotation. Willingly seeks out, accepts and integrates feedback. Demonstrates reading of texts as well as relevant journal articles to improve knowledge base.

Expected performance

Demonstrates solid improvement in knowledge base and technical skills over the course of the rotation. Accepts and integrates feedback. Demonstrates reading of texts to improve knowledge base.

Acceptable performance

Demonstrates fair improvement in knowledge base and technical skills over the course of the rotation. Accepts but is inconsistent in integrating feedback. Makes an effort to improve knowledge base.

Below expectation

Demonstrates an unwillingness to accept or integrate feedback. No improvement noted in surgical knowledge base or technical skills over the course of the rotation. No effort made to improve knowledge base.

4.3 Case management

Exemplary Performance

Has a superior knowledge of the surgical disease, procedure and likely complications. Consistently and methodically identifies and reports current and prior medical issues and shows attention to detail. Excels at creating a problem list with prioritized differential diagnoses while demonstrating a logical and complete progression throughout the body systems. Is able to formulate a plan for treatment without clinician input. Clinicians would feel extremely comfortable letting this person see cases by themselves. Internship potential.

Expected Performance

Has a good knowledge of the surgical disease, procedure and likely complications. Regularly identifies current and past medical issues but could improve on identification of subtleties. Creates an appropriate differential list including common disease processes; needs some help with identification of uncommon differentials. Demonstrates a logical progression through body systems with few errors. Therapeutic plan is well put together with occasional lack of thought to individual patient needs. Clinicians feel that this person is qualified to see patients requiring minimal (indirect) supervision.

Acceptable Performance

Has an acceptable knowledge of the surgical disease, procedure, and likely complications. Identifies current and past medical issues in most cases with occasional inaccuracies or omissions noted. In most instances, recognizes common differentials with more help needed to realize uncommon disease processes. Progression through body systems is sometimes random and unorganized. Knows the most common therapy for a given process with help needed recognizing alternatives and individualization of a plan. Can see patients themselves with direct supervision needed but on track to requiring less supervision.

Below Expectation

Demonstrates a poor knowledge of the surgical disease, procedure and likely complications. Lacks the ability to consistently identify current and past medical issues. Significant deficiencies developing a differential list with no thought given to body systems. Extreme difficulty choosing appropriate diagnostics and lack of understanding of their utility. Therapies recommended are often inappropriate. Not ready to practice. Significant improvement required.

Competency 5

5.1 Basic Medical Skills and Case Management

Exemplary Performance

Consistently identifies current and past medical issues pertinent to patient care/visit through obtaining history and performance of physical examination. Excels at creating and prioritizing a differential list including common and uncommon disease processes based upon information available as well as demonstrating a logical and complete progression through body systems. Excellent ability to choose and interpret diagnostic tests methodically with concurrent comprehension of the utility of each test. Therapeutic plan is always accurate, well thought out, and formulated with attention given to individual patient/client needs. The individual would be considered extremely capable of independently seeing most cases admitted to the LSU-VTH with no to minimal guidance.

Expected Performance

Regularly identifies current and past medical issues through the history and physical examination; can improve on identification of subtleties. Creates an appropriate differential list including common disease processes; needs some help with identification of uncommon differentials. Demonstrates a logical progression through body systems with few errors. Good ability to choose and interpret diagnostic tests methodically and in most cases understands the utility of each test. Therapeutic plan is well put together with occasional input from the clinician to demonstrate the need to consider individual patient/client needs. Generally considered to be qualified to see patients and requires minimal (direct or indirect) supervision.

Acceptable Performance

Acceptable identification of current and past medical issues through the history and physical examination in most cases with occasional inaccuracies or omissions noted. In most instances, recognizes common differentials with significant help needed to realize uncommon disease processes. Progression through body systems is sometimes random and unorganized. Acceptable ability to choose and interpret appropriate diagnostics with some thought given to the justification of each test. Knows the most common therapy for a given disease/disease process with help needed recognizing alternatives and individualization of a plan. Can see patients themselves with direct supervision needed but on track to requiring less supervision.

Below Expectation

Lacks the ability to identify current and past medical issues through the history and physical examination. Significant deficiencies in developing a differential list with no thought given to body systems. Is incapable of choosing appropriate diagnostics with concurrent lack of understanding of their utility. Therapies recommended are often inappropriate and ill considered. Not ready to practice medicine. If allowed to practice independently, patient welfare would be a concern. Significant improvement required.

