

CONTACT INFORMATION:

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COURSE MATERIALS:

Recommended Texts:

Smith, Large Animal Internal Medicine, 4th edition, Mosby/Elsevier, 2009
 Fubini & Ducharme, Farm Animal Surgery, Saunders, 2004
 Smith & Sherman, Goat Medicine, 2nd edition, Wiley-Blackwell, 2009
 Pugh & Baird, Sheep & Goat Medicine, 2nd edition, Elsevier, 2012
 Haskell, 5-Minute Veterinary Consult: Ruminant, Wiley-Blackwell, 2008
 Cebra, et al., Llama & Alpaca Care, Elsevier, 2014
 Zimmerman, et al., Diseases of Swine, 10th edition, Wiley-Blackwell, 2012
 Plumb, Plumb’s Veterinary Drug Handbook, 7th edition, Wiley-Blackwell, 2011
 Class notes

Numerous other texts are valuable resources as well – if interested, ask FA clinicians for additional resources

COURSE DESCRIPTION:

Students on this rotation are assigned to the Veterinary Teaching Hospital’s Food Animal Service. This rotation is comprised of both In-House and Ambulatory services. It provides a setting for learning about referral and non-referral diseases with primary case management of food animals. Diagnostics, medical & surgical treatments, and herd health management of cases involving food animals are managed. Students are directly supervised by technicians and faculty. Students will also be supervised by House Officers (interns and residents) when they are on the service.

Goal/Rationale of the Course:

The primary goal of this course is to teach you to think like a clinician. This process incorporates everything from obtaining a clinical history (past and present) from the client, performing a complete physical examination and working up a case, to the actual treatment, care and aftercare of the patient. It ends with discharging the patient, educating the client in aftercare and patient follow-up as necessary.

COURSE OBJECTIVES:

| List course/clerkship learning objectives: | List keywords for each objective: |
|---|--|
| 1. Perform a complete physical exam. | Complete physical exam |
| 2. Practice physical restraint techniques of livestock. | Physical restraint techniques livestock |
| 3. Obtain a past and present medical history. | Past-present medical history |

| | |
|--|---|
| 4. Formulate an appropriate general vaccination schedule for beef cattle, dairy cattle, small ruminants and swine. | Vaccination beef cattle; Dairy cattle; Small ruminants; Swine |
| 5. Formulate an appropriate parasitological program for beef cattle, dairy cattle, small ruminants and swine. | Parasitological program beef cattle; Dairy cattle; Small ruminants; Swine |
| 6. Record complete medical records & discharge summaries. | Medical records; Discharge summaries |
| 7. Practice client communication skills – both oral and written. | Client communication skills: oral, written |
| 8. Discuss regulatory veterinary practices performed by accredited veterinarians. | Regulatory veterinary practices; Accredited veterinarians |
| 9. Recognize zoonotic diseases and protect yourself and others when working on animals with potential zoonotic diseases. | Zoonotic diseases |
| 10. Evaluate test results. | Test results |

TEACHING PHILOSOPHY:

Students will be expected to take incoming cases from clients, work them up, treat and care for them, and discharge them back to clients. This includes writing and updating all medical records for the patients hospitalization period. These tasks will be under the watch of food animal clinicians and technicians. In order to best benefit from the food animal rotation, students should review current literature and appropriate texts for information regarding food animal medicine and surgery. As time permits, clinical rounds will be held on specific topics of the clinician's choosing, but students may suggest topics in which they would be interested in learning.

COURSE POLICIES:

Equipment:

Practical and professional attire is required: either clean, green scrub tops with blue jeans/khaki pants or coveralls and a name tag. Students should be prepared with basic supplies for examination, including stethoscope, watch/timer, thermometer, bandage scissors, hemostat, pen light, and a small note pad or notebook.

Orientation:

All students should arrive at either Large Animal Receiving or Room 1901 (Food Animal Treatment) at 8am on the 1st day of the rotation. Food Animal technicians and clinicians will orient students.

