CONTACT INFORMATION:

Nathalie Rademacher, Dr.med.vet., Dipl. ACVR, Dipl. ECVDI (Course Coordinator)
Associate Professor Diagnostic Imaging
Office Room: 2217
(Clinics)  225 578 9506
(Office)   225 578 9874
Email: nrademac@lsu.edu

<table>
<thead>
<tr>
<th>Faculty Diagnostic Imaging</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. N. Rademacher</td>
<td><a href="mailto:nrademac@lsu.edu">nrademac@lsu.edu</a></td>
</tr>
<tr>
<td>Dr. L. Gaschen</td>
<td><a href="mailto:lgaschen@lsu.edu">lgaschen@lsu.edu</a></td>
</tr>
<tr>
<td>Dr. L. Abbi Granger</td>
<td><a href="mailto:lagranger@lsu.edu">lagranger@lsu.edu</a></td>
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<thead>
<tr>
<th>Diagnostic Imaging Residents</th>
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<tbody>
<tr>
<td>Dr. Grant Middleton</td>
</tr>
<tr>
<td>Dr. Cassaudra Coulter</td>
</tr>
<tr>
<td>Dr. Rebecca Baumruck</td>
</tr>
<tr>
<td>Dr. Caitlin Lawson</td>
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<tr>
<th>Diagnostic Imaging Technical Staff</th>
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<tbody>
<tr>
<td>Mark Hunter</td>
</tr>
<tr>
<td>Rouchelle Gage</td>
</tr>
<tr>
<td>Dawn Kelly</td>
</tr>
<tr>
<td>Ashley O’Neal Kleinpeter</td>
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</tbody>
</table>

Due to clinic service of faculty, consistent office hours are not available. It is recommended that meeting time and location be agreed upon via email.

COURSE MATERIALS:

Moodle:
Please view additional materials via login to Moodle by login to your myLSU account: [http://itsweb.lsu.edu/Moodle/](http://itsweb.lsu.edu/Moodle/)

Recommended Text(s):

COURSE DESCRIPTION:

Goal/Rationale of the Course
The 4-week clinical Diagnostic Imaging rotation is designed as a continuation of the radiographic principles introduced in phase I courses to practice concepts of radiation safety, radiographic image interpretation, anatomy and diagnostic skills. In addition, radiation safety, equipment use, quality control and acquisition of the common radiographic views of the thorax, abdomen, and musculoskeletal system of all species will be practiced in the clinical
setting of the teaching hospital. Specific and common clinical disease processes will be discussed in topic morning rounds using clinical case examples.

**COURSE OBJECTIVES:**

<table>
<thead>
<tr>
<th>After this rotation, you should be able to</th>
<th>List keywords for each objective</th>
</tr>
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<tbody>
<tr>
<td>1. Acquire radiographs of diagnostic quality of all species and all regions.</td>
<td>Diagnostic quality</td>
</tr>
<tr>
<td>2. Use the radiographic equipment.</td>
<td>Radiographic equipment</td>
</tr>
<tr>
<td>3. Apply current radiation safety principles to reduce radiation exposure.</td>
<td>Radiation safety; Radiation exposure</td>
</tr>
<tr>
<td>4. List indications for radiographic studies.</td>
<td>Radiographs; Indications</td>
</tr>
<tr>
<td>5. Systematically assess and describe radiographic images using roentgen signs and the 5 Roentgen opacities.</td>
<td>Roentgen signs; Roentgen opacities</td>
</tr>
<tr>
<td>6. Identify normal anatomical structures in each imaging study.</td>
<td>Radiographic anatomy</td>
</tr>
<tr>
<td>7. Recognize abnormal findings in imaging studies.</td>
<td>Imaging studies; Radiographic abnormalities</td>
</tr>
<tr>
<td>8. List pathological conditions that can produce given abnormal image findings.</td>
<td>Radiographic pathology; Pathophysiology; Imaging findings</td>
</tr>
<tr>
<td>9. Formulate differential diagnoses based on the pattern of observed abnormal image finding.</td>
<td>Differential diagnosis; Imaging findings</td>
</tr>
<tr>
<td>10. Propose a final diagnosis based on the image findings and clinical presentation.</td>
<td>Radiographic diagnosis; Clinical presentation</td>
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</tbody>
</table>

