

CONTACT INFORMATION:

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COURSE MATERIALS:

Greene, Infectious Diseases of the Dog and Cat, 4th edition, Elsevier 2012
 Holstrom, Veterinary Dentistry, 2nd edition, Elsevier, 2013
 Landberg, Behavior Problems of the Dog and Cat, 3rd edition, Elsevier, 2013
 Landsberg, Behavior Advice for Clients, 1st edition, Lifelearn, 2012
 Hand, Small Animal Clinical Nutrition, 4th edition, Mark Morris Institute, 2000
 Muller, Kirk, Small Animal Dermatology, 7th edition, Elsevier, 2013
 AAHA Canine vaccine guidelines 2017 www.aaaha.org
 AAHP Feline Vaccination Advisory Report 2013 www.catvets.com
 AAHP feline retrovirus management guidelines, *Journal of Feline Medicine/Surgery* (2008) 10, 300-316
 Canine and feline heartworm testing/treatment guidelines www.heartwormsociety.org

COURSE DESCRIPTION:

Community Practice is designed to provide an environment where students will experience a caseload typical in a day practice. The goal of this service is to help produce “practice ready” veterinarians. During the two week rotation, students will learn appropriate vaccination protocols, deworming protocols, heartworm testing and treatment, basic nutrition, behavior and dentistry. Students will also have rounds on subject matters including integrative medicine, toxic plants, behavior, nutrition, theriogenology, dentistry and vaccinology.

COURSE OBJECTIVES:

List course/clerkship learning objectives: <i>(please add rows as needed)</i> <i>By the end of the rotation students should be able to perform:</i>	List keywords for each objective (to be used for searching.)
1. Perform a complete physical exam	Physical exam
2. Aging puppies and kittens.	Aging by teeth; Dogs and cats
3. Formulate an appropriate vaccination schedule specific to an individual patient.	Vaccination protocol
4. Formulate an appropriate deworming schedule specific to an individual patient.	Deworming
5. Diagram the heartworm lifecycle and demonstrate the appropriate timing of testing in dogs.	Heartworm disease
6. Identify common intestinal parasites microscopically.	Intestinal parasites; Fecal exam
7. Identify common skin disorders and give appropriate treatments.	Demodex; Scabies; Ringworm; Fleas
8. Describe heartworm treatment protocols specific to an individual patient.	Heartworm disease
9. Tabulate RER for an individual patient.	RER; Nutrition
10. Review AFCO statements and assess information from the statement.	AFCO; Nutrition
11. Compare/contrast foods for both dogs and cats.	Nutrition

12. Practice vaccination skills.	Vaccination
13. Practice venipuncture.	Venipuncture
14. Record complete medical records/discharge summaries.	Record keeping
15. Formulate a preventive health program for an individual patient.	Preventive medicine
16. Practice communication skills.	Communication
17. Understand the concept of fear free/low stress handling of dogs and cats	Low stress handling; Physical exam
18. Understand the nuance of reading body language of dogs and cats	Body language; Physical exam

TEACHING PHILOSOPHY:

Community Practice is designed to emulate a typical day practice and provide students with a hands-on experience. The goal of the service is to teach the practice of preventive medicine and how to individualize treatments, vaccines, etc for each specific patient. Hands on practice will include but is not limited to venipuncture, animal restraint, aging young animals, fecals, HW testing, FeLV and FIV testing, skin scrapes, FNA, U/A, administering vaccinations, heartworm treatments, and placing microchips. Developing good communication skills and record keeping is emphasized. Learning the art of reading body language in dogs and cats and performing low stress/fear free physical exams is emphasized. Begin with an open mind and a positive attitude and you will finish “practice ready”

COURSE POLICIES:

Equipment:

Practical and professional attire is required: clean scrubs with a clean white lab coat and a name tag. Students should be prepared with basic supplies for examination, including stethoscope, watch/timer, thermometer, bandage scissors, pen light, reflex hammer, and a small note pad or notebook.

Orientation & Scheduling

All students should attend the required sessions for small animal medicine. The Community Practice nurses will orient you for Community Practice beginning at **8am** on the first day of the block in the Community Practice room (1606C).

Attendance / Lateness Policy:

Absences must be pre-approved by Dr. Welborn. Special schedule requests should be made two weeks prior to the start of the rotation. Unexcused absences and tardiness will result in an incomplete grade and students will be required to repeat the 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

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>.