Attendance Requirements:

Absences must be pre-approved by a food animal faculty mentor. Requests should be made two weeks prior to the start of the rotation and an absentee request form signed. These forms can be found in the VCS office. Unexcused absences will result in an incomplete grade and students will be required to repeat the days missed or the entire 2 week rotation. Students may be required to make up any time missed during a rotation, no matter the cause. Missed days that are made up will not count towards the total allowable excused absences. Please see the Phase II attendance requirements below. If ill, the student must contact the attending clinicians. An absentee form needs to be signed as soon as the student is back in clinics.

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.

Natural Disasters (Hurricanes, etc.):

Hurricane Season officially runs from June 1st - Nov. 30th. The projected paths of tropical storms/hurricanes are mapped by the National Hurricane Center: <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 with the faculty member 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 Large Animal ICU (225-614-5263), Large Animal Reception (225-578-9500) or the emergency clinician if you are unable to arrive safely.

GRADING/EVALUATION:

The standard SVM grading scale listed below will be used with grades rounded to the nearest percentage point.

| | |
|----|----------|
| A+ | 97-100 % |
| A | 93-96 % |
| A- | 90-92 % |
| B+ | 87-89 % |
| B | 83-86 % |
| B- | 80-82 % |
| C+ | 77-79 % |
| C | 73-76 % |
| C- | 70-72 % |
| D+ | 67-69 % |
| D | 63-66 % |
| D- | 60-62 % |
| F | <60 % |

VMED 5463/5468
FOOD ANIMAL HEALTH MANAGEMENT

Student _____ Block _____ Date _____

| | | Excellent | Very Good | Adequate | Needs Improvement | Inadequate |
|----------------------|--|-----------|-----------|----------|-------------------|------------|
| KNOWLEDGE 40PTS | MEDICAL KNOWLEDGE: Obtaining history; Problem list; Plans for diagnostics; Interpretation of laboratory results; Explain pathogenesis; Plans for treatment; Explain prevention. | 10 | 9 8 | 7 6 | 5 4 | 3 2 1 |
| | SURGICAL KNOWLEDGE: Anatomy and physiology; Instruments and uses; Therapeutics; Surgical procedures; Pre- and post-operative management | 10 | 9 8 | 7 6 | 5 4 | 3 2 1 |
| | ROUNDS: Case presentation; Participation in discussion; Literature review | 10 | 9 8 | 7 6 | 5 4 | 3 2 1 |
| | HERD HEALTH: Herd diagnostics; disease prevention; Herd production | 10 | 9 8 | 7 6 | 5 4 | 3 2 1 |
| SKILLS 30 PTS | DIAGNOSTIC SKILLS: Physical exam; Diagnostic procedures and techniques; Problem solving; Develop diagnostic plan. | 10 | 9 8 | 7 6 | 5 4 | 3 2 1 |
| | THERAPEUTIC SKILLS: Manipulative; Surgical skills; Administration of treatments; Develop therapeutic plans. | 10 | 9 8 | 7 6 | 5 4 | 3 2 1 |
| | COMMUNICATION: With clients; With clinicians; Expression of thoughts, plans and ideas | 5 | 4 | 3 | 2 | 1 |
| | CLINICAL PROFICIENCY: Ability to transfer facts to actual clinical problem solving | 5 | 4 | 3 | 2 | 1 |
| RESPONSIBILITY 20PTS | MEDICAL RECORDS: Daily SOAPs; Field Service records; Problem lists; Reports; Forms; Discharge instructions | 10 | 9 8 | 7 6 | 5 4 | 3 2 1 |
| | PATIENT CARE: Feeding; Grooming; Organization; Timely treatments; Nursing care | 10 | 9 8 | 7 6 | 5 4 | 3 2 1 |
| ATTITUDE 10PTS | PARTICIPATION/ENTHUSIASM: Attendance; Emergency duty; Completion of assigned tasks; Cleanliness of equipment, work area and vehicles; Willingness to learn; Persistence | 5 | 4 | 3 | 2 | 1 |
| | PROFESSIONALISM: Cooperation with peers, staff, and faculty; Willingness to help; Overall professional maturity | 5 | 4 | 3 | 2 | 1 |
| | | | | | | |

Total: _____

Comments:

Clinician's signature: _____

ASSIGNMENTS/RESPONSIBILITIES:

Students present a short oral presentation in the last week of each rotation. Topics are chosen by students with clinician's approval.