**TEACHING PHILOSOPHY:**

Radiology plays a vital role for the practicing veterinarian as it has impact on therapeutic and prognostic decisions in the care of an animal. The intent of the course is to familiarize the veterinary student with the basic principles of radiographic equipment, animal positioning, image acquisition, radiation safety and radiographic image interpretation. Radiographic positioning and exposure settings are vital in order to acquire radiographs of high diagnostic quality so that they can be interpreted whilst applying radiation safety principles. This is usually the responsibility of the attending veterinarian. Radiographic interpretation through description can be difficult for many beginning and experienced veterinarians alike. To demonstrate the art of image interpretation, numerous images and case examples are used that are better internalized in person rather than on paper and require interaction between the student and teacher so that key concepts are correctly set early on. Expand your radiology knowledge through independent study, direct conversations with mentors, using the teaching file and books and bones provided for you in radiology.

**COURSE POLICIES:**

**Dress code:**
Practical and professional attire is required: sturdy shoes, long pants (jeans or slacks) or scrubs are acceptable. Unacceptable are open toed shoes (that includes Flip flops), dresses or sport clothing.

**Orientation & Scheduling:**
All students must attend the radiology orientation meeting on the first day of the block at 9.30 AM in radiology. Emergency, shadow and work schedules will be assigned during orientation. Students are allowed to make emergency shift schedule switches as long as they are clearly mark the changes on the master calendar posted in ICU and radiology. However, if a switch is made and one student fails to show up for the shift, it is the original student’s responsibility. Repeated problems with switching must be brought to the course director’s attention.

**Attendance/Lateness Policy**
Absences must be pre-approved by the radiology faculty on clinic duty. Two days are allowed per 4-week rotation. Unexcused absences and tardiness will result in an incomplete grade and students will be required to repeat the rotation. Missed days that are made up will not count towards the total allowable excused absences. Please see Phase II attendance requirements below.

**House Keeping:**
10 Computer workstations are available to access the teaching file and eFilm for review of imaging studies. These computers are not to be used to access Facebook, online shopping or gaming sites. If violated, will result in a course grade “C”. Personal items need to be stored in student lockers and or in the green cabinet next to the Nuc Med room in radiology. Personal items are not allowed in radiology (hallways, student work area, etc). Food and drinks are not
allowed in the reading room, hallways or radiographic rooms. White fridge near large animal radiographic suite is for student use and the microwave in the Dermatology rounds room. The radiology microwave or black fridge are for radiology staff and faculty only.

Emergency rounds

Emergency rounds are held every morning in between 7.30-8am in the radiology reading room to discuss cases and radiographs presented to the hospital over night. Every student is welcome to attend.

Procedures for radiographing your patients

1. Check with Technologists to be certain that the examination may be performed at that particular time
2. Have fellow student bring patient to Radiology
3. Enter patient information and select body region on work station in room
4. Position the patient for the first projection and measure part thickness at point of greatest thickness. Note: Standard focal distance from the X-Ray tube to sensor panel is 40 inches (room 2 listed as 117cm)
5. Set the kVp according to the technique chart for that measurement. Adjust mA and time if necessary
6. Place the marker in proper place relative to position or projection and complete positioning of the patient.
7. When satisfied with position, prepare to make exposure by pressing the hand-switch until "boost" is achieved. Please try not to "boost" more than 5 seconds. When all conditions are satisfactory, depress the hand-switch without lifting your finger. Note that exposure is completed when “beep” tone is sounded
8. On preview monitor, check positioning and exposure, and if necessary adjust for a retake. If satisfied adjust patient orientation.
   a. Patients head to the left
   b. Head to the top of image
   c. Extremities: proximal on top of image
9. When examination is completed, send all images to the PACS server and show radiographs to Radiologist on floor duty. If judged satisfactory and complete, end study and have Technologists place a fee and approval on the request form
10. Return the patient back to the stall or cage (unless going to ultrasound) and evaluate radiographs