5.2 Medical experience gained through rotation

Exemplary Performance

Marked improvement in knowledge base and skills over the course of the rotation. Exhibits superior knowledge base and skills throughout the rotation with continuous improvement in knowledge base and clinical skills. Often this individual will demonstrate self-directed investigation into cases encountered during the rotation regardless of primary case responsibility. Overall strong performance noted.

Expected Performance

Moderate improvement in knowledge base and skills. Continual improvement would be expected if the effort displayed on this rotation continues throughout other rotations.

Acceptable Performance

Fair improvement in knowledge base and skills observed over the course of the rotation. Recommend focusing on noted areas of weakness for optimal improvement on future rotations.

Below Expectation

No improvement observed in knowledge base and skills over the course of the rotation. Significant improvements in study habits, technical skills, attitude and work ethic are necessary to optimize the clinical educational experience and improve performance in future rotations..

Competency 6

6.1 Emergency Care Management

Exemplary Performance

Consistently and readily identifies and acts upon emergency situations. Exhibits a solid understanding of disease pathophysiology. Excels in triaging and stabilizing cases in an appropriate, efficient manner. Independently performs procedures and skills in a calm, collective, competent, timely manner. Reliably and logically formulates appropriate differentials and therapeutic plans for patients with no assistance needed.

Expected Performance

Regularly and readily identifies emergency situations. Has an appropriate understanding of disease pathophysiology. Accurately triages and stabilizes cases in an appropriate, efficient manner. Performs procedures and skills in a calm, collective, competent, timely manner with minimal assistance from others. Usually formulates an appropriate differential list and a therapeutic plan for patients with some guidance and coaching from clinicians.

Acceptable Performance

Capable of identifying emergency situations, but occasionally needs some prompting from others. Acceptable, basic understanding of the pathophysiology of disease processes but struggles to answer more in-depth questions. Occasionally fails to identify appropriate triage and stabilization requirements for a patient in an efficient manner. Capable of performing procedures and skills effectively but may require some assistance from others. Satisfactorily formulates an appropriate differential list and therapeutic plan for patients with occasional inaccuracies and prompting needed.

Below Expectation

Unable to effectively recognize an emergency situation and lacks a sense of urgency. Poor to complete lack of understanding of disease pathophysiology. Requires significant help to triage and stabilize a patient. Lacks the ability to perform the procedures and skills needed in an emergency situation. Consistently fails to formulate an appropriate differential list and therapeutic plan for patients. If allowed to perform autonomously, patient welfare would be a significant concern.

6.2 Intensive Care Management

Exemplary Performance

Superior patient assessment skills. Thoroughly evaluates the changing needs and status of a critical patient including subtleties. Proactively makes appropriate recommendations regarding additional diagnostic testing and treatment strategies. Consistently recognizes the severity of illness and needs of each patient. Always identifies potential complications and develops an appropriate plan to address each. Completes all required care in a timely, efficient manner without provocation.

Expected Performance

Correctly identifies and able to accurately assess patient needs. Frequently recognizes the severity of illness and minor changes in the status and needs of a patient and often makes appropriate recommendations with minimal prompting required. Identifies the most common potential complications and able to formulate an appropriate plan to address each. Completes all required care with minimal provocation.

Acceptable Performance

Identification and assessment of patient needs are occasionally inaccurate or requires assistance. Acceptable ability to recognize the severity of illness and major changes in the status or needs of a patient. Can formulate appropriate recommendation with

prompting and assistance. Satisfactory knowledge of potential complications but requires some guidance when formulating an appropriate plan. Completes all required care, but sometimes needs prompting.

Below Expectation

Unable to identify and assess the needs and status of a patient. Does not notice changes in the status of a patient. Cannot choose an appropriate test or therapy without significant help from others. Oblivious to the severity of illness or declining status of the patient. Ability to recognize potential complications or formulate a plan is poor. Consistently does not complete required care.

