PG Diploma/Msc Veterinary Physiotherapy

UNIVERSITY OF LIVERPOOL

Practical Placements Handbook

This handbook is intended to inform you of the practical skills requirements of the Animal Physiotherapy Programme.

It is key to your practical assessment, especially for the Clinical Placements you will attend with Clinical Physiotherapy Educators.

By the end of the 2 years, you will come to know this handbook very well and will have worked very hard to achieve its completion.

It is available electronically only for the first 3 modules and then you will be sent your own hardcopy by the University to use on Clinical Placements. Print off and photocopy the relevant pages only for the first 3 modules.

Good luck in your practical endeavours to become an Animal Physiotherapist.

Suzanne

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Contents

Contents

Contents

This handbook has 4 main sections:

1. A list of all the **practical skills requirements** for the course
2. Guidelines on **Residential Schools**
3. Details on **Observational Placements** in Veterinary practices/hospitals
4. Details on **Clinical Animal Physiotherapy Placements**

The **first section** enables you to identify and plan your practical course elements in relation to times and dates from the first module (Vets771) to the last module (Vets776).

The **second section** on Residential Schools is an introduction only and more detail will be provided for each School. It relates to Vets771, Vets772 and Vets774 modules.

The **third section** for Veterinary Observational Placements in Vet Hospitals is needed during the third (Vets773, first year) and fifth (Vets775, second year) modules.

The **fourth section** on Clinical Animal Physiotherapy Placements will be used starting from the beginning of your second year (Vets774) but mainly be used during the final modules (Vets775 and 776). This section has the specific 20 skills tests (graded) and all the mandatory tasks (pass/fail) that must be completed.

All the Clinical Education components of the PgDip/MSc in Animal Physiotherapy at the University of Liverpool are considered to be one of the major elements of the degree/diploma programme. This Clinical Practice Handbook is used to assess your practical application of the theory you have learnt in each module.

On any physiotherapy programme in this country, the variety of clinical education components take place in a wide variety of settings with supervision provided by a large number of individual staff. Taking into account the variation in case mix seen, the individual expertise of educators and the learning style of the student, it is inevitable that the experiences of any two students will not be the same.

Residential, Observational and Clinical placements are challenging and may, at times, present students with problems that they have not encountered before. However, because the clinical placements provide them with the opportunity to put into practice the theoretical knowledge they are developing through academic study, most students find this part of the programme the most rewarding part of their education.

All initial queries should go to vpusupport@liverpool.ac.uk

Timetable detailing the Practical Requirements

Year of Study	Module Title	Time Period	Practical requirements
1	VETS771 ANATOMY & BIOMECHANICS FOR THE VETERINARY PHYSIOTHERAPIST (20 credits)	September-December	5 days Residential School Anatomy test
1	VETS772 PRINCIPLES OF VETERINARY PHYSIOTHERAPY & APPROACH TO THE ANIMAL PATIENT (20 credits)	January - April	5 days Residential School
1	VETS773 CLINICAL ORTHOPAEDICS OF THE COMMON DOMESTIC SPECIES (20 credits)	May - August	5 days Observational Placement in veterinary hospitals
2	VETS774 VETERINARY PHYSIOTHERAPY PRACTICE 1 (20 credits)	September - December	10 days Residential School
2	VETS775 NEUROMOTOR SYSTEM IN PERFORMANCE AND DISEASE (20 credits)	January - April	5 days Observational Placement in veterinary hospitals
2	VETS776 ADVANCED VETERINARY PHYSIOTHERAPY PRACTICE (20 credits)	May - August	20 days Clinical Animal Physiotherapy placements (NB can start these any time after commencement of year 2, i.e. September) Final Exam
3	VETS 777 RESEARCH PROJECT (60 credits)	May - May	

1. Practical Skills Requirements

Topographical Anatomy (VETS 771)

All students are required to pass a short anatomy test at the end of the Residential School in Vets 771. Further details are provided during the first Residential School.

Physiotherapy Skills Practice (VETS 771)

All students are required to demonstrate competency in basic physiotherapy practice skills at the end of the Residential School in Vets 771 prior to starting Observational Placements in Veterinary practices/hospitals.

Because new students have different experience levels of human physiotherapy, they are issued with an online human Physiotherapy Skills Workbook outlining the basic skills requirements after being accepted onto the programme. This enables you to identify areas of human physiotherapy that you need to review and work on prior to the Vets 771 Residential School (normally August/ September).

Animal Handling Skills (VETS 771 - 776)

All students are required to develop both small and large animal clinical experience. As such students will receive instruction in basic animal handling during the initial Residential School and throughout subsequent Residential Schools. This knowledge should be consolidated during the Observational Veterinary Placements and Clinical Animal Physiotherapy Placements. Effective and safe animal handling is formally assessed during the Clinical Animal Physiotherapy Placements and during the final practical examination in Vets 776.

Residential Schools (VETS 771, 772 and 774)

Residential schools provide students the opportunity to develop their practical skills under the guidance of Animal Physiotherapists and Veterinarians. Residential schools are integral to Vets 771, 772 and 774. All students are required to attend the residential school for Vets 771 which takes place on the Leahurst Campus. The Residential Schools for Vets 772 and Vets 774 are normally attended nearer to the students' country of residence (either at Leahurst in the UK or in Australia). Further details can be found in section 2.

Observational Veterinary Hospital Placements (VETS 773 and 775)

Vets 773 and Vets 775 require the student to attend and pass two 5 day observational placements in approved veterinary practices/hospitals. Placements are graded on a pass/fail basis. Further details can be found in Section 3.

1. Practical Skills Requirements

Clinical Animal Physiotherapy Placements (VETS 774-776)

By the end of Vets 776 the student is required to complete attendance and pass 20 days of Clinical Placements with a University of Liverpool approved Clinical Educator. (A day is equivalent to 7 hours of Clinical Practice.) Placements are a combination of grading and pass/fail. Clinical Placements start after the completion of the first year and the grading of them form part of module Vets 776. Details of Approved Clinical Educators are available from the programme administrator, contact vpusupport@liverpool.ac.uk. Further details can be found in Section 4.

Final Practical Examination

All students are required to pass the one hour Practical Examination at the end of the Vets 776 (30 minutes on small animal and 30 minutes on large animal). All mandatory tasks and the specific 20 skills MUST be completed satisfactorily prior to entering the practical examination.

The practical examination focuses on clinical competency, clinical reasoning and practical skills but covers all aspects of the programme with the student assessed by both a veterinarian and a physiotherapist. A mock 5 minute practical exam is given during the second year residential school and more information on the final exam will be provided nearer the time. The final exam is taken in the UK for all students.

2. Residential Schools

There are 4 weeks of residential schools.

When

Week one is in Vets771 (normally August/September) and **all** students attend at Liverpool University and the Leahurst Campus on the Wirral in the North West of the UK.

The second week is normally in March during Vets772 and the final 2 weeks are normally in the following September/December/January during Vets774.

All the residential schools are **mandatory** and you will be informed of dates as quickly as possible to book time off work and arrange your travel. They cover large and small animals, mainly horses, dogs and cats.

Content

The first week covers anatomy and you will be doing dissections as well as topographical anatomy on live animals.

The second week covers assessment skills and includes animal handling.

Weeks 3 and 4 are in the second year and cover physiotherapy treatment skills to consolidate your knowledge as you start to do your hands-on clinical placements.

You will receive a detailed timetable and learning objectives separately for each residential school before each one.

3. Observation Placements

Observational Placements in Veterinary Practices/Hospitals

The Observational Placement days should consist of **five days in a canine practice/hospital** and **five days in an equine practice/hospital**. These can be consecutive or ad hoc days to suit you and the veterinary practice you are attending.

Specialist practices will all be automatically approved. If non-specialist, it is preferable that species “special interest” centres are attended, e.g. purely equine clinic.

It is expected that the practice utilises a high level of imaging (CT or MRI, or access to it) and surgical practices (e.g. spinal surgery). It is expected that the practice exposes you to a range of post operative cases, neurological examinations and full lameness workups (e.g. nerve blocks above the carpus/ tarsus). Scintigraphy is not essential.

Approval

Advise Suzanne Cottriall via communication with vpusupport@liverpool.ac.uk of the practice that you wish to work with and the practice can be approved or ask us regarding suggested practices in your area. Introductory and confirmation letters are available (Appendices 1 and 2).
Please email vpusupport@liverpool.ac.uk for copies if needed.

Observational Placements in Veterinary Hospitals/practices days can start any time after the commencement of Vets 773 (May, first year) in the first year and should be completed by the end of Vets 775 (April, second year).

General Guidelines

All advice and guidance on work wear, safety and professional conduct can be found in Appendix 3.

Record of Clinical Hours

Students are required to complete an **Attendance Record** (Appendix 4) and this should be returned to vpusupport@liverpool.ac.uk . This will enable the clinical days to be monitored by the student and the University.

Module Objectives

The aim of your Observational Placements is to develop an understanding of the veterinary approach in relation to the musculoskeletal and neurological demands of working pets and athletic animals, how Vets diagnose lameness and gait dysfunction, the clinical conditions they assess and treat and the clinical presentation of those conditions within a veterinary environment.
This observation and learning will support the module learning objectives for Vets773 and Vets775 as shown below.

VETS 773

At the end of Vets 773 the student will be able to:

1. Demonstrate a comprehensive understanding of the musculoskeletal demands of working pets and athletic animals.
2. Demonstrate an in depth understanding of the veterinary approach of diagnosing lameness in animals.
3. Demonstrate a systematic understanding of problems associated with osseous, joint, tendon and ligament structures due to developmental disorders, injury/trauma and degenerative disorders and identify appropriate physiotherapy rehabilitation options.
4. Demonstrate a comprehensive understanding of degenerative joint disease, conservative and surgical treatment approaches and rehabilitation.
5. Demonstrate a systematic understanding of fracture biomechanics, healing and repair in the evaluation of management strategies including post-operative care and management of patients with fracture complications.
6. Undertake critical evaluation of the scientific literature relating to the area of study.