Natural Disasters (Hurricanes, etc)

Hurricane Season officially runs from June 1st - Nov. 30th. The projected path of tropical storms/ hurricanes are mapped by the National Hurricane Center: [http://www.nhc.noaa.gov/?atlc](http://www.nhc.noaa.gov/?atlc). Please stay aware of impending storm systems. Staff and students of the VTHC are "essential personnel" during disasters affecting our community. The clinic schedule and student responsibilities may change during such events. Students may be required to participate in VTH emergency response efforts depending upon need and safety. Please check in with the radiology faculty on clinics daily beginning 72 hours prior to any storm landfall projected for Louisiana. If you are asked to report for duty during an emergency, your personal safety is the number one priority. Use common sense in your commute and alert the radiology faculty on clinics (225-578-9506) if you are unable to arrive safely.

Preparedness begins at home. Please view the section on hurricane preparedness on Moodle and make sure you and your household is prepared (also visit: [http://www.getagameplan.org/](http://www.getagameplan.org/)).

Home Football Games

Travel to the VTH during football season can be an adventure. Here is some general advice for negotiating the obstacles.

1. Be sure to have your SVM identification badge with you.
2. Approach the SVM via River Road along the levee (rather than Highland Rd).
3. There should be staff, student, and client parking reserved in front of the building for those needing access to the hospital.
4. If there is no parking, contact the campus police officer on duty (225-578-9811) to permit access to the equine clinic parking and parking behind the Dean's office (behind the gate).

GRADING/EVALUATION:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Topic rounds</td>
<td>45%</td>
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<tr>
<td>Friday Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Technical evaluation</td>
<td>30%</td>
</tr>
<tr>
<td>Attitude and Responsibility</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
**Topic Rounds (45% of final grade):**
Topic morning rounds account for 45% of the total grade. Students will be evaluated regarding full and prompt attendance at all rounds, radiographic description and interpretation skills, knowledge of anatomy and pathophysiology as it pertains to radiology as well as participation in small group discussions.

**Friday Quizzes (15% of final grade):**
Four short exams are administered every Friday during the rotation (20 questions). Questions may include multiple choice, matching, and/or a practical format with questions derived from a picture. Attempts to copy or reproduce quizzes/questions for others’ use is a violation of academic honor.

**Technician Evaluation (30% of final grade):**
Students are evaluated regarding technical skills (radiation safety, technical abilities, attitude, time management, professional communication) and participation while part of the radiology team by the radiology technologists. Participation includes full and prompt attendance at all rounds, fulfillment of course paperwork, participation in the clinical hospital service, graded exams and other requirements. Each student will have two graded exams in the second half of the block assessing patient positioning on a patient of your choice, one small animal (thorax or abdomen) and one large animal (carpus or fetlock). The student declares a patient as their graded exam with the option of aborting the study at any time and choosing a different patient for their exam.

**Attitude and Responsibility (10% of final grade):**
Courtesy, honesty, timeliness and teamwork are expected from each student beginning with your first contact with faculty and staff in radiology extending to the hospital throughout your entire block.

**E*Value:**
Competencies will be completed online using E*Value, to provide feedback and recommendations for improvement by the faculty in charge of topic morning rounds. Evaluation will be completed weekly and send out to students with a summary at the end of the block provided.

** ASSIGNMENTS/RESPONSIBILITIES:**

**Radiation safety**
On your first day of your rotation, complete the radiation safety paper found on Moodle by login to your myLSU account: [http://itsweb.lsu.edu/Moodle/](http://itsweb.lsu.edu/Moodle/)
Failure to follow radiation safety protocols (lead gloves, lead apron, thyroid shield and proper positioning techniques (sedation and sandbags, positioning devices) will result in the student having to hold an oral essay or power point presentation to the group on radiation protection for a grade that day.