Competency 7

7.1 Health Maintenance/Promotion

Exemplary performance

Displays an excellent understanding of the importance of routine health visits and is able to recommend to the client appropriate preventative medications and vaccines without clinician input. Superior understanding of the diagnostic tests involved in health maintenance visits and the strengths and weaknesses of each. Always stresses the importance of routine health maintenance visits to the client in an effective manner

Expected performance

Displays a good understanding of the importance of routine health visits and is able to recommend to the client appropriate preventative medications and vaccines with little clinician input needed. Accurate understanding of the diagnostic tests involved in health maintenance visits and the strengths and weaknesses of each. Consistently stresses the importance of routine health maintenance visits to the client in an effective manner

Acceptable performance

Displays a fair understanding of the importance of routine health visits and is able to recommend to the client appropriate preventative medications and vaccines with some clinician input needed. Fair understanding of the diagnostic tests involved in health maintenance visits and the strengths and weaknesses of each. Usually stresses the importance of routine health maintenance visits to the client in an effective manner

Below expectation

Does not understand or believe in the importance of routine health visits and is unable to recommend to the client appropriate preventative medications and vaccines without significant clinician input. Does not understand the diagnostic tests involved in health maintenance visits nor the strengths and weaknesses of each. Does not promote and is not interested in promoting the importance of routine health maintenance visits to the client.

7.2 Disease prevention, control, eradication

Exemplary performance

Displays excellent understanding, knowledge, and application of disease prevention and control including quarantine, disease control (immunization, environmental control, and chemical control), and client/public education concerning disease prevention and early diagnosis of disease.

Expected performance

Displays good understanding, knowledge, and application of disease prevention and control including quarantine, disease control (immunization, environmental control, and chemical control), and client/public education concerning disease prevention and early diagnosis of disease.

Acceptable performance

Displays adequate understanding, knowledge, and application of disease prevention and control including quarantine, disease control (immunization, environmental control, and chemical control), and client/public education concerning disease prevention and early diagnosis of disease.

Below expectation

Displays inadequate understanding, knowledge, and application of disease prevention and control including quarantine, disease control (immunization, environmental control, and chemical control), and client/public education concerning disease prevention and early diagnosis of disease.

7.3 Biosecurity

Exemplary performance

Demonstrates superior knowledge of management practices designed to minimize or prevent the introduction of infectious agents to include testing and screening for diseases, isolation or quarantine of infected animals, immunization, selective introduction of animals, and monitoring and group evaluation of animal health status. Demonstrates superior knowledge in the safe use of hazardous materials to include chemotherapeutic agents, radioisotopes, biological products, sharps and sharps containers. Is always conscientious of disease prevention and practices good hygiene in the clinical setting.

Expected performance

Demonstrates good knowledge of management practices designed to minimize or prevent the introduction of infectious agents to include testing and screening for diseases, isolation or quarantine of infected animals, immunization, selective introduction of animals, and monitoring and group evaluation of animal health status. Demonstrates good knowledge in the safe use of hazardous materials to include chemotherapeutic agents, radioisotopes, biological products, sharps and sharps containers. Is consistently conscientious of disease prevention and practices good hygiene in the clinical setting.

Acceptable performance

Demonstrates fair knowledge of management practices designed to minimize or prevent the introduction of infectious agents to include testing and screening for diseases, isolation or quarantine of infected animals, immunization, selective introduction of animals, and monitoring and group evaluation of animal health status. Demonstrates fair knowledge in the safe use of hazardous materials to include chemotherapeutic agents, radioisotopes, biological products, sharps and sharps containers. Is usually conscientious of disease prevention and practices good hygiene in the clinical setting.

Below expectation

Demonstrates poor knowledge of management practices designed to minimize or prevent the introduction of infectious agents to include testing and screening for diseases, isolation or quarantine of infected animals, immunization, selective introduction of animals, and monitoring and group evaluation of animal health status. Demonstrates lack of knowledge in the safe use of hazardous materials to include chemotherapeutic agents, radioisotopes, biological products, sharps and sharps containers. Is not conscientious of disease prevention and does not practice good hygiene in the clinical setting.

7.4 Zoonoses

Exemplary performance

Has an excellent working knowledge of diseases/infections (including bacterial, viral, fungal, parasitic, and unconventional diseases), that are transmissible between animals and humans and an understanding of the consequences disease/infection transmission has on public health and food safety.

Expected performance

Has a good working knowledge of diseases/infections (including bacterial, viral, fungal, parasitic, and unconventional diseases) that are transmissible between animals and humans, and an understanding of the consequences disease/infection transmission has on public health and food safety.

Acceptable performance

Has a fair working knowledge of diseases/infections (including bacterial, viral, fungal, parasitic, and unconventional diseases) that are transmissible between animals and humans, and an understanding of the consequences disease/infection transmission has on public health and food safety.

Below expectation

Has a poor working knowledge of diseases/infections (including bacterial, viral, fungal, parasitic, and unconventional diseases) that are transmissible between animals and humans, and an understanding of the consequences disease/infection transmission has on public health and food safety.

