

VCS5005: CLINICAL PRACTICE AND PROFESSIONAL SKILLS

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Clinical Practice and Professional Skills

Subject Code

VCS - Veterinary Clinical Sciences

Course Number

5005

Academic Unit

Veterinary Clinical Sciences (VCS)

College/School

Jockey Club College of Veterinary Medicine and Life Sciences (VM)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

The aim of this course is to equip students with clinical and professional skills essential to veterinary practice. This course will provide knowledge, skills and professional attributes required by a veterinary professional. Students will apply these skills in case-based learning, and practical classes.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Apply the Calgary-Cambridge consultation model to guide effective communication with animal owners to ensure clear information exchange, shared decision-making, and a positive relationship between all parties involved.		x		
2	Develop and utilize a structured clinical reasoning framework including an evidence-based medicine approach to case management in daily clinical practice.			x	
3	Explain a patient-centered approach, best-practice in animal welfare, including fear-free handling, and spectrum of care, into daily clinical practice.			x	
4	Discuss examples of frameworks governing veterinary practice, codes of conduct and medical records writing.		x	x	
5	Demonstrate an understanding of professionalism, ethical behaviour, DEI (diversity, equity and inclusion) and "Fitness to Practise" within the veterinary profession.				x
6	Demonstrate an understanding of mental health challenges in clinical veterinary practice and apply tools to maintain personal wellbeing and resilience (through mental and physical self-care).		x		

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in didactic lectures to gain knowledge on course topics.	1, 2, 3, 4, 5, 6	19 hours in total
2	Tutorials	Students will engage in interactive sessions to develop understanding and skills.	4, 5, 6	12.5 hours in total
3	Practicals	Students will engage in interactive sessions to develop skills.	1, 2, 3, 5	7.5 hours in total

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Participation and Engagement	1, 2, 3, 4, 5, 6	0	Must pass	No
2	Written Examination	1, 2, 3, 4, 5, 6	0	Weighting: 100%	No

Continuous Assessment (%)

0

Examination (%)

100

Examination Duration (Hours)

1

Assessment Rubrics (AR)**Assessment Task**

Participation Assessment ('Must pass')

Criterion

Participation and engagement for tutorials and practicals are compulsory.

Excellent (A+, A, A-)

Pass. Full attendance or absent from no more than one participation and engagement-required LTA session per course

Good (B+, B, B-)

N/A

Fair (C+, C, C-)

N/A

Marginal (D)

N/A

Failure (F)

Absent from more than one participation and engagement-required LTA session per course per semester. Additional absence(s) from these session(s) constitute a course failure

Assessment Task

Written examination

Criterion

Apply understanding to clinical practice scenarios

Excellent (A+, A, A-)

Excellent understanding

Good (B+, B, B-)

Good understanding

Fair (C+, C, C-)

Acceptable understanding

Marginal (D)

Marginal understanding

Failure (F)Inadequate understanding

Part III Other Information**Keyword Syllabus**

Clinical problem-solving

History-taking

Physical examination

Communication skills

Safe handling of animals

Restraint of animals

Animal Welfare

Legal considerations

Mental Health

Resilience

Reading List**Compulsory Readings**

Title	
1	Nil

Additional Readings

Title	
1	Ryane E. Englar, Melanie Williams, and Kurt Weingand Applicability of the Calgary–Cambridge Guide to Dog and Cat Owners for Teaching Veterinary Clinical Communications Journal of Veterinary Medical Education 2016 43:2, 143-169
2	Gray C, Mofett J, Handbook of veterinary communication skills

3	Englar, R.E., Brett, T.G. and Englar, R.E. (2026). Viewing Communication Through Another's Lens: Which Communication Skills Do Canine and Feline Caregivers Prioritize?. In <i>Simulated Approach to Veterinary Communication</i> (eds R.E. Englar and T.G. Brett). https://doi.org/10.1002/9781394407903.ch04
4	Ryane E, Performing the small animal physical examination
5	Zero Suicide Alliance (ZSA) Suicide Awareness Training https://thebridgefirstaid.co.uk/product/zero-suicide-alliance-zsa-suicide-awareness-training/
6	Allister, R. (2016). What does it mean to be a vet? <i>The Veterinary Record</i> , 178(13), 316. https://doi.org/10.1136/vr.i1683
7	McArthur, M., Mansfield, C., Matthew, S., Zaki, S., Brand, C., Andrews, J., & Hazel, S. (2017). Resilience in veterinary students and the predictive role of mindfulness and self-compassion. <i>Journal of veterinary medical education</i> , 44(1),106-115
8	Hamilton, N. (2019). <i>Coping with Stress and Burnout as a Veterinarian</i> . Australian Academic Press