**Badges**
Badges measure radiation exposure using a radiation sensitive film in a plastic holder and are developed by the film badge company every month. These readings are stored in a secure database in a lifelong document associated with your social security number. The badges are stored on the wall in the closet with the black fridge. If you do not find your badge, please inform Dawn Kelly in radiology. Do not take badges home under any circumstance since they can be exposed by light, pressure and heat, which will result in a false reading. Keep them clipped to the request box in the radiology hallway when not in use and during emergency coverage.
Please inform radiology in case of a pregnancy, so we can arrange for the additional fetal radiation badge and review other safety measures to keep you safe during your pregnancy.

**Acquiring Radiographs/Technical Abilities/Radiation Safety**
Students are responsible for acquisition of radiographs of clinical cases presented to the teaching hospital. A radiology technologist, radiology house officer or radiologist must supervise all studies when in the rooms to ensure that radiation safety, positioning, collimation, exposure etc. are applied correctly. This is an excellent opportunity to learn how to position animals to acquire radiographs of excellent diagnostic quality in clinical patients as well as see a variety of normal and abnormal radiographs. Duties include:
- Assisting other radiology students with image acquisition under supervision of a technologist
- Get approval from the radiologist or resident on duty
- Submit request form to technologist for fee assessment upon completion
- Cleaning the radiology tables after each examination and the floors in small and large animal rooms at 4.30Pm every day
Hanging lead aprons, thyroid shields and gloves on provided racks in each room

Emergency Coverage
Emergency service (weekdays, weekends and holidays) will be assigned on the first day of the block. Students are allowed to make emergency shift schedule switches as long as they are clearly mark the changes on the master calendar posted in ICU and radiology. However, if a switch is made and one student fails to show up for the shift, it is the original student’s responsibility. Repeated problems with switching must be brought to the course director's attention. Emergency radiographs are to be made only by the Radiology student on duty to ensure complete studies, proper orientation and excellent diagnostic quality pending patient condition. A radiology request must be submitted with the complete animals information and history. Write your phone number on the white board in radiology in the designated field. Shifts include the following:
- Weekdays from 5 pm – 10 pm
- Weekends and holidays 9am -5pm and 3pm-11 pm

Topic Morning Rounds
Topic rounds and Friday quizzes take place in the radiology reading room or in Classroom 2102 (from February through May). Preparation in advance on topics is expected as advised by the faculty or resident in charge. A more detailed schedule of topics can be found below. Each student will be asked to describe a radiograph aloud using the systematic approach and Roentgen signs and to formulate an appropriate diagnosis with differential diagnosis based on image description provided by the student.

Teaching file
A list of 60 cases (small animal or large animal biased) will be handed out on the first day of rotation. The purpose of this teaching file is for self-study and self-assessment to increase knowledge and disease recognition in addition to adding to the mental image data bank of radiographic appearance of disease and pathophysiology.

Shadowing
Typically once a week, one or more student will shadow the radiologist or residents in the reading room when they describe or discuss clinical cases. In addition, hard copy radiographs related to the weekly topic covered in the morning rounds are available for self-study purposes in front of the viewing station in the reading room. If not, please contact the resident in charge.

Feedback
Please provide feedback by the end of the block found on Moodle by login to your myLSU account: http://itsweb.lsu.edu/Moodle/

COURSE CONTENT AND OUTLINE:
The radiology rotation creates ample opportunity for self-study and technical training.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Thorax – small and large animal</td>
</tr>
<tr>
<td>2</td>
<td>Cardiology – congenital and acquired</td>
</tr>
<tr>
<td></td>
<td>Axial Skeleton – Small and Large Animal</td>
</tr>
<tr>
<td>3</td>
<td>Extremities – small and large animal</td>
</tr>
<tr>
<td>4</td>
<td>Abdomen – Small Animal</td>
</tr>
</tbody>
</table>