7.5 Food Safety

Exemplary performance

Has an excellent understanding of the role of veterinarians in food safety including animal welfare, zoonotic disease identification/control, drug/chemical residue detection, ante- and post-mortem meat and poultry inspection, and food handling hygiene/sanitation.

Expected performance

Has a good understanding of the role of veterinarians in food safety including animal welfare, zoonotic disease identification/control, drug/chemical residue detection, ante- and post-mortem meat and poultry inspection, and food handling hygiene/sanitation.

Acceptable performance

Has a fair understanding of the role of veterinarians in food safety including animal welfare, zoonotic disease identification/control, drug/chemical residue detection, ante- and post-mortem meat and poultry inspection, and food handling hygiene/sanitation.

Below expectation

Has a poor understanding of the role of veterinarians in food safety including animal welfare, zoonotic disease identification/control, drug/chemical residue detection, ante- and post-mortem meat and poultry inspection, and food handling hygiene/sanitation.

Competency 8

8.1 Client Communication/ Client Education/Discharge Summary

Exemplary performance

Communicates and articulates exceptionally well, orally and in writing. Follow-up on cases is exceptional, and always appropriately documented. Puts great effort into clearly communicating and documenting discharge information. Consistently writes in a constructive and professional manner, adapts writing depending on the target audience. Is able to capture subtle nuances and differences for individual cases. Discharge instructions require very few if any modifications.

Expected performance

Communicates and articulates well, orally and in writing. Follow-up on cases is good, and is appropriately documented. Puts appropriate effort into clearly communicating and documenting discharge information. Consistently writes in a constructive and professional manner, adapts writing depending on the target audience with minimal prompting. Is able to capture and understand most differences for individual cases. Discharge instructions require few modifications.

Acceptable performance

Fair in oral and written communication. Follow-up on cases is fair, and most often documented. Puts an average amount of effort into communicating and documenting discharge information. With prompting, writes in a constructive and professional manner, and with prompting can adapt writing depending on the target audience. Is sometimes confused in ability to capture and understand subtle differences for individual cases. Discharge instructions require modifications.

Below expectation

Difficulties in orally and written communication. Follow-up on cases is poor and seldom documented. Puts little effort into communicating and documenting discharge information. Neither writes in a professional manner nor adapts writing to the target audience. Is often confused in understanding subtle differences for individual cases even after explanation. Discharge instructions require extensive modifications and client communication only occurs with prompting.

8.2 Working with Health Care Team

Exemplary performance

Demonstrates excellent teamwork skills and works cooperatively with faculty staff and other students. Conveys an exceptional "can-do" spirit, a sense of optimism, ownership, commitment and dedication. Is always willing and quick to volunteer to help with any task even when not specifically involved.

Expected performance

Demonstrates good teamwork skills and works cooperatively with faculty staff and other students. Conveys a good "can-do" spirit, a sense of optimism, ownership, commitment and dedication. Will volunteer to help with any task even when not specifically involved.

Acceptable performance

Demonstrates adequate teamwork skills and works cooperatively with faculty staff and other students. Conveys an appropriate "can-do" spirit, a sense of optimism, ownership, commitment and dedication. Will help with a task when asked.

Below expectation

Consistently demonstrates poor teamwork skills and does not work cooperatively with faculty, staff or other students. Demonstrates a consistent sense of pessimism and/ or lack of ownership, commitment and dedication. Is not available to help with a task or cannot be located to be asked to help.

8.3 Ethical Conduct

Exemplary performance

Is always honest, fair, courteous, considerate, and compassionate. Is always respectful and transparent in dealing with others, displays knowledge and respect of the rules, laws and standards in place. Does not discuss prior case management or case outcome in a derogatory manner. Protects the personal privacy of clients and patients. Recognizes impairment in self or in others and acts quickly to report or rectify the problem.

Expected performance

Is honest, fair, courteous, considerate, and compassionate. Is respectful and transparent in dealing with others, displays knowledge and respect of the rules, laws and standards in place and seldom needs to be reminded. Does not discuss prior case management or case outcome in a derogatory manner. Protects the personal privacy of clients and patients. Recognizes impairment in self or in others and acts appropriately to report or rectify the problem.

Acceptable performance

Strives to be honest, fair, courteous, considerate, and compassionate. Is respectful and transparent in dealing with others, displays knowledge and respect of the rules, laws and standards in place but needs to be reminded periodically of the appropriate conduct. Does not discuss prior case management case outcome in a derogatory manner. Protects the personal privacy of clients and patients. Recognizes impairment in self or in others and acts appropriately to report or rectify the problem.