VETS 775

At the end of Vets 775 the student will be able to:

1. Demonstrate an in depth understanding of the effects of different types of training on both the neuromotor and cardiopulmonary systems.
2. Compare and contrast adaptation to training of the neuromotor versus the cardiovascular and pulmonary systems.
3. Demonstrate a critical awareness of nutritional requirements for and nutritional disorders likely to affect performance horses and dogs.
4. Demonstrate systematic understanding of diseases and disorders which may affect the nervous and muscular systems and identify appropriate physiotherapy rehabilitation options.
5. Demonstrate in depth understanding of anti-inflammatory, sedative and muscle relaxant drugs used in animals and their potential to affect physiotherapy assessment and treatment.
6. Demonstrate critical evaluation of the scientific literature relating to the area of study.

Assessment

The informal placements in Vets 773 and Vets 775 are required to be completed but no grade is ascribed and these are represented in the module assessments as pass/fail only with a fail being non-attendance. These are designed to ensure each physiotherapist has been exposed to the profession they will be working with as a multidisciplinary team in the future.

Evaluation and Monitoring

Veterinary Staff Feedback

The Veterinary Staff are expected to briefly evaluate the student at the end of each 5 day placement using the appropriate section on the **Student and Veterinary Placement Assessment Form** (Appendix 6). The completed form should be returned to vpusupport@liverpool.ac.uk and this information will be used to assist with the long term development of the programme.

Student Evaluation and Feedback

Intended Learning Outcomes and Assessment Form. (Appendix 5) and monitoring of the placement is done via the **Student Placement Feedback Form** which the students are required to complete (Appendix 7). Both completed forms should be returned to vpusupport@liverpool.ac.uk at the end of the placement and student placement feedback will be used to assist with the long term development of the programme.

Forms requiring completion for Modules 773 and 775

Appendix 4—	**Observational Veterinary Hospital Placements Attendance Record**
Appendix 5—	**Intended Learning Outcomes and Self-Assessment**
Appendix 6—	**Student and Veterinary Placement Assessment Form Form**
Appendix 7—	**Observational Veterinary Hospital Placement Feedback Form**

Once completed ALL forms should be sent to VPU Support (scans or hard copies).

Appendix 1

INTRODUCTORY LETTER - FOR INFORMATION ONLY

TO BE SENT OUT BY PROGRAMME ADMINISTRATOR

CPD Unit
Leahurst House
School of Veterinary Science
University of Liverpool
Leahurst Campus
Wirral
CH64 7TE

suzcot@liverpool.ac.uk

Dear Veterinary Surgeon

University of Liverpool Veterinary Physiotherapy Masters Programme

I would like to introduce you to the qualifications of a Veterinary Physiotherapist and outline the background of an observational placement for a Veterinary Physiotherapist within a vet practice. Each placement is a maximum of five days.

Prerequisites for students entering the Masters programme are registration as a professional Physiotherapist with the Chartered Society of Physiotherapy (or equivalent), at least one year in medical physiotherapy practice and references from a Veterinary Surgeon and physiotherapist.

The post graduate physiotherapists are all soon to start the second year of their programme before they are allowed to undertake their veterinary observational placements and will have completed at least two weeks (five day periods of intensive practical training) residential schools and their first modules of Anatomy and Biomechanics and Principles of Veterinary Physiotherapy in their first year. They will have passed their anatomy and biomechanics examination.

The main learning outcome for this placement is: “to demonstrate an in depth understanding of the veterinary approach of diagnosing lameness and neurological conditions in animals” using observation of the veterinary workup to achieve this. The physiotherapist is there to understand what it is the vet has done prior to them being referred a case for physiotherapy. They need to see orthopaedic and neurological examinations and workups and surgery where applicable.

These are observational placements and do not necessarily involve any hands on. Of course it would be up to the Vets involved if they wished to ask the physiotherapist to become involved in the patient and as licensed and insured professionals they would be certainly able to do so, but this is not the aim of these placements. You do not need to assess the physiotherapists but we ask you to sign their attendance and they complete a self-assessment form for the placement.

We encourage our students to ask questions and discuss cases where appropriate and they expect to be asked questions as well. Please also use this as an opportunity for you and your practice to access physiotherapy knowledge in relation to the veterinary environment.

It is hoped that overall the MSc/Postgraduate Diploma in Veterinary Physiotherapy in the School of Veterinary Science, University of Liverpool will raise the standard of Veterinary Physiotherapy both in the United Kingdom and internationally.

I hope that you find this information useful and would like the opportunity to say thank you for considering taking a student on observational placement. If you have any queries please do not hesitate to contact me.

Yours faithfully

Suzanne Cottriall BA, BSc, MSc Vet Physio

Programme Coordinator

MSc Veterinary Physiotherapy

School of Veterinary Science

University of Liverpool Veterinary School

Appendix 2

CONFIRMATION LETTER - FOR INFORMATION ONLY

TO BE SENT OUT BY PROGRAMME ADMINISTRATOR

CPD Unit
Leahurst House
School of Veterinary Science
University of Liverpool
Leahurst Campus
Wirral
CH64 7TE

suzcot@liv.ac.uk

Dear Veterinary Surgeon

University of Liverpool Veterinary Physiotherapy Masters Programme

Thank you for agreeing to take one of our Veterinary Physiotherapy students for observation of veterinary practice. Although our students are already Chartered Physiotherapists used to working in the human health care environment, this will be the first opportunity that many of them will have had for observing veterinary practice other than with their own companion animals.

One of the requirements of the programme is that students have to complete a number of training days in a veterinary clinical setting. The majority of this time is spent with Veterinary and Chartered Physiotherapists; however they are also expected to observe veterinary practice with both a large and small animal veterinary surgeon. The aim of these placements is to introduce them to how a veterinary practice runs and to provide them with an insight into how a veterinary physiotherapist can integrate into the multidisciplinary team. All (UK) physiotherapists are required, by law, to work only following veterinary referral, and as such these placements allow them to appreciate the veterinary diagnostic workup that will have occurred prior to referral.

At the end of their observation day(s) students are expected to complete a proforma reflecting on the types of cases that they have seen and if applicable to consider how physiotherapy may be used to enhance/improve the care of this patient. All we ask of you is to sign the students' attendance form and provide any appropriate feedback on their self- assessment form.

It is hoped that overall the MSc/Postgraduate Diploma in Veterinary Physiotherapy in the School of Veterinary Science, University of Liverpool will raise the standard of Veterinary Physiotherapy both in the United Kingdom and Internationally.

I hope that you find this information useful and would like the opportunity to say thank you again for providing observational experience for our students. If you have any queries please do not hesitate to contact me.

Yours faithfully

Suzanne Cottriall BA, BSc, MSc Vet Physio
Programme Coordinator
MSc Veterinary Physiotherapy
School of Veterinary Science
University of Liverpool Veterinary School

Appendix 3

Expectations, Health and Safety, Zoonosis and Dress Code for Observational Hospital Placements (Modules 773 and 775)

Expectations

It is important to involve yourself as much as possible with the cases in the hospital. If possible and after discussing with the person in charge, take the time to help walk out inpatients and assist with treatments. This will give you a much better understanding of how animals accept and react to different treatments.

Health & Safety

Remember there are a number of potentially hazardous areas in Veterinary hospitals e.g. radiography, MRI, operating theatres and students must check with staff to ensure they are familiar with the safety protocols in these areas for that hospital/practice.

In the process of handling all animal species staff and students may be exposed to a number of potential biological hazards. These include allergens and zoonosis, including parasites, bacteria and viruses transmissible from animals to human. Please ensure that you adhere to the local health and safety procedures and ensure you wash your hands or use alcohol based evaporative disinfectants after handling **every** patient.

Dress Code

It is important to be smart and presentable during your time in the hospital and so we would ask that you comply with the dress codes stipulated below.

It makes involvement with the clients and patients easier and the Hospitals' image benefits if everyone presents themselves well.

Dress Code unless informed otherwise

	ACTION	RATIONALE
1.0	**Shoes** Flat, quiet heeled indoor shoes (smart trainers can be worn). Must cover the whole of the front and back of the foot. Stout waterproof boots for outside.	Guidelines from Health and Safety Executive 1992 To convey professional image.
2.0	**Male students** Boiler suit for outside and tunic top for inside with polo shirt or shirt and flexible trousers underneath. Weatherproof jacket/gillet for outside. No T-shirts, leggings or denim jeans to be worn.	To convey professional image, allow freedom of movement and protect clothing.
3.0	**Female students** Boiler suit for outside and tunic top for inside with blouse/shirt/polo shirt and flexible trousers underneath. Weatherproof jacket/gillet for outside. No T-shirts, leggings or denim jeans to be worn.	To convey professional image, allow freedom of movement and protect clothing.
4.0	**Hair** Hair longer than collar length must be tied back off face. Hair must not be allowed to fall over face.	Long hair falling forward presents an infection risk. To convey professional image.
5.0	**Jewellery** Pierced earrings - single pair, one in each ear. If worn, MUST be small stud type. Rings - one wedding ring type band allowed, no rings with settings. Bracelets, necklaces and ankle chains must not be worn. Nose studs should not be worn. No other jewellery is permitted.	Safety - cat and dog claws can get caught jewellery. Injury to patients, cross infection. To convey professional image.
6.0	**Finger nails** Should be clean and short. Nail polish must not be worn.	To prevent injury to patients. To convey professional image.
7.0	**Badges** Liverpool Veterinary Physiotherapy Student identity badge and locally issued name badge must be worn at all times.	To comply with security and identification policy. To provide information for staff, clients and visitors.

Dress Code unless informed otherwise

General Remarks

Protection against zoonoses calls for an awareness by staff and students of the potential hazards associated with the handling of animals, animal secretions, faeces and gut.