Week 1: Small and Large Animal Thorax
Monday
- Orientation starting at 9AM
- Read radiation safety paper on Moodle
- Review of radiation safety principles and explanation of radiographic equipment, assignments of clinical and emergency duty, etc.
- Hand out of teaching file
- Introduction to systematic approach and paradigms for thoracic radiography by resident at 12PM

Tuesday through Thursday 8-9.30AM
- Topic rounds covering small and large animal thoracic radiography

Friday 8 – 9.30AM
- Quiz covering small and large animal thoracic radiography
- Review session of quiz and thoracic paradigms
- Introduction of radiographic principles and systematic approach for cardiology and the axial skeleton in small and large animals

**Week 2: Cardiology and axial skeleton**

*Monday through Thursday 8-9.30AM*
- Topic rounds with case examples covering small animal cardiac diseases and diseases affecting the axial skeleton in small animals and horses

*Friday 8 – 9.30AM*
- Quiz covering small animal cardiology and axial skeleton
- Review session of quiz, cardiology and axial skeleton paradigms
- Introduction of radiographic paradigms for the appendicular skeleton

**Week 3: Extremities**

*Monday through Thursday 8-9.30AM*
- Topic morning rounds covering small and large animal (horses) appendicular skeletal diseases

*Friday 8 – 9.30AM*
- Quiz covering small and large appendicular cases
- Review session of quiz
- Introduction of radiographic principles for the abdomen

**Week 4: Abdomen**

*Monday through Thursday 8-9.30AM*
- Topic morning rounds covering small animal abdomen including special procedures of the GI and urinary tract

*Friday 8 – 9.30AM*
- Quiz covering all topics of the past 4 weeks
- Review session of quiz
- Summary session of all topics covered

**RESOURCES:**
- Moodle:
  - Radiation Safety Paper
  - Eklin user guide
  - Contrast Imaging Handbook
  - Anatomy CD Interactive radiographic anatomy program
  - Lecture notes provided by Dr. Granger
  - Teaching files, large animal or small animal biased
- Archive of hard copy radiographs are available in the reading room in front of the viewer in the reading room.
- Radiologists:
  - The radiologist and radiology residents are all available and willing to answer any questions related to radiology

**PHOTOGRAPHS AND VIDEO OF PATIENTS:**
Photographs and video may be taken of patients for educational purposes (e.g., for use in abstracts, articles, and presentations). Any photographs and video for use by the media may not be taken without the express consent of the patient’s owner. Verbal consent by the animal’s owner is an acceptable means of gaining permission to photograph/video the patient. If a member of the media is present in the hospital and wishes to take background footage of clinicians and students working with animal, no close-up shots are permitted such that the animal would be identified by its owner. All media requests must be directed to the LSU – School of Veterinary Medicine Public Relations Director, Mrs. Ginger Guttner.
POSTINGS ON INTERNET/ SOCIAL NETWORKING SITES:
Posting, releasing, or otherwise disclosing photos, identifiable case descriptions, images, or records related to the educational, clinical, or research activities of the LSU - School of Veterinary Medicine, outside of the LSU - School of Veterinary Medicine via social networking sites (e.g. MySpace, Facebook, Twitter, etc.) or via other than standard professional means of query and/or dissemination of educational, clinical, or research information is prohibited. This policy applies to all students, faculty, staff, clients, and visitors of the LSU - School of Veterinary Medicine and to all activities of the LSU - School of Veterinary Medicine, on or off campus, related to veterinary clinical services and teaching and research labs. Pictures of animals (whether owned by University or client), and client information are strictly forbidden from being published or posted on social networking sites such as “Facebook”, “Twitter”, and “Myspace”; and non-educational blogs, message boards, or internet websites; without the prior approval from an appropriate Supervisor, Department Head, Director of the LSU – School of Veterinary Medicine Veterinary Teaching Hospital, or the Director of the Louisiana Animal Disease Diagnostic Laboratory. This policy is to promote the safety and privacy of students, faculty, staff, clients, and visitors. Failure to comply with this policy could result in damage to persons or property, may be a violation of legal, professional, and/or ethical obligations, and may result in disciplinary action by the LSU - School of Veterinary Medicine, up to and including dismissal.