Below expectation

Is not honest, fair, courteous, considerate, and compassionate. Often has to be reminded to be respectful and transparent in dealing with others and displays little knowledge and respect of the rules, laws and standards in place. Discusses prior case management and or case outcome in a derogatory manner. Does not protect the personal privacy of clients and patients. Disregards situations of impairment in self or in others and does not attempt to report or rectify the problem.

8.4 Emotional Stability

Exemplary performance

Demonstrates exceptional maturity and emotional stability required for full use of the required intellectual abilities. Tolerates physically and emotionally taxing workloads and long work hours, and functions in an exemplary fashion under stress. Displays superior flexibility and adaptability to changing environments. Easily accepts constructive feedback from others and takes personal responsibility for making appropriate positive changes. Is excellent at demonstrating compassion while handling strong emotions.

Expected performance

Demonstrates good maturity and emotional stability required for full use of the required intellectual abilities. Tolerates physically and emotionally taxing workloads and long work hours, and functions in an appropriate fashion under stress. Displays flexibility and adaptability to changing environments. Accepts constructive feedback from others and takes personal responsibility for making appropriate positive changes. Is good at demonstrating compassion while handling strong emotions.

Acceptable performance

Demonstrates adequate maturity and emotional stability required for full use of the required intellectual abilities. Fairly tolerant of physically and emotionally taxing workloads and long work hours, and functions in an acceptable fashion under stress. Displays fair flexibility and adaptability to changing environments. Accepts constructive feedback from others and takes personal responsibility for making appropriate positive changes in most instances. Can demonstrate compassion while handling strong emotions, but may need help in extreme situations.

Below expectation

Does not demonstrate adequate maturity and emotional stability required for full use of the required intellectual abilities in most instances. Is tolerant of physically and emotionally taxing workloads and long work hours, and does not function well under stress. Is inflexible and does not adapt to changing environments. Has difficulty accepting constructive feedback from others and does not take personal responsibility for making appropriate positive changes. Has difficulty demonstrating appropriate level of compassion without displaying strong emotions.

8.5 Attitude/Reliability/Thoroughness/Punctuality/Appearance

Exemplary performance

Outstanding work ethic. Willingly takes ownership of actions and responsibility for the consequences. Is highly motivated and exceeds commitment made to others. Behavior, and interpersonal skills are consistently outstanding. Always dresses professionally. Is always on time and meets deadlines. Overtly demonstrates maturity, honesty, and respect in interactions with peers, staff and faculty. Is a role model.

Expected performance

Enthusiastically performs responsibilities without prompting. Takes ownership of actions and responsibility for the consequences. Follows through with commitment made to others. Behavior, interactions and dress are always appropriate. Good interpersonal skills. Is on time and meets deadlines. Consistently mature, honest and respectful.

Acceptable performance

Generally has a positive attitude. Takes ownership of actions and responsibility for the consequences but sometimes needing prompting. Only occasionally fails to follow through with commitment made to others. Performs clinical duties without significant redirection or prompting. Is seldom late and seldom misses deadlines. Demonstrates tact, appropriate interpersonal behavior and language. Usually dressed appropriately.

Below expectation

Often demonstrates a lack of interest. Frequently commits to things without follow through, causing trust to be questioned. Frequently exhibits unprofessional behavior or uses inappropriate language. Is usually late and misses deadlines. Interpersonal skills need improvement. Dress is often inappropriate. May have hygiene issues.

Competency 9

9.1 Critical analysis of new information and research finding relevant to veterinary medicine

Exemplary performance

Demonstrates excellent knowledge of relevant scientific literature, very self- motivated to obtain all needed information, is adept at finding this information, critically evaluates and accurately interprets this information without help from instructors.

Expected performance

Demonstrates good knowledge of relevant scientific literature, is self- motivated to obtain most needed information, is adept at finding this information, and demonstrates the ability to critically evaluate and accurately interprets this information with minimal help from instructors.

Acceptable performance

Demonstrates fair knowledge of relevant scientific literature, needs some assistance and prompting to find needed information, and can usually evaluate and interpret this information with help from instructors.

Below expectation

Rarely obtains additional relevant information from the scientific literature even after prompting, is often confused about sources of reliable information, has difficulty accessing information, cannot critically evaluate nor accurately interpret scientific literature even after instructor input.