In general, protection may be afforded by the use of appropriate protective clothing (amount and type of which will be dependent upon type of activity and risk of exposure), and by exercising good personal hygiene at all times. Specifically, students should:

1. Wear protective clothing appropriate to the unit being visited and procedures being carried out.
2. Carry out procedures as specified.
3. Remove protective clothing as soon as the work is completed. Soiled protective clothing must not be worn in areas where other staff or Students could be contaminated. Disposable protective clothing may be worn for 'short' duration tasks of a simple nature. For those tasks leading to lengthy exposure then disposable protective clothing is not suitable, and if working off site then staff and students must make suitable arrangements for the correct protective clothing to be available.
4. Exercise good personal hygiene at all times. Staff and students should wash when operations are complete. The best and recommended method is to use an antiseptic and hot water. Staff and students should not consume food or drink, smoke, or apply cosmetics whilst working with animals.
5. Treat, or have treated, any cuts or abrasions, and ensure that these are properly covered before commencing work with animals. These or any other injuries must be reported to the Relevant Hospital Health and Safety Officer.
6. Although all faeces are potentially hazardous, special precautions must be taken when handling animals with diarrhoea because of the severe risk of infection by Salmonella, Campylobacter and Cryptosporidium.
7. In the event of being bitten or scratched, thoroughly clean the wound, (plenty of hot soapy water is recommended) and seek medical advice.
8. Ensure that you have had a tetanus injection and that it is up to date.
9. Avoid working in a dusty environment. If necessary, wear the appropriate protective equipment. Students suffering from asthma must not work in a dusty environment.
10. If you need to consult a doctor: make him/her aware of your occupation and of your recent exposure to animals and/or animal material – it may help to make a correct diagnosis if your illness is occupation-related.
11. See also HSE document in each Hospital unit.

NB Pregnant women or those who suspect that they may be pregnant, must never work with cat litter trays because of the risk of Toxoplasma and other infections.

Dress Code unless informed otherwise

COSHH Assessment

COSHH Assessment

By observing the precautions listed above, then the risks to staff and students working with animals will be minimal or eliminated.

If you have any problems or are unable to attend your placement please make the relevant hospital/practice clinical staff aware as well as VPU Support.

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Observational Veterinary Hospital Placements (Modules 773 and 775)

Appendix 4

Attendance Record

Name _____

Year of Study_____

Name of Veterinary Hospital	Date of Attendance	Name of Clinician	Signature

Appendix 5

Vets 773 and Vets 775 Observational Veterinary Hospital Placement:

Intended Learning Outcomes and Self-Assessment Form Guidelines

Use cases you have seen or other observations you have made during your practice to reflect on how your placement has helped you achieve the learning outcomes for this placement. The placement forms only part of the module so you may need to use module material and further independent reading to support your learning as expected at Masters level.

SELF ASSESSMENT ("How do I think I have done?")

Each learning objective has a self-assessment section. You should be as honest as possible and any special comments you make will be taken seriously. Students should assess whether they have or have not achieved the learning objectives and whether they have learned techniques sufficiently for them to be examined during official examination procedures. Again these should be actively addressed during self-learning, during the Hospital placements, the Residential Schools or during Clinical Placements.

Students should place an X in the appropriate column for:

+ Column = positive learning outcome / competence **("I am willing to subject myself to examination on this topic")**

0 column = suggesting more information and practice would be helpful (suggestions will be required as to what would help!) **("I would like to learn more and gain greater confidence")**

Do not persecute yourself by being over critical – you must be positive and make an honest / genuine assessment of how you think you are doing when compared to your peers. This assessment system is designed to improve both your learning experiences and to give us information about things we do well and things we do "not so well!" It is of course not used as a formal assessment for you and the staff involved in teaching you.

Appendix 5

Vets 773 and Observational Veterinary Hospital Placement Intended Learning Outcomes and Self-Assessment Form

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Topic / Objective	***SELF ASSESSMENT***	
	+	***0***
I have:		
Gained a comprehensive understanding of the musculoskeletal demands of working pets and athletic animals.		
Developed an in-depth understanding of the veterinary approach of diagnosing lameness in animals.		
Developed a systematic understanding of problems associated with osseous, joint, tendon and ligament structures due to developmental disorders, injury/trauma and degenerative disorders and identify appropriate physiotherapy rehabilitation options.		
Developed a comprehensive understanding of degenerative joint disease, conservative and surgical treatment approaches and rehabilitation.		
Developed a systematic understanding of fracture biomechanics, healing and repair in the evaluation of management strategies including post-operative care and management of patients with fracture complications.		
Developed a critical evaluation of the scientific literature relating to the area of study.		

Appendix 5

Vets 775 and Observational Veterinary Hospital Placement Intended Learning Outcomes and Self-Assessment Form

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Topic / Objective	***SELF ASSESSMENT***	
	+	***0***
I have:		
Developed an in depth understanding of the effects of different types of training on both the neuromotor and cardiopulmonary systems.		
Compared and contrasted adaptation to training of the neuromotor versus the cardiovascular and pulmonary systems.		
Developed a critical awareness of nutritional requirements for and nutritional disorders likely to affect performance horses		
Developed systematic understanding of diseases and disorders which may affect the nervous and muscular systems and identified appropriate physiotherapy		
Developed in depth understanding of anti-inflammatory, sedative and muscle relaxant drugs used in animals and their potential to affect physiotherapy assessment and treatment.		
Developed a critical evaluation of the scientific literature relating to the area of study.		

Appendix 6

Student/Veterinary Observational Hospital Placement Assessment Form Vets 773

Cases Seen and Overall Assessment:
(Photocopy more as needed)

STUDENT: _____ Date: _____

Cases I have seen while on the Vets 773 Hospital Placement

Self-assessment and plans to address any areas of concern *(what am I going to do about it etc/Reflection)*

Signed _____Date: _____

VETERINARIAN: _____

Comments for the student

Signed _____Date: _____

Appendix 6

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Student and Veterinary Observational Hospital Placement Assessment Form

Vets 775

Cases Seen and Overall Assessment:

(Photocopy more as needed)

STUDENT: _____ Date: _____

Cases I have seen while on the Vets 775 Hospital Placement

Self-assessment and plans to address any areas of concern *(what am I going to do about it etc/Reflection)*

Signed _____Date: _____

VETERINARIAN: _____

Comments for the student

Signed _____Date: _____

Appendix 7

Student Observational Veterinary Hospital Placement Feedback Form

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Photocopy as needed

Name and Address of Hospital
Contact Person:
Contact telephone Number:
Types of Cases Seen: (add more detail on the back if needed)
Friendliness of Staff:
Is there a Physiotherapist currently working at the practice? Please provide details if applicable:
Would you recommend this placement to future Delegates?
Any other comments/information: (add more detail on the back if needed)

The aim of the Clinical Animal Physiotherapy Placements is to enable the student to further develop, consolidate and critically appraise their clinical and theoretical animal physiotherapy skills and knowledge and to apply them in a professional manner in clinical practice

Placement Objectives

Vets 776

At the end of Vets 776 the student will be able to:

1. Demonstrate an in depth understanding and critical reflection of the principles of objective measurement, reassessment and treatment progression relative to the animal's dysfunction.

2. Critically appraise the theory and assess the biomechanical contributions of the application of training aids, saddlery (tack), supportive aids and the rider/handler in the onset, maintenance or resolution of equine/canine dysfunctions.

3. Demonstrate a critical awareness of how the husbandry of an animal affects the onset and/or maintenance of musculoskeletal dysfunction.

4. Critically evaluate, using principles of clinical reasoning, evidence based practice and an in depth understanding of the diseases and disorders involved, the use of advanced physiotherapeutic techniques in humans and demonstrate a systematic understanding and skill in their application to the treatment and rehabilitation of animals.

5. Demonstrate a critical evaluation of the scientific literature relating to the area of study.

6. Critically reflect on veterinary physiotherapy current practice, identifying current problems and/or new insights into where veterinary physiotherapy could develop, incorporating a critical analysis of the veterinary or medical literature in the appropriate context to justify such developments.

7. Demonstrate professionalism in veterinary physiotherapy practice, dealing with complex clinical problems both systematically and creatively, make sound judgements in the absence of complete data (clinical reasoning and evidence based practice), and communicate their conclusions clearly to specialist and non-specialist audiences.

Clinical Placement Approval

There is a large network of established Animal Physiotherapy Clinical Educators both in the UK and internationally. A list of the approved Animal Physiotherapy Clinical Educators is available on VITAL or from VPU Support. If you wish to attend practice with an Animal Physiotherapist who is not on the approved list please contact Suzanne Cottriall via VPU Support for further advice. It is the responsibility of the individual to liaise with the Clinical Educator to arrange placement days. A confirmation introductory letter is in **Appendix 8**.
Please e-mail vpusupport@liverpool.ac.uk for further information.

Record of Clinical Hours

Students are required to complete an **Attendance Record** (Appendix 9) and should keep Lucy Atkins informed of proposed and completed dates as they are arranged and attended. This will enable the clinical days to be monitored by the student and the University.

Clinical Placement Assessment , number of assessors and time on each species

The Veterinary Physiotherapy Placements for Vets 776 are formally assessed by an Animal Physiotherapy Clinical Educator and the student using the **Intended Learning Outcomes Self-Assessment Form** and the **Student and Clinical Provider Assessment Form** (Appendices 10 and 11). One form should be completed for each clinical educator placement (3-5 in total). These allow the student and Clinical Educator to reflect on the student's learning experiences and identify areas in need of further attention.

You should split the time 50/50 between canine and equine placements but you can spend more time with one species if you have a preference. The maximum difference should be 13/7 days split.

The **Specific 20 skills tests** are graded and have detailed rubrics for the Clinical Educator to use to mark these skills. In addition the **Mandatory Practical Assessment Tasks** should also be completed. It is expected that students successfully complete all the **Mandatory Practical Assessments** within **three** attempts. Both the skills and tasks are used to encourage the development of your assessment and treatment skills. This information forms the main body of this Practical Placements Handbook. These should not be completed during the Residential Schools.
All modules, including clinical placement days, need to be completed and submitted by completion of the programme and MUST BE FINALISED FOR ELIGIBILITY FOR THE FINAL PRACTICAL EXAMINATION in Vets 776.