ATTENDANCE REQUIREMENT:
All students in the Phase II curriculum may be allowed a maximum of six (6) excused absences (this may be days or portions thereof, depending on the desires of the block mentor and course coordinator) which require no form of remediation. Additional days, for the days of the examination only, will be allowed to take the North American Licensing Examination. Examples of excused absences that may be allowed are: job interviews, state board examinations, family emergencies, illness, and attendance of professional meetings.

The block mentor shall have the final authority on granting an excused absence. Resolution of a dispute over excused absences shall be the duty of the Associate Dean for Student Affairs. Block mentors will be encouraged to allow any necessary excused absence, however insufficient student numbers on a block may preclude the approval of an excused absence. A maximum of two excused absences will be allowed per four week block and one excused absence per two week block. If a student exceeds the number of excused absences allowed per block then remediation may be required to pass the block (such as additional assignments or making up time lost).

If a student misses more than 2 days in any block's grading period, then remediation may be required. These missed days include boards and excused absences (i.e. travel to and from boards and the boards). All excused absences greater than the six days allowed may require remediation. A written notification to the Associate Dean for Student Affairs for approval will be required at least four weeks in advance in anticipation of any anticipated excused absence over 6, or as soon as possible after an unanticipated excused absence. The Course Coordinators will forward a copy of any excused absence to the VCS office for tabulation. A written confirmation of the absence may be required. A written excuse may be required. If a written excuse cannot be obtained, then the absence will be considered unexcused. Any unexcused absence will require remediation and/or possible failure of the block.

LSU SCHOOL OF VETERINARY MEDICINE ACADEMIC MISCONDUCT POLICY:
The LSU Code of Student Conduct applies to the School of Veterinary Medicine within the Code is the Academic Misconduct Policy, which outlines the School of Veterinary Medicine expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the LSU Code of Student Conduct Policy and for living up to their pledge not to violate the Code.

I. It shall be a violation of this Code for a student to cheat.
II. It shall be a violation of this Code for a student to knowingly circumvent any course requirement.
III. It shall be a violation of this Code for a student to steal.
IV. It shall be a violation of this Code for a student to purposely impair another student’s educational opportunity.
V. It shall be a violation to act in a manner which is detrimental to the moral and ethical standards of the veterinary medical profession.
VI. It shall be a violation for a student to knowingly deceive another student, faculty member, or professional associate with the intent to gain advantage, academic or otherwise, for said student or for any other student.
VII. It shall be a violation for any student to fail to report any infraction of the LSU Code of Student Conduct.
Conduct Policy to an appropriate representative.

LSU Code of Student Conduct can be found at:
http://saa.lsu.edu/code-student-conduct

SEXUAL HARASSMENT POLICY:
The University reaffirms and emphasizes its commitment to provide an educational and work environment free from sexual harassment and to provide a means to remedy sexual harassment that employees may have experienced. (PS-73 Sexual Harassment and PS-95 Sexual Harassment of Students)

The intent of this policy is to express the University’s commitment and responsibility to protect its students from sexual harassment and from retaliation for participating in a sexual harassment complaint. It is not intended to infringe upon constitutionally guaranteed rights nor upon academic freedom. In considering allegations of sexual harassment, the University must be concerned with the rights of both the complainant and the accused.

All proven cases of sexual harassment shall result in appropriate disciplinary action. The severity of the disciplinary action shall be consistent with the seriousness of the act of sexual harassment. Additionally, under appropriate circumstances, the University may take action to protect its students from sexual harassment by individuals who are not students of the University. If the alleged harasser is a student, the Dean of Students Office must be notified of the complaint.