Patient Care:

Students are responsible for performing and documenting the medical history and physical examination findings, and relaying that information to other team members and the medical record.

Students are responsible for assisting in case management under the supervision of the attending veterinarian and technical staff. This includes walking patients (if applicable), keeping the stall clean (in conjunction with DLAM personnel), daily treatments, performing and assisting with technical procedures and diagnostic sample collection, requesting and organizing diagnostic procedures and medical treatments.

Client Communication:

The student will call the owner of an inpatient every night unless other arrangements have been made. Any pertinent information will be recorded on a telephone report form or added to the progress notes. The student will follow up on pending lab work by checking with the clinician and notifying the client of the results.

Medical Record Keeping:

Students are responsible for performing and documenting the medical history and physical examination findings, and relaying that information to other team members and the medical record.

Students are responsible for medical record documentation, including writing case summaries for patient discharge.

Clinic Procedures:

Clinical record:

The clinical record should be reviewed prior to the appointment. It should be reviewed to note previous problems, previous testing, discharge summaries and other pertinent facts.

New cases:

The student will complete the history form with the client for all new cases in the greatest detail possible.

Information should include names of drugs, length of treatment, date last treatment given, current medication, any related animals or in-contact animals or people, specific testing performed by another veterinarian and response to treatment. During the appointment the general history form, including systems review on physical examination form should be filled out.

Returning cases: The student will review with the client, compliance with instructions/drugs and owner's perception of change in the condition – improvement or worsening.

Examination:

A physical exam will be performed by the student with the clinician (or without dependent upon the specific case). The student will create a problem list, a differential diagnosis list for each problem and consider what diagnostics/treatments would be appropriate to perform. The case will be presented to the clinicians and students. The problem list, differential list, diagnostic and therapeutic plan will be discussed and refined. When working with an animal with a possible zoonotic disease, appropriate precautions will be taken to inform personnel restraining the animal of the clinical suspicion and placing appropriate signs on the stall door.

Keeping day or overnight patients:

Treatments will be the responsibility of the student in charge of the case. All records will remain in the hospital. All inpatients require a SOAP, to be completed and in the record by 8:00 AM. Each page needs to be signed and dated and stamped with the patient information.

Discharge summaries

Discharge summaries should be finalized with fee sheet ready to review 30 minutes prior to discharge.

Discharge summaries should include problem list/diagnosis, procedures performed, medication dispensed with possible side effects, purpose of drug, timing of re-evaluation, and withdrawal times for milk and meat.

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, the Director of the Louisiana Animal Disease Diagnostic Laboratory, or the Director of Laboratory Animal Medicine. 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.

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 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.

GROUP WORK AND UNAUTHORIZED ASSISTANCE:

All work must be completed without assistance unless the faculty member gives explicit permission for group or partner work. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faculty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

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.

SVM INSTITUTIONAL LEARNING GOALS/OBJECTIVES ALIGNED WITH COMPETENCIES:

