

The Western College of Veterinary Medicine at the University of Saskatchewan is responsible to society to provide a program of study that produces graduates with the knowledge, skills and aptitudes necessary to practice veterinary medicine.

- Graduates are expected to diagnose and manage health conditions in a wide variety of animal species.
- Graduates must provide compassionate care to animals and be able to communicate clearly with owners, regulatory agencies and others.
- Graduates must also meet licensing requirements and pass licensing examinations.

While a disability should not preclude a student from consideration for admission, disabilities must not prevent the student from:

- communicating with owners of animals and colleagues
- observing patients
- collecting and analyzing clinical data
- performing medical and surgical treatments
- maintaining animal and human safety
- demonstrating appropriate judgment during the veterinary training process

Applicants who are admitted to the DVM program will be required to attest that they are able to meet essential skills/technical standards with or without reasonable accommodation.

Essential skills/technical standards

The Western College of Veterinary Medicine (WCVM) at the University of Saskatchewan is committed to collaborating with students to ensure accessibility and to ensure a respectful culture of accommodation. We encourage students to proactively seek accommodations.

After review of the essential skills for veterinary medical education, applicants and students who require reasonable accommodation to fully engage in the program should contact [Access and Equity Services](#) to privately discuss their accommodation needs. Timely requests are essential and encouraged, as, given

the clinical nature of the program, time may be needed to create and implement the accommodation. Accommodations are never retroactive.

Essential skills for veterinary medical education

Applicants and students must demonstrate a number of essential skills and abilities. These are also called “technical standards” and refer to all non-academic criteria that are essential to participation in the program.

Observation

Students should be able to directly obtain information from demonstrations and procedures in pre-clinical and clinical coursework. Students should be able to assess a patient and evaluate findings accurately, detect changes in patient behaviour, physical and mental status to provide appropriate veterinary care. These skills require the use of vision, hearing and touch, or the functional equivalent.

Communication

Students should be able to communicate with clients and all members of the health care team, to establish effective professional relationships in order to elicit and provide information. Students should be able to communicate effectively and sensitively, both in person and in writing.

Motor

Students should, after a reasonable period of time, possess the capacity to directly perform physical examinations and preventive, diagnostic, medical, surgical and emergency procedures. Such actions require some co-ordination of both. gross and fine muscular movements, balance and equilibrium.

Intellectual, conceptual, integrative and quantitative abilities

Students should be able to comprehend, retain and apply detailed and complex information and engage in problem solving in pre-clinical and clinical coursework.

Students are expected to possess the ability to accurately measure, calculate, reason, analyze, synthesize and communicate information. In addition, after a reasonable amount of instruction, students should be able to comprehend spatial and three-dimensional relationships of structures, such as the anatomical

structure of an animal. And students should also be able to adapt to different learning environments and modalities.

Behavioural and social abilities

Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with clients, fellow students, faculty, staff, and the entire health care team. They should be able to fully attend the curriculum, which requires active engagement in educational and clinical activities. They should display flexibility and adaptability and function in a fast-paced, changing environment with the uncertainties and stressors inherent in the clinical problems of many of their patients.

Students must also be able to receive, comprehend and act on informal and formal constructive feedback. Compassion, integrity, concern for others, interpersonal skills, professionalism, interest, motivation, punctuality and consistent attendance are all personal qualities that are expected during the education process.

Ethics and professionalism

Students should maintain and display ethical and professional behaviours commensurate with the role of a veterinarian in all their interactions with clients, patients, faculty, staff, fellow students, the entire health care team and the public. After a reasonable period of time, students should also be able to demonstrate realistic self-assessment of knowledge and skills and engage in personal reflective practice to achieve the competencies of the program and of the profession. The student is expected to understand the legal and ethical aspects of the practice of veterinary medicine and function within the law and ethical standards of the profession.

The essential skills delineated above must be met with or without reasonable accommodation. This policy exists to ensure students who are entering the DVM program are aware of the requirements necessary for the study of veterinary medicine, and they have a reasonable opportunity to complete the program and earn a DVM degree.

After reviewing the essential skills, students who determine that they require reasonable accommodation to fully engage in the program should contact [**Access and Equity Services**](#) to discuss their accommodation needs privately.

Accommodation information, not diagnoses, is shared with appropriate administrative and teaching staff and faculty on a need-to-know basis related to the timely implementation of accommodation. Given the clinical nature of the program, time may be needed to create and implement the accommodation. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.