Failure

Consistent unsafe and/or unprofessional behaviour will result in failure of the placement even if the student's level of clinical reasoning and treatment/ management ability is deemed acceptable. Students must also show they have improved on areas for further attention over the placement days.

Evaluation and Monitoring—Student Feedback

Student evaluation and monitoring of placements is carried out via completion of a **Student Placement Feedback Form** which the students are requested to complete (Appendix 12) and return to VPU Support at the end of each placement. This will assist in long term development of this Animal Physiotherapy programme.

Forms requiring completion for Module 776

Appendix 9— Attendance Record for Clinical Placements

Appendix 10— Learning Outcomes Self-Assessment Form

Appendix 11— Student and Clinical Provider Assessment Form

Appendix 12— Student Placement Feedback Form

Appendix 8

CONFIRMATION LETTER - FOR INFORMATION ONLY

TO BE SENT OUT BY PROGRAMME ADMINISTRATOR

CPD Unit
Leahurst House
School of Veterinary Science
University of Liverpool
Leahurst Campus
Wirral
CH64 7TE

suzcot@liverpool.ac.uk

Dear Clinical Educator

University of Liverpool Veterinary Physiotherapy Masters Programme

Thank you for agreeing to take one of our Veterinary Physiotherapy students on Clinical Placement. The students have all successfully completed their first year of study, which has involved the following 16 week study modules; VETS771 Anatomy and Biomechanics for the Veterinary Physiotherapist, VETS772 Principles of Veterinary Physiotherapy and Approach to the Animal Patient and VETS773 Clinical Orthopaedics of the Common Domestic Species. All have embarked on the fourth module VETS774 Veterinary Physiotherapy Practice 1. The students therefore have a good grounding in anatomy and biomechanics and have spent time assessing large and small animals during 10 days of residential school run by the University.

The students are expected to arrange their own placements with guidance from the Liverpool Programme Coordinator. Ideally the students should spend their 20 days of Clinical Placements equally divided between small and large veterinary physiotherapy practice and try to spend time with 3-5 different practitioners. However they are exposed to at least four different veterinary physiotherapy clinicians throughout the residential schools at Liverpool.

We prefer students to attend practice with Veterinary Physiotherapy Clinical Educators who have attended Clinical Educator days at the RVC, but this does not rule out others who have valuable learning experiences to pass onto the student. It is however essential that all Clinical Educators have at least 2 years' experience in animal clinical practice and appropriate insurance cover in place to enable them to take our students. Proof of this cover is required prior to placement approval by the Programme Coordinator.

The University agrees to pay the Clinical Educator £100 per day for taking the student on a day's placement. A day is defined as a minimum of 7 hours practice.

In order for the University to pay you, you will be required you to provide us with some further information. Please contact vpusupport@liverpool.ac.uk or at the above address regarding all payments.

The placement is designed to be a hands-on experience for the student, not a lecture or demonstration based experience as this has already taken place at Liverpool during the taught residential school.

At the end of their Clinical Placement days students will use the cases seen to complete a number of case reports so they will take relevant, anonymous information for this. These will be assessed by the University.

We ask you to sign the attendance form and to grade the student on a pass/fail basis when grading any of the Mandatory Large/Small Animal Veterinary Physiotherapy Tasks. You are also requested to give a percentage mark for 20 Key Skills and the specific marking guidelines (rubric) for these will be made available to you. It is expected that students complete the detailed physiotherapy mandatory practical physiotherapy tasks within a maximum of three attempts. It is also essential that you provide feedback to the student on their performance on the final day of their placement with you. Please use the attached form and contact me if there are any critical problems during their placement with you. Please note that feedback on student performance is only required if they attend placement with you for 3 or more days in total. The student will bring all the relevant forms with them to placement.

It is hoped that overall the MSc/Postgraduate Diploma in Veterinary Physiotherapy in the School of Veterinary Science, University of Liverpool will raise the standard of Veterinary Physiotherapy both in the United Kingdom and Internationally.

I hope that you find this information useful and would like the opportunity to say thank you again for providing clinical experience for our students. If you have any queries please do not hesitate to contact me.

Yours faithfully

Suzanne Cottriall BA, BSc, MSc Vet Physio

Programme Coordinator

MSc Veterinary Physiotherapy

School of Veterinary Science

University of Liverpool Veterinary School

Appendix 9

Clinical Placement

Attendance Record

Student Name _____

Fill in each day of attendance, ie at least 20 days

Name of Clinical Educator	Date of Attendance	Hours	Signature

Appendix 10

Vets 776 NOTES

Use cases you have seen or other observations you have made during your practice to reflect on how your placement has helped you achieve the learning outcomes for this placement. The placement forms only part of the module so you may need to use module material and further independent reading to support your learning as expected at Masters level.

SELF ASSESSMENT ("How do I think I have done?")

Each learning objective has a self-assessment section. You should be as honest as possible and any special comments you make will be taken seriously. Students should assess whether they have or have not achieved the learning objectives and whether they have learned techniques sufficiently for them to be examined during official examination procedures. Again these should be actively addressed during self-learning, during the Hospital placements, the Residential Schools or during Clinical Placements.

Students should place an X in the appropriate column for:

+ Column = positive learning outcome / competence **("I am willing to subject myself to examination on this topic")**

0 column = suggesting more information and practice would be helpful (suggestions will be required as to what would help!) **(" I would like to learn more and gain greater confidence")**

Do not persecute yourself by being over critical – you must be positive and make an honest / genuine assessment of how you think you are doing when compared to your peers. This assessment system is designed to improve both your learning experiences and to give us information about things we do well and things we do "not so well!" It is of course not used as a formal assessment for you and the staff involved in teaching you.

Appendix 10

Animal Physiotherapy Placements

VETS 776 Intended Learning Outcomes and Self-Assessment Form

Photocopy more as needed

UNIVERSITY OF LIVERPOOL

Topic / Objective	***SELF ASSESSMENT***	
	+	***0***
I have:		
An in depth understanding and am able to critically reflect on the principles of objective measurement, reassessment, and treatment progression relative to the animal's dysfunction.		
The ability to critically appraise the theory, and assess the biomechanical contributions of the application of training aids, saddlery (tack), supportive aids and the rider/handler in the onset, maintenance or resolution of equine/canine dysfunctions.		
A critical awareness of how the husbandry of an animal affects the onset and/or maintenance of musculoskeletal dysfunction.		
The ability to critically evaluate, using principles of clinical reasoning, evidence based practice and an in depth understanding of the diseases and disorders involved, the use of advanced physiotherapeutic techniques in humans and demonstrate a systematic understanding and skill in their application to the treatment and rehabilitation of animals.		
The ability to demonstrate critical evaluation of the scientific literature relating to the area of study.		
The ability to critically reflect on veterinary physiotherapy current practice, identifying current problems and/or new insights into where veterinary physiotherapy could develop, incorporating a critical analysis of the veterinary or medical literature in the appropriate context to justify such developments.		
The ability to demonstrate professionalism in veterinary physiotherapy practice, dealing with complex clinical problems both systematically and creatively, make sound judgements in the absence of complete data (clinical reasoning and evidence based practice), and communicate their conclusions clearly to specialist and non-specialist audiences.		

Appendix 11

UNIVERSITY OF LIVERPOOL

Student and Clinical Educator Assessment Form

Critical Comments and Overall Assessment

(Complete one for each placement provider if seen for 3 or more days in total. Photocopy as needed.)

STUDENT: _____

DATE/S: _____

Self-assessment and plans to address any areas of concern *(what am I going to do about it etc/Reflection)*

Signed _____Date: _____

CLINICAL EDUCATOR: _____

Overall Pass/Fail

Comments for the student

Signed _____Date: _____

Appendix 12

Student Clinical Placement Feedback Form

UNIVERSITY OF LIVERPOOL

Photocopy as needed

Name of Clinical Placement Provider
Contact Person:
Contact telephone Number:
Professionalism of staff:
Main types of cases seen:
Would you recommend this placement to future Delegates?
Any other comments/information: (add more detail on the back if needed)

Specific 20 skills tests (graded)

Mandatory Tasks (pass/fail)

Equine Specific 20 Skills Tests (graded)

Student Name _____

Skill	Assessment Criteria	How it is said 0-100%	The content of what is said 0-100%	Date	Signature
Gait assessment on a hard surface in walk and trot (can be straight line or circle)	Identify the lame leg/s and grade it on a 1-10 or 1-5 grading system				
Assessment of passive range of motion (ROM) of the forelimb	Physically assess the ROM and describe any differences in range of the two forelimbs at the scapula-thoracic, shoulder, elbow, carpal and fetlock joints				
Palpatory assessment of the neck muscles	Physically palpate the muscles and describe the muscle reactivity occurring and in which muscle				
Palpatory assessment of the thoracic and lumbar muscles	Physically palpate the muscles and describe the muscle reactivity occurring and in which muscle				
Rounding response of the pelvis	Be able to successfully perform a cranial and caudal pelvic tilt				
Neuromuscular electrical stimulation (NMES) for assessment	Be able to successfully apply the NMES and describe the differences in muscle reactivity on the horse's quarters				
Pulsed Electromagnetic Energy (PEME) **OR** Acupuncture	Be able to set the PEME/place needles for acute pain and describe the application to the clinical educator				
Reflex inhibition	Be able to successfully treat longissimus dorsi spasm using this technique				
Myofascial Release	Be able to successfully treat a muscle using this technique				
Traction technique – lumbar spine and pelvic complex	Perform a tail traction and explain how it is being done to the clinical educator				

Canine Specific 20 Skills Tests (graded)