| SVM 9 +1 Clinical Competency Anchor Points | | | |
|--|--|---------------------------|------------------------------|
| Competency One: <i>Comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management</i> | | | |
| | Aligned with VMED <u>5463/5468</u> Learning Objective | Assessment Method | Teaching Method |
| 1.1 History/Physical Examination | 1, 2, 3 | Oral Patient Presentation | Patient Presentation-Learner |
| 1.2 Patient Assessment/Clinical Thinking Skills | 1, 2, 10 | Oral Patient Presentation | Patient Presentation-Learner |
| 1.3 Knowledge Base/Basic Pathophysiology | 1, 4, 5, 10 | Oral Patient Presentation | Patient Presentation-Learner |
| 1.4 Diagnostic Skills/Clinical Laboratory Assessment | 1, 2, 5, 10 | Oral Patient Presentation | Patient Presentation-Learner |
| 1.5 Participation in Patient Discussions | 3, 7 | Oral Patient Presentation | Patient Presentation-Learner |
| 1.6 Medical Records | 6 | Oral Patient Presentation | Patient Presentation-Learner |
| Competency Two: <i>Comprehensive treatment planning including patient referral when indicated</i> | | | |
| 2.1 Treatment planning | 3, 4, 5, 6 | Oral Patient Presentation | Patient Presentation-Learner |
| 2.2 Understanding Therapeutic Modalities and Availability (<i>would include knowledge of referral services available</i>) | 1-10 | Oral Patient Presentation | Patient Presentation-Learner |
| Competency Three: <i>Anesthesia and pain management, patient welfare</i> | | | |
| 3.1 Anesthesia/Patient Status/Response/Plans | 3 | Oral Patient Presentation | Patient Presentation-Learner |
| 3.2 Pain Management/Patient Welfare/Empathy | 1-10 | Oral Patient Presentation | Patient Presentation-Learner |
| Competency Four: <i>Basic surgery skills, experience, and case management</i> | | | |
| 4.1 Basic surgical skills | 1-10 | Oral Patient Presentation | Patient Presentation-Learner |
| 4.2 Surgical experience gained through rotation | 1-10 | Oral Patient Presentation | Patient Presentation-Learner |

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| 4.3 Case Management | 1 | Oral Patient Presentation | Patient Presentation-Learner |
| Competency Five: <i>Basic medicine skills, experience and case management</i> | | | |
| 5.1 Basic medical skills/ Case Management | 1, 2, 4, 5 | Oral Patient Presentation | Patient Presentation-Learner |
| 5.2 Medical experience gained through rotation | 1-10 | Oral Patient Presentation | Patient Presentation-Learner |
| Competency Six: <i>Emergency and intensive care case management</i> | | | |
| 6.1 Emergency Care Management | 1, 10 | Oral Patient Presentation | Patient Presentation-Learner |
| 6.2 Intensive Care Management | 10 | Oral Patient Presentation | Patient Presentation-Learner |
| Competency Seven: <i>Health promotion, disease prevention/biosecurity, zoonosis, and food safety</i> | | | |
| 7.1 Health Maintenance/promotion | 4, 5, 7, 8 | Oral Patient Presentation | Patient Presentation-Learner |
| 7.2 Disease prevention/Control/Eradication | 4, 5, 7, 8 | Oral Patient Presentation | Patient Presentation-Learner |
| 7.3 Biosecurity | 4, 5, 7, 9 | Oral Patient Presentation | Patient Presentation-Learner |
| 7.4 Zoonosis | 4, 5, 7, 8, 9 | Oral Patient Presentation | Patient Presentation-Learner |
| 7.5 Food Safety | 4, 5, 7, 8, 9 | Oral Patient Presentation | Patient Presentation-Learner |
| Competency Eight: <i>Client communications and ethical conduct</i> | | | |
| 8.1 Client Communication/Client Education/Discharge Summary | 6, 7 | Oral Patient Presentation | Patient Presentation-Learner |
| 8.2 Working with Health Care Team | 1-10 | Oral Patient Presentation | Patient Presentation-Learner |
| 8.3 Ethical Conduct | 1-10 | Oral Patient Presentation | Patient Presentation-Learner |
| 8.4 Emotional Stability | 1-10 | Oral Patient Presentation | Patient Presentation-Learner |
| 8.5 Reliability/Thoroughness/Punctuality/Appearance | 1-10 | Oral Patient Presentation | Patient Presentation-Learner |