Student Advocacy & Accountability, Office of the Dean of Students, LSU Student Life & Enrollment, 340 LSU Student Union, Baton Rouge, LA 70803, Phone: (225) 578-4307 Fax: (225) 578-5637 dossaa@lsu.edu

GENERAL STATEMENT ON ACADEMIC INTEGRITY:
Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.
Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

AMERICANS WITH DISABILITIES ACT:
Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services (DS). DS is located in 115 Johnston Hall. Phone is 225-578-5919. To receive academic accommodations for this class, please obtain the proper DS forms and meet with me at the beginning of the class. The Office of Veterinary Education and Student Affairs can help you if you have questions as well. http://disability.lsu.edu/students

SYLLABUS CHANGE POLICY:
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advanced notice.

COPY STATEMENT:
Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act (Section 110(1) of the Copyright Act) http://www.copyright.gov/docs/regstat031301.html.
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<thead>
<tr>
<th>SVM INSTITUTIONAL LEARNING GOALS/OBJECTIVES:</th>
<th>AVMA – COE Competency</th>
<th>VMED 5454 Course Objective</th>
<th>Assessment Method</th>
<th>Teaching Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency One: Comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management</td>
<td></td>
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<tr>
<td>1.2 Patient Assessment/Clinical Thinking Skills</td>
<td></td>
<td>1, 4, 5, 6, 7, 8, 9, 10</td>
<td>Oral patient presentation; Participation; Clinical performance rating/checklist</td>
<td>Case based instruction/learning; Discussion, Small group; Clinical experience-Inpatient</td>
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<tr>
<td>1.3 Knowledge Base/Basic Pathophysiology</td>
<td></td>
<td>1, 4, 5, 6, 7, 8, 9, 10</td>
<td>Oral patient presentation; Participation; Clinical performance rating/checklist</td>
<td>Case based instruction/learning; Discussion, Small group; Clinical experience-Inpatient</td>
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<tr>
<td>1.5 Participation in Patient Discussions</td>
<td></td>
<td>1, 4, 5, 6, 7, 8, 9, 10</td>
<td>Oral patient presentation; Participation; Clinical performance rating/checklist</td>
<td>Case based instruction/learning; Discussion, Small group; Clinical experience-Inpatient</td>
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<tr>
<td>Competency Two: Comprehensive treatment planning including patient referral when indicated</td>
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<tr>
<td>2.2 Understanding Therapeutic Modalities and Availability (would include knowledge of referral services available)</td>
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<td>1, 4, 5, 6, 7, 8, 9, 10</td>
<td>Oral patient presentation; Participation; Clinical performance rating/checklist</td>
<td>Case based instruction/learning; Discussion, Small group; Clinical experience-Inpatient</td>
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<tr>
<td>Competency Five: Basic medicine skills, experience and case management</td>
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<tr>
<td>5.2 Medical experience gained through rotation</td>
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<td>1-10</td>
<td>Oral patient presentation; Participation; Clinical performance rating/checklist</td>
<td>Case based instruction/learning; Discussion, Small group; Clinical experience-Inpatient</td>
</tr>
<tr>
<td>Competency Eight: Client communications and ethical conduct</td>
<td></td>
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</tr>
<tr>
<td>8.2 Working with Health Care Team</td>
<td></td>
<td>1, 2, 3, 4</td>
<td>Oral patient presentation; Participation; Clinical performance rating/checklist</td>
<td>Case based instruction/learning; Discussion, Small group; Clinical experience-Inpatient</td>
</tr>
<tr>
<td>8.5 Reliability/Thoroughness/Punctuality/Appearance</td>
<td></td>
<td>1-10</td>
<td>Oral patient presentation;</td>
<td>Case based instruction/learning;</td>
</tr>
<tr>
<td>Participation; Clinical performance rating/checklist</td>
<td>Discussion, Small group; Clinical experience-Inpatient</td>
<td></td>
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</tbody>
</table>