Student Name _____

Skill	Assessment Criteria	How it is said 0-100%	The content of what is said 0-100%	Date	Signature
Assess the behaviour of the dog	Describe the mentation and attitude of the dog in a clinical setting				
Gait assessment on a firm, non-slip surface in walk and trot (in a straight line)	Identify the lame leg/s and grade it on a 1-10 or 1-5 grading system				
Palpatory assessment of the thoracic and lumbar muscles	Physically palpate the muscles and describe the muscle reactivity occurring and in which muscle				
Assessment of active ROM of pelvic limbs	Physically assess the ROM and describe any differences in range of the two hindlimbs at the hip, stifle and tarsal joints				
Assessment of passive ROM of inter-phalangeal joints	Physically assess the ROM and describe any differences in range of the digits				
Therapeutic laser	Be able to set the laser for muscle pain and actually apply it ensuring all safety issues are addressed				
Neuromuscular electrical stimulation (NMES) for treatment	Be able to successfully apply the NMES to atrophied muscle on the dog's quadriceps				
Massage techniques	Physically treat a muscle using this technique and describe what elements of massage they are using				
Mobilisation of elbow	Correctly hold the elbow and mobilise it describing what grade and in which direction they are working in order to correct the dysfunction				
Mobilisation of the thoracic vertebrae	Correctly identify the vertebral level and mobilise it describing what grade and in which direction they are working in order to correct the dysfunction				

- Each of the above skills must be assessed and graded using the marking guidelines (rubrics) below.
- The correct veterinary terminology should be used by the student when giving their answers.
- Each skill is also in the Mandatory Tasks (next part of the Handbook). Once graded here, it can be signed off in that section as well.
- These 20 skills need to be graded at pass level (50%) or above and all Mandatory Tasks passed to pass the module (Vets 776).
- Please use a Student and Clinical Educator Assessment Form to provide any specific feedback needed.

Structure, clarity and presentation – How it is said						
Very poor (0%)	Poor (1-20%)	Inadequate (21-40%)	Adequate (41-50%)	Good (51-65%)	Very Good (66-80%)	Excellent (81-100%)
None or extremely poor.	Very poor.	Not well organised in structure or in clarity of expression.	In general, organised and logical presentation with adequate clarity of expression.	Logical and organised structure with clarity of expression.	Logical and organised structure with clarity of expression and demonstrating an authoritative grasp of concepts with sustained powers of argument, frequent insights. Virtually no errors or omissions and none of significance.	Flawless

Understanding of and description of what they are doing and feeling – The content of what is said						
Very poor (0%)	Poor (1-20%)	Inadequate (21-40%)	Adequate (41-50%)	Good (51-65%)	Very Good (66-80%)	Excellent (81-100%)
None evident. No evidence of understanding or description of an appropriate nature.	If any, extremely limited evidence of understanding and description of an appropriate nature.	Some evidence of understanding and description but not of original thought or critical analysis. Evidence of limited broader understanding of an appropriate nature.	Statements supported by facts but limited, evidence of critical ability. Evidence of sufficient broader understanding and description of an appropriate nature.	Thorough grasp of concepts and evidence of synthesis of information and critical ability. Evidence of sufficient, or some more extensive, broader understanding or description of an appropriate nature.	Logical and organised structure with clarity of expression demonstrating an authoritative grasp of concepts with sustained powers of argument, frequent insights. Virtually no errors or omissions and none of significance in understanding and describing what they are doing and feeling.	Exceptional powers of analysis, argument, synthesis and insight. Considerable evidence of extensive broader understanding and description of what they are doing and feeling.

Equine Husbandry & Management

1-2 To be completed by the Clinical Educator/BHS Assistant Instructor (BHSAI)/BHS Instructor (BHSI)

Student Name: _____

1. SAFE HORSE HANDLING			
The student should be able to safely perform the following tasks.			
	Pass	**Fail**	**Signature & Date**
Catch & Fit head collar			
Tie and untie horse			
Pick out feet			
Walk and turn in hand			
Trot in hand			
Lunge			
Take off and put on rugs			

2. NUTRITION & GENERAL HEALTH			
The student should be able to assess, discuss and advise owner on the nutritional and overall management status of the horse including:			
	Pass	**Fail**	**Signature & Date**
Feeding: condition score the animal			
Stable/turnout (paddock): companions, hygiene, regime and size			
Foot care and grooming			
Behavioural aspects: psychological status of animal			

Equine Tack Fitting & Ridden Assessment

3 - 4 To be completed by the Clinical Educator/Saddler/BHSAI/BHSI

Student Name: _____

3. TACK FITTING			
The student should be able to safely perform the following tasks.			
	Pass	**Fail**	**Signature & Date**
Identify and discuss areas likely to suffer pressure or friction from rugs and tack.			
Assess saddle tree, flocking, stitching.			
Assess fit of saddle and numnah's to horse and rider (pre and post ridden work)			
Assess fit of head collar and bridle, bit, noseband, brow band, cavessson etc			
Assess fit of accessory tack, such as side reins (noting the desired length), martingale, Chambon, de Gogue, Pessoa lunging system).			
Assess an owner/rider lunging technique and its effects on the horse, and verbalise advice to the handler.			

4. RIDER ASSESSMENT			
The student should be able to assess the rider and horse during flat work and during all gaits discuss the effects of the rider's faults on the horse. Specifically the student should be able to:			
	Pass	**Fail**	**Signature & Date**
Assess the position of the rider and their balance			
Assess the horse when ridden			
Discuss the contribution of the rider on the horses movement pattern			
Advise the rider in ways of improving the horse's movement under saddle			

Equine Subjective Assessment

5 - 6 to be completed by the Clinical Educator

Student Name: _____

5. SUBJECTIVE ASSESSMENT			
The student should be able to:			
Introduces them self to the handler/owner	**Pass**	**Fail**	**Signature & Date**
Determines/ Questions the owner about the following:			
Age			
Gender			
Breed			
History of the Present Complaint including the reason why the animal was presented for physiotherapy			
Past Medical History			
Previous Treatment (s)			
Medication			
Expectation of the Owner following Veterinary/Physiotherapy Intervention			
Current Exercise Routine			
Behaviour of the animal now and previously			

6. SAFETY/RISK ASSESSMENT			
The student should be able to:			
	Pass	**Fail**	**Signature & Date**
Assesses the behaviour of animal			
Introduces them self to the animal			
Assesses the environment (secures doors, windows, tightens collar etc as necessary)			
Informs owner of their intentions			
Asks the owner/handler to hold/ restrain the animal as appropriate			

Equine Gait Assessment 1

7- 8 to be completed by the Clinical Educator/Vet

Student Name: _____

7. SOFT FLAT SURFACE			
The student should be able to use the correct veterinary terminology to describe the effect of the following variables on the horse's gait, determining the active range of motion of the joints of the limbs and describing any asymmetry or dysfunction. The student is expected to be able to identify lameness and grade it using the 1-10 and/or the 1-5 lameness grading system The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Walk (Straight line)			
Trot (Straight line)			
HARD FLAT SURFACE			
Walk (Straight line)			
Trot (Straight line)			
LUNGE SOFT SURFACE			
Walk (Circle) left			
Walk (Circle) right			
Trot (Circle) left			
Trot (Circle) right			
Canter (Circle) left			
Canter (Circle) right			
8. LUNGE HARD SURFACE (can be discussed only)			
	Pass	**Fail**	**Signature & Date**
Walk (Circle) left			
Walk (Circle) right			
Trot (Circle) left			
Trot (Circle) right			

Equine Gait Assessment 2

9 - 12 to be completed by the Clinical Educator

Student Name: _____

9. TIGHT CIRCLES			
The student should be able to use the correct veterinary terminology to describe the effect of the following variables on the horse's gait and to describe and discuss the motion of the limb segments as well as the horse' ability to laterally flex throughout the cervical, thoracic and lumbar regions.			
	Pass	**Fail**	**Signature & Date**
Walk (left)			
Walk (right)			
WALKING BACKWARDS			
The student is expected to assess and discuss the horse's ability to shift it's centre of gravity, flex/extend the stifles, tarsus, lumbo-sacral and the sacroiliac regions, looking at the limb action in both the stance and flight phases, and counterbalancing of the head and neck.			
	Pass	**Fail**	**Signature & Date**
Flat surface			
Uphill			
Downhill			

Equine General Palpatory Assessment

Student Name: _____

10. WHOLE BODY PALPATORY EXAMINATION			
The student should be able to perform a whole body palpatory examination with reference to the pain response, muscle spasm/reactivity, soft tissue irritability, myofascial strain/trigger point patterns and inflammation etc.			
	Pass	**Fail**	**Signature & Date**
Cranium and cervical spine			
Thoracic limbs			
Hind limbs			
Abdomen and Thoracic spine			
Lumbo- sacral region			
Pelvis-caudal region			
Distal limb including the hoof			
MUSCLE DEVELOPMENT - MYOFASCIAL SYSTEM			
Students should observe and palpate the following, and verbally report on muscle atrophy, hypertrophy, symmetry, tone and irritability. Students should be able to describe their findings in anatomical terms with reference to function/dysfunction.			
	Pass	**Fail**	**Signature & Date**
Cranium and cervical spine			
Thoracic limbs			
Hind limbs			
Abdomen and Thoracic spine			
Lumbo- sacral region			
Pelvis-caudal region			
Distal limb including the hoof			

Equine Cervical Spine Assessment

Student Name: _____

11. ACTIVE RANGE OF MOTION			
The student should be able to observe the active range of motion of the cervical spine and be able to discuss the quality of the motion. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Atlanto-Occipital flexion			
Atlanto- Occipital extension			
Atlanto- Axial rotation			
C2-7 Side Flexion with rotation left			
C2-7 Side Flexion right rotation right			
ACTIVE ASSISTED AND WHERE POSSIBLE PASSIVE RANGE OF MOTION			
The student should be able to determine the passive range of motion of the cervical spine and be able to discuss the quality of the motion, soft tissue, neuromechanical (combined skeletal, muscular and nervous systems) and joint integrity, end feel, muscle spasm and pain response. The student is expected to be able to summarise their findings and discuss reasoning with the			
	Pass	**Fail**	**Signature & Date**
Atlanto-Occipital flexion			
Atlanto- Occipital extension			
Atlanto- Axial rotation			
C2-7 Side Flexion with rotation left			
C2-7 Side Flexion right rotation right			

Equine Scapular & Thoracic Limb and Pelvic Limb Assessment of Range of Motion

Mandatory Tasks (Pass/Fail)

Student Name: _____

12. ACTIVE ASSISTED AND WHERE POSSIBLE PASSIVE RANGE OF MOTION			
The student should be able to determine the passive range of motion of the joints of the thoracic limb and be able to discuss the quality of the motion. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Scapulo-thoracic motion			
Gleno-humeral (shoulder) joint			
Cubital (elbow) joint			
Carpal (knee) joint			
Metacarpo-Phalangeal (fetlock) joint			
Proximal Inter-phalangeal (pastern) joint			
Sacroiliac joint			
Coxofemoral (hip) joint			
Stifle joint			
Tarsal (hock) joint			
Metatarsophalangeal (fetlock) joint			
Proximal Inter-phalangeal (pastern) joint			

Equine Distal Limb Assessment/Foot Balance

13 to be complete by the Clinical Educator/Vet/Farrier

Student Name: _____

13. OBSERVATION, FINDINGS & IMPLICATIONS			
The student should be able to observe with reference to the topographical anatomy and patho-anatomical or medical conditions; hoof and shoe wear and any hoof defect evident. The student should also be able to discuss the short and long term effects of their findings on the function of the entire equine musculoskeletal system.			
	Pass	**Fail**	**Signature & Date**
Distal limb conformation			
Sole, frog			
Heels , bulbs, bars			
Lateral cartilages			
Pressure testing/hoof testers			
Digital pulse testing			
Foot temperature			
Identification of 2 types of remedial shoes			

Equine Spinal Motion Segment & Peripheral Joint Assessment

14 - 16 to be completed by the Clinical Educator

Student Name: _____

14. SPINAL INTERVERTEBRAL & COMBINED MOTION ASSESSMENT			
The student should be able to utilise their existing human manual therapy assessment skills (Maitland, Muligans; etc) to assess the relative isolated intervertebral motion including where possible; accessory glides, shear tests in relation to range of motion, joint integrity, end feel, muscle spasm and pain responses.			
	Pass	**Fail**	**Signature & Date**
Cranial cervical spine			
Mid-caudal cervical spine			
Cervico-Thoracic junction			
Thoracic spine			
Thoraco-Lumbar spine			
Sacro-iliac joints			
Sacro-coccygeal junction			
ISOLATED PERIPHERAL JOINT MOTION ASSESSMENT			
The student should be able to utilise their existing human manual therapy assessment skills (Maitland, Mulligans, etc) to assess peripheral joint motion where possible including accessory glides, shear tests in relation to range of motion, joint integrity, end feel, muscle spasm and pain responses.			
	Pass	**Fail**	**Signature & Date**
Temporomandibular			
Thoracic limb			
Pelvic limb			

Equine Reflex Motion to Palpatory Pressure

Student Name: _____

15. ASSESSMENT OF RANGE OF MOTION BY PERFORMING NEUROMUSCULAR RESPONSE (reflective motion to palpatory pressure)			
The student should be able to elicit reflex motion using palpatory pressure and be able to discuss their findings with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Brachiocephalic response (flexion of the muscle when applying constant pressure between the index finger and thumb while they are wrapped around the distal third of the muscle).			
Thoracic/abdominal lift.			
Thoraco-lumbar dorsal and ventral responses.			
Thoraco-lumbar combined with pelvic dorsal and ventral responses.			
Thoraco-lumbar combined with pelvic lateral responses.			

Equine Combined Movement Pattern Assessment & Adverse Neural Tension Tests

16. COMBINED MOVEMENT PATTERN ASSESSMENT			
The student should be able to demonstrate baited/non-baited combined motion assessments for the whole horse and be able to discuss their findings with relation to myofascial, neural and joint complexes. In addition the student should be able to discuss their findings with respect to the horse's locomotor performance.			
	Pass	**Fail**	**Signature & Date**
Cervical spine, upper, middle, lower			
Thoraco-lumbar spine, upper, middle, lower			
Lumbo-pelvic region			
Limb combinations with the spinal regions above			

NEUROMECHANICAL INTEGRITY/SENSITIVITY (Adverse Neural Tension) TESTS			
The student is expected to apply their anatomical and human physiotherapy skills to develop positional length tension/irritability tests. The student is expected to be able to assess and discuss the irritability and flexibility of the brachial, lumbar-sacral neural plexus'and spinal cord, taking into account the effect on the myofascial system and to compare the left and right sides of the animal. The student should be able to discuss the reason why they interpret a test as			
	Pass	**Fail**	**Signature & Date**
"Slump-test"			

Equine Neurological Assessment

17 to be completed by Clinical Educator/Vet

Student Name: _____

17. HISTORY TAKING			
The student is expected to question the owner appropriately to determine if there is a subjective history that could indicate a neurological condition. The student should be able to explain/discuss with the Clinical Educator their rationale for specific questions.			
	Pass	**Fail**	**Signature & Date**
Appropriate questions asked with sound rationale			
EXAMINATION OF THE HEAD			
The student should be able to assess and discuss the clinical relevance of the following:			
	Pass	**Fail**	**Signature & Date**
Head Posture			
Mentation			
Behaviour			
The 12 cranial nerves and their function using the following tests:			
The normal sympathetic and parasympathetic innervation to the eye.			
The cutaneous reflexes and conscious responses and interpret their significance.			
The menace response.			
Normal ocular movements, and note strabismus, nystagmus if present.			
Facial sensation and elicit palpebral reflex.			
Masseter muscle for tone, atrophy and fasciculation and jaw tone.			
The facial muscles: ears, eyes, nostrils, mouth. Determine if head tilt is present, and apply blindfold (see below; back and circle horse).			
Question owner and observe for signs of difficulty with apprehension of food, food pouching, dysphagia and choking.			
The tongue for unilateral atrophy, persistent deviation to one side			
Trapezius, Brachiocephalic and Sternocephalicus muscle tone and activity			

Equine Neurological Assessment

Student Name: _____

NEUROLOGICAL ASSESSMENT OF GAIT			
The student should be able to perform the following and discuss the differences between neurological proprioceptive/instability deficits and other forms of "instability" including coordination, antigravity muscles/core stability and muscle recruitment patterns.			
	Pass	**Fail**	**Signature & Date**
Gait analysis: determine ataxia, dysmetria (hyper or hypo), weakness, limbs involved, how would you accentuate the deficits			
Body weight displacement/ proprioceptive, "recovery tests": ab/adduction/elevation foot placement, assess the reaction to attempted lateral and craniocaudal displacement of shoulders then pelvis; balance correction testing and variable surfaces, e.g. serpentine loops, turning short, curb test, sudden stops/turning, hopping, sway.			
Weakness testing, reaction to sideways tail pull in standing and walking			
Rein back +/- up/down slopes			
Visual: blindfold, head/neck extension test			

REFLEXES AND SPECIFIC LMN TESTS			
The student should be able to assess the following and discuss the clinical relevance of their findings			
	Pass	**Fail**	**Signature & Date**
The horse for areas of sweating or otherwise unexplained alterations in the lie and quality of the coat			
Sensation/mechanoreception, superficial and deep pain examination (dermatomes)			
The cutaneous coli reflex (not neuromuscular feedback responses)			
LMN signs – bladder, genitalia, anus, tail			

Equine Treatment Techniques

18 - 20 to be completed by Clinical Educator

Student Name: _____

18. ELECTROTHERAPY

The student should be able to safely perform the following treatment techniques, discuss their indications, contra-indications and precautions. The student is also expected to discuss the current evidence relating to their mode of action and be able to clinically reason their application for the animal being treated.

	Pass	Fail	Signature & Date
Muscle stimulation for assessment			
Muscle stimulation for treatment			
Hot Packs/Electrical heating device			
Cryotherapy (ice pack, boots, commercial coolant)			
Therapeutic Ultrasound			
Therapeutic Laser			
TENS			
Pulsed Electro Magnetic Therapy **OR** Acupuncture			

19. MANUAL TECHNIQUES

The student should be able to safely perform the following treatment techniques, discuss their indications, contra-indications and precautions. The student is also expected to discuss the current evidence relating to their mode of action and be able to clinically reason their application for the animal being treated.

	Pass	Fail	Signature & Date
Massage – effleurage, petrissage and tapotement			
Transverse Frictions			
Myofascial Techniques			
Trigger Point Therapy			
Reflex Inhibition Technique			
Neural Mobilisation Technique of sciatic, femoral and radial nerves.			

Student Name: _____

20. JOINT MOBILISATION TECHNIQUES OF CERVICAL SPINE			
The student should be able to demonstrate and theoretically justify/explain the application of the following techniques - dorso-ventral motion, lateral glides, rotations.			
	Pass	**Fail**	**Signature & Date**
Temporo-mandibular joint			
Atlanto-occipital joint			
Atlanto-axial joint			
C4/5			
Cervico-thoracic junction			
JOINT MOBILISATION TECHNIQUES OF THORACO-LUMBAR SPINE			
The student should be able to demonstrate and theoretically justify/explain the application of the following techniques - dorso-ventral motion, lateral glides, rotations.			
	Pass	**Fail**	**Signature & Date**
T4/5/6			
T10/11/12			
T18/L1			
L5/6			
L6/S1			
JOINT MOBILISATION TECHNIQUES OF LUMBO-SACRAL JOINT COMPLEX			
	Pass	**Fail**	**Signature & Date**
Movement of the ilium on the sacrum: anterior/posterior rotations either using the hind leg or the ilium			
Shearing/mobilisations of the lumbo -sacral/SIJ complexes: movement of the ilium on the sacrum, e.g. tubersacralae, tubercoxae.			
Movement of the sacrum on the ilium: PA (dorso-ventral), oblique axis and via the caudal vertebrae.			

Equine Treatment Techniques

Student Name: _____

SACRO-COCCYGEAL COMPLEX			
The student should be able to demonstrate and theoretically justify/explain the principles of joint mobilisation to treat the:-			
	Pass	**Fail**	**Signature & Date**
Sacro-caudal junction			
Junction of tail to hindquarter			
PERIPHERAL JOINTS			
The student should be able to demonstrate and theoretically justify/explain accessory movements, glides where relevant to the following:			
	Pass	**Fail**	**Signature & Date**
Carpus			
Fetlock joint: forelimb and hind limb			
TRACTION TECHNIQUES			
The student should be able to demonstrate and justify one traction technique per region listed and explain the structures being affected: neural and skeletal. Note traction may be intermittent or sustained.			
	Pass	**Fail**	**Signature & Date**
Cervical spine and TMJ.			
Lumbar spine and pelvic complex.			
Coccygeal vertebrae.			

Canine Husbandry & Management

1—2 to be completed by Clinical Educator/Vet/Vet Nurse

Student Name: _____

1. SAFE DOG HANDLING			
The student should be able to safely perform the following tasks.			
	Pass	**Fail**	**Signature & Date**
Lead dog			
Lead dog with hind limb support (sling, towels)			
Lead dog with 2 point lead			
Apply a commercial muzzle			
Control/pin down and stabilise/stop movement			
Apply and fit the following:			
Leather collar			
Life jacket			
Chest harness			

2. NUTRITION & GENERAL HEALTH			
The student should be able to assess, discuss and advise owner on the nutritional and overall management status of the dog including:			
	Pass	**Fail**	**Signature & Date**
Feeding: condition score the animal			
Environmental conditions: bedding, floor type, exercise regime, companions and hygiene			
Dental, nail care and grooming			
Behavioural aspects: psychological status of animal			

Canine Husbandry & Management

3—4 to be completed by Clinical Educator

Student Name: _____

3. SUBJECTIVE ASSESSMENT			
The student should be able to safely perform the following tasks.			
	Pass	**Fail**	**Signature & Date**
Introduces them self to the handler/ owner			
Determines/ Questions the owner about the following:			
Age			
Gender			
Breed			
History of the Present Complaint including the reason why the animal was presented for physiotherapy			
Past Medical History			
Previous Treatment (s)			
Medication			
Expectation of the Owner following Veterinary/Physiotherapy Intervention			
Current Exercise Routine			
Behaviour of the animal now and previously			

4. SAFETY/RISK ASSESSMENT			
	Pass	**Fail**	**Signature & Date**
Assesses the behaviour of animal			
Introduces them self to the animal			
Assesses the environment (secures doors, windows, tightens collar etc as necessary)			
Informs owner of their intentions			
Asks the owner/handler to hold/ restrain the animal as appropriate			

Canine Gait Assessment

5 to be completed by the Clinical Educator/Vet

Student Name: _____

5. FIRM, NON-SLIP SURFACE			
The student should be able to use the correct veterinary terminology to describe the effect of the following variables on the dog's gait and to discuss their findings and describe the procedures that would follow in relation to the examination.			
	Pass	**Fail**	**Signature & Date**
Walk (Straight line)			
Trot (Straight line)			
Run (Straight line)			
SOFT FLAT SURFACE OR SLIPPY SURFACE			
The student should be able to use the correct veterinary terminology to describe the effect of the following variables on the dog's gait and to discuss their findings and describe the procedures that would follow in relation to the examination.			
	Pass	**Fail**	**Signature & Date**
Walk (Straight line)			
Trot (Straight line)			
Run (Straight line)			
TIGHT CIRCLES			
The student should be able to use the correct veterinary terminology to describe the effect of the following variables on the dog's gait and to describe and discuss the motion of the limb segments as well as the dog's ability to laterally flex throughout the cervical, thoracic and lumbar regions.			
	Pass	**Fail**	**Signature & Date**
Walk (left)			
Walk (right)			
WALKING BACKWARDS			
The student is expected to be able to assess and discuss the dog's ability to shift its centre of gravity, flex/extend the stifles, tarsus, lumbo-sacral and the sacroiliac regions, looking at the limb action in both the stance and flight phases, and counterbalancing of the head and neck.			
	Pass	**Fail**	**Signature & Date**
Flat surface - non-slip			
Flat surface - slippy surface			

Canine General Palpatory Assessment

6 - 13 to be completed by Clinical Educator

Student Name: _____

6. WHOLE BODY PALPATORY EXAMINATION

The student should be able to perform a whole body palpatory examination with reference to the pain response, muscle spasm/reactivity and strength, soft tissue irritability, myofascial strain/trigger point patterns and inflammation etc. The student is expected to be able to

	Pass	Fail	Signature & Date
Cranium and cervical spine			
Thoracic limbs			
Hind limbs			
Abdomen and Thoracic spine			
Lumbo- sacral region			
Pelvis-caudal region			
Paws and pads			

MUSCLE DEVELOPMENT - MYOFASCIAL SYSTEM

Students should observe and palpate the following, and verbally report on muscle atrophy, hypertrophy, symmetry, tone and irritability. Students should be able to describe their findings in anatomical terms with reference to function/dysfunction.

	Pass	Fail	Signature & Date
Cranium and cervical spine			
Thoracic limbs			
Hind limbs			
Abdomen and Thoracic spine			
Lumbo- sacral region			
Pelvis-caudal region			
Paws and pads			

Canine Cervical Spine Range of Motion

Student Name: _____

7. ACTIVE RANGE OF MOTION			
The student should be able to determine the active range of motion of the cervical spine and be able to discuss the quality of the motion. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Atlanto-Occipital flexion			
Atlanto-Occipital extension			
Atlanto-Axial rotation			
C2-7 side flexion/rotation left			
C2-7 side flexion/rotation right			
PASSIVE RANGE OF MOTION			
The student should be able to determine the passive range of motion of the cervical spine and be able to discuss the quality of the motion, soft tissue, neuromechanical and joint integrity, end feel, muscle spasm and pain response. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Atlanto-Occipital flexion			
Atlanto-Occipital extension			
Atlanto-Axial rotation			
C2-7 side flexion/rotation left			
C2-7 side flexion/rotation right			

Canine Thoracic Spine Range of Motion

Student Name: _____

8. ACTIVE RANGE OF MOTION			
The student should be able to determine the active range of motion of the thoracic spine and be able to discuss the quality of the motion. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Thoracic flexion			
Thoracic extension			
Thoracic side flexion/rotation left			
Thoracic side flexion/rotation right			
PASSIVE RANGE OF MOTION			
The student should be able to determine the passive range of motion of the thoracic spine and be able to discuss the quality of the motion, soft tissue, neuromechanical and joint integrity, end feel, muscle spasm and pain response. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Thoracic flexion			
Thoracic extension			
Thoracic side flexion/rotation left			
Thoracic side flexion/rotation right			

Canine Lumber Spine & Pelvis Assessment of Range of Motion

Student Name: _____

9. ACTIVE RANGE OF MOTION			
The student should be able to observe the active range of motion of the lumbar spine and pelvis and be able to discuss the quality of the motion. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Lumbar flexion			
Lumbar extension			
Lumbar side flexion/rotation left			
Lumbar side flexion/rotation right			
Lumbo-sacral flexion			
Lumbo-sacral extension			
PASSIVE RANGE OF MOTION			
The student should be able to determine the passive range of motion of the lumbar spine and pelvis and be able to discuss the quality of the motion, soft tissue, neuromechanical and joint integrity, end feel, muscle spasm and pain response. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Lumbar flexion			
Lumbar extension			
Lumbar side flexion/rotation left			
Lumbar side flexion/rotation right			
Lumbo-sacral flexion			
Lumbo-sacral extension			
Coccygeal vertebral motion			

Canine Scapular & Thoracic Limb Range of Motion

Student Name: _____

10. ACTIVE RANGE OF MOTION			
The student should be able to determine the active range of motion of the joints of the thoracic limb and be able to discuss the quality of the motion. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Scapulo-thoracic motion			
Gleno-humeral (shoulder) joint			
Cubital (elbow) joint			
Carpal (wrist) joint			
Phalangeal joints			
Inter-phalangeal joints			
PASSIVE RANGE OF MOTION			
The student should be able to determine the passive range of motion of the joints of the thoracic limb and be able to discuss the quality of the motion. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Scapulo-thoracic motion			
Gleno-humeral (shoulder) joint			
Cubital (elbow) joint			
Carpal (wrist) joint			
Phalangeal joints			
Inter-phalangeal joints			

Canine Pelvic Limb Range of Motion

Student Name: _____

11. ACTIVE RANGE OF MOTION			
The student should be able to determine the active range of motion of the joints of the pelvic limb and be able to discuss the quality of the motion. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Coxofemoral (hip) joint			
Stifle (knee) joint			
Patella-femoral tracking			
Tibio-tarsal (hock) Joint			
Phalangeal joints			
Inter-phalangeal joints			
PASSIVE RANGE OF MOTION			
The student should be able to determine the passive range of motion of the joints of the pelvic limb and be able to discuss the quality of the motion. The student is expected to be able to summarise their findings and discuss reasoning with the Clinical Educator.			
	Pass	**Fail**	**Signature & Date**
Coxofemoral (hip) joint			
Stifle (knee) joint			
Patella-femoral joint			
Tibio-tarsal (hock) Joint			
Phalangeal joints			
Inter-phalangeal joints			

Canine Spinal Motion Segment Assessment and Peripheral Joint Assessment

Student Name: _____

12. SPINAL INTERVERTERBRAL & COMBINED MOTION ASSESSMENT			
The student should be able to utilise their existing human manual therapy assessment skills (Maitland, Muligans; etc) to assess the relative isolated intervertebral motion including where possible; accessory glides, shear tests in relation to range of motion, joint integrity, end feel, muscle spasm and pain responses.			
	Pass	**Fail**	**Signature & Date**
Cranial cervical spine			
Mid-caudal cervical spine			
Cervico-Thoracic junction			
Thoracic spine			
Thoraco-Lumbar spine			
Sacro-iliac joints			
Coccygeal Vertebrae			

Canine Combined Movement Pattern Assessment & Adverse Neural Tension Tests

Student Name: _____

13. COMBINED MOVEMENT PATTERN ASSESSMENT			
The student should be able to demonstrate baited/non-baited combined motion assessments for the whole dog and be able to discuss their findings with relation to myofascial, neural and joint complexes. In addition the student should be able to discuss their findings with respect to the dog's locomotor performance.			
	Pass	**Fail**	**Signature & Date**
Cervical spine, cranial, middle, caudal			
Thoraco-lumbar spine, cranial, middle, caudal			
Lumbo-pelvic region			
Limb combinations with spinal			
NEUROMECHANICAL INTEGRITY/SENSITIVITY (Adverse Neural Tension) TESTS			
This section can be discussed only. The student is expected to apply their anatomical and human physiotherapy skills to develop positional length tension/irritability tests. The student is expected to be able to understand how to assess and describe the irritability and flexibility of the brachial, lumbar-sacral neural plexus'and spinal cord and to compare the left and right sides of the animal. The student should be able to discuss the reason why they interpret a test as positive or negative.			
	Pass	**Fail**	**Signature & Date**
Thoracic limbs			
Hind Limb			
"Slump-test"			

Canine Neurological Assessment

12. to be completed by the Clinical Educator/Vet

Student Name: _____

14. HISTORY TAKING			
The student is expected to question the owner appropriately to determine if there is a subjective history that could indicate a neurological condition. The student should be able to explain/discuss with the Clinical Educator their rationale for specific questions.			
	Pass	**Fail**	**Signature & Date**
Appropriate questions asked with sound rationale			
EXAMINATION OF THE HEAD			
The student should be able to assess and discuss the clinical relevance of the following:			
	Pass	**Fail**	**Signature & Date**
Head Posture			
Mentation			
Behaviour			
The 12 cranial nerves and their function.			
The normal sympathetic and parasympathetic innervation to the eye.			
The cutaneous reflexes and conscious responses and interpret their significance.			
The menace response.			
Normal ocular movements, and note strabismus/nystagmus if present.			
The dogs visual ability to negotiate an obstacle courses, steps etc.			
Facial sensation and elicit palpebral reflex.			
Masseter muscle for tone, atrophy and fasciculation and jaw tone.			
The facial muscles: ears, eyes, nostrils, mouth. Determine if head tilt is present.			
Question owner and observe for signs of difficulty with apprehension of food, food pouching, dysphagia and choking.			
Unilateral atrophy, persistent deviation to one side			
Trapezius, Brachiocephalic and Sternocephalicus muscle tone and activity			

Canine Neurological Assessment

Student Name: _____

NEUROLOGICAL ASSESSMENT OF GAIT			
The student should be able to perform the following and discuss the differences between neurological proprioceptive/instability deficits and other forms of “instability” including coordination, antigravity muscles/core stability and muscle recruitment patterns.			
	Pass	**Fail**	**Signature & Date**
Gait analysis: determine ataxia, dysmetria (hyper or hypo), weakness, limbs involved, how would you accentuate the deficits			
Body weight displacement/ proprioceptive, “recovery tests”: ab/ adduction/elevation foot placement, assess the reaction to attempted lateral and craniocaudal displacement of shoulders then pelvis; balance correction testing and variable surfaces, e.g. serpentine loops, turning short, curb test, sudden stops/turning, hopping, sway.			
Walking backwards +/- up/down slopes/steps			
Visual: blindfold, limb extension test, placing/knuckling response of the forelimbs and hind limbs sighted/unsighted			

REFLEXES AND SPECIFIC LMN TESTS			
The student should be able to assess the following and discuss the clinical relevance of their findings			
	Pass	**Fail**	**Signature & Date**
The dog for areas of fasciculation, atrophy (myotomes) of resting muscle, sweating, otherwise unexplained alterations in the lie and quality of the coat. Assess extensor vs flexor tone.			
Body weight displacement/ proprioceptive tests; "recovery tests": ab/adduction/ elevation foot placement, assess the reaction to attempted lateral and craniocaudal displacement of shoulders then pelvis; balance correction testing and variable surfaces			
Paper draw/slide or knuckling test			
3 legged stand			
Assess standing and sideways hopping on ipsilateral limbs			
Wheel barrowing			
Extensor postural thrust			
Visual and non-visual placing			
Reflexes including:			
Panniculus reflex (not neuromuscular feedback responses)			
Patella tendon			
Biceps			
Sensation/mechanoreception, superficial and deep pain examination (dermatomes)			
LMN signs – bladder, genitalia, anus, tail			

Canine Treatment Techniques

15 - 17 to be completed by the Clinical Educator

Student Name: _____

15. ELECTROTHERAPY			
The student should be able to safely perform the following treatment techniques, discuss their settings, indications, contra-indications and precautions. The student is also expected to discuss the current evidence relating to their mode of action and be able to clinically reason their application for the animal being treated.			
	Pass	**Fail**	**Signature & Date**
Muscle stimulation			
Hot Packs/Electrical heating device			
Cryotherapy (ice pack, commercial coolant)			
Therapeutic Ultrasound			
Therapeutic Laser			
TENS			
Pulsed Electromagnetic Therapy **OR** Acupuncture			

16. MANUAL TECHNIQUES			
The student should be able to safely perform the following treatment techniques, discuss their indications, contra-indications and precautions. The student is also expected to discuss the current evidence relating to their mode of action and be able to clinically reason their application for the animal being treated.			
	Pass	**Fail**	**Signature & Date**
Massage Techniques			
Transverse Frictions			
Myofascial Release			
Trigger Point Therapy on			
Brachiocephalic			
Epaxial muscles			
Semimenbranosus			
Neural Mobilisation Technique			

Canine Treatment Techniques

Student Name: _____

17. JOINT MOBILISATION TECHNIQUES OF CERVICAL SPINE			
The student should be able to demonstrate and theoretically justify and explain the application of **two** of the following techniques. Passive accessory intervertebral movement (PAIVM) of the **thoraco-lumbar spine**: dorso-ventral motion, lateral glides, rotations, NAGs/SNAGs etc and/ or passive physiological intervertebral movements (PPIVM)			
	Pass	**Fail**	**Signature & Date**
Temporo-mandibular joint			
Atlanto-occipital joint			
Atlanto-axial joint			
C4/5			
Cervico-thoracic junction			

JOINT MOBILISATION TECHNIQUES OF THORACO-LUMBAR SPINE			
The student should be able to demonstrate and theoretically justify/explain the application of **two** of the following techniques. Passive accessory intervertebral movement (PAIVM) of the thoraco-lumbar spine: dorso-ventral motion, lateral glides, rotations, NAGs/SNAGs etc and/or passive physiological intervertebral movements (PPIVM)			
	Pass	**Fail**	**Signature & Date**
T4/5/6			
T10/11/12			
T13/L1			
L6/7			
L7/S1			

Canine Treatment Techniques

Student Name: _____

JOINT MOBILISATION TECHNIQUES OF LUMBOSACRAL AND SACRAL-ILIAC JOINTS			
The student should be able to demonstrate and theoretically justify/explain the principles of joint mobilisation to treat the L/S and S/I joint complexes: PAIVMs and PPIVMs. In this instance both must be demonstrated.			
	Pass	**Fail**	**Signature & Date**
Movement of the ilium on the sacrum: cranial/caudal rotations either using the hind leg or the ilium.			
Shearing/mobilisations of the lumbosacral/SIJ complexes: movement of the ilium on the sacrum, e.g. tubersacralae, tubercoxae.			
Movement of the sacrum on the ilium: PA (dorso-ventral), oblique axis and via the coccygeal vertebrae.			

SACRO-COCCYGEAL COMPLEX			
The student should be able to demonstrate and theoretically justify/explain PAIVMs and PPIVMs.			
	Pass	**Fail**	**Signature & Date**
Sacro-caudal junction			

Canine Treatment Techniques

Student Name: _____

PERIPHERAL JOINTS			
The student should be able to demonstrate and theoretically justify/explain accessory movements, glides where relevant to the following:			
	Pass	**Fail**	**Signature & Date**
Scapulothoracic complex			
Glenohumeral (shoulder) joint			
Cubital (elbow) joint			
Carpal (wrist) joint			
Interphalangeal joints			
Coxofemoral (hip) joint			
Stifle (knee) joint			
Tarsus (hock) joint			

TRACTION TECHNIQUES			
The student should be able to demonstrate and justify one traction technique per region listed and explain the structures being affected: myofascial, neural and skeletal. Note traction may be intermittent or sustained.			
	Pass	**Fail**	**Signature & Date**
Cervical spine including O/C1 and TMJ			
Thoracic spine			
Lumbar spine and pelvic complex.			
Coccygeal vertebrae			
Peripheral joints			

METHODS OF FACILITIATION AND INHIBITION			
The student should be able to describe and demonstrate a technique which may include any of the following: Spray and stretch techniques combined with/without trigger-point therapy, rhythmical stabilisation/proprioceptive techniques, applied neurological rehabilitation techniques, e.g. Bobarth, Carr and Shepherd principles, PNF etc, to:			
	Pass	**Fail**	**Signature & Date**
Inhibit muscle spasticity or spasm			
Facilitate muscle activity			

Completed Handbook

Please send your completed handbook either:

By post to:

VPU Support
Veterinary Postgraduate Unit
University of Liverpool
Faculty of Veterinary Science
Leahurst
Neston
CH64 7TE

Please make sure you send it registered post or take a photocopy of it before sending it. Your handbook will be returned to you at your final exam.

By email to:

vpusupport@liverpool.ac.uk

Scan in all the pages of the tasks signed off, the feedback forms as well as the signed attendance record.