GRADING/EVALUATION:

Grades are determined by level of preparation and daily participation. Students are expected to be on time if not early each day. Students are expected to work well together and be helpful to his/her classmate. Medical records and discharge summaries are to be completed by the end of each working day. Client call-backs are to be completed by noon the day after the client appointment. Students are expected to leave his/her workstation clean and orderly at the end of each working day. If a heartworm treatment patient is in the hospital , the student is expected to provide basic patient care (food, water, clean cage and walks outside). If the heartworm patient is kept overnight, appropriate ICU paperwork and protocol should be followed. Phone call updates should be provided to the owner during the hospital stay.

All of the above are evaluated to determine grade (A-F).

Three projects or homework are required during the two weeks. The first is nutrition based. The student is expected to perform a nutrition assessment on 3 patients over the 2 week period and fill out a worksheet for each case. The second involves communication. Our exam rooms have audio/video capability. We expect each student to assess one interaction per week and critique that assessment using a communication document provided. The assessments will be evaluated on Fridays. The final homework **needs to be completed prior to the start of the Community Practice rotation**. We require each student to **complete Level 1 of the Fear Free certification program www.fearfreepets.com**. The program is free for all

veterinary students. You need to provide certification via email or paper copy on the first day of the rotation. If you have not completed the program, you will be sent home, charged with an absence for that day, and not allowed to participate until the certification is provided.

Once completed, the Fear Free course is worth ½ credit.

GRADING SCALE

The grading scale used in this course is in accordance with the School of Veterinary Medicine standards as follows:

GRADING/EVALUATION:

GRADE	Veterinary Medicine Grading Scale (rounding range)
A+	97-100 (96.50-100)
A	93-96 (92.50-96.49)
A-	90-92 (89.50-92.49)
B+	87-89 (86.50-89.49)
B	83-86 (82.50-86.49)
B-	80-82 (79.50-82.49)
C+	77-79 (76.50-79.49)
C	73-76 (72.50-76.49)
C-	70-72 (69.50-72.49)
D+	67-69 (66.50-69.49)
D	63-66 (62.50-66.49)
D-	60-62 (59.50-62.49)
F	<60 (0-59.49)

Please review the statements supplied to you by the Dean of Students. The "D-rule" is in effect for **D+**, **D** and **D-**, while the **C** is the 2.0 needed for your loan (not a C-). In all instances, rounding of grades to the next whole integer will be limited to XX.50. Scores less than XX.50 **will not** be rounded to the next higher whole integer. Each exam score will be rounded prior to being recorded, e.g. only whole numbers will be used in computing the final grade.

ASSIGNMENTS/RESPONSIBILITIES:

A client information hand-out is to be created by Wednesday of the second week of the rotation. A list of possible subject matter for the hand-out will be given on the first day of the rotation. Students can work as a team in the creation of the hand-out. The hand-out should be in the form of a tri-fold pamphlet. Subject matter other than ones in the suggested list will be considered.

COURSE CONTENT AND OUTLINE:

Date	Contact Hours	Topics and Activities	Readings (due on this date)	Assignments (due on this date)
Monday	8	Orientation/appointments	See above	
Tuesday	8	Rounds(subject matter varies), appointments		
Wednesday	8	Rounds, appointments		
Thursday	8	Rounds, appointments		
Friday	8	Rounds, appointments		First communication assessment performed
Monday	8	Rounds, appointments		
Tuesday	8	Rounds, appointments		
Wednesday	8	Rounds, appointments		
Thursday	8	Rounds, appointments		
Friday	8	Rounds, appointments		
				Nutrition homework due Final communication assessment performed

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.

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.

PLAGIARISM AND CITATION METHOD:

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use _____ **(please add the citation method appropriate for the course/subject matter here)**. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at www.lsu.edu/saa.

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 Student and Academic 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 5463 SA ComPrac Learning Objective	Assessment Method	Teaching Method
1.1 History/Physical Examination	1, 2,17,18	Participation; Clinical performance rating/checklist	Case-based instruction/learning
1.2 Patient Assessment/Clinical Thinking Skills	1, 2,17,18	Clinical performance rating/checklist	Discussion, Small group; Case-based instruction/learning
1.3 Knowledge Base/Basic Pathophysiology	1, 2, 3	Oral patient presentation	Discussion, Small group
1.4 Diagnostic Skills/Clinical Laboratory Assessment	1, 6, 7	Practical (lab)	Clinical experience-Inpatient
1.5 Participation in Patient Discussions	3, 4, 5, 8, 11	Oral patient presentation	Discussion, Small group; Clinical experience-Inpatient
1.6 Medical Records	9, 14	Clinical performance rating/checklist	Clinical experience-Inpatient
Competency Two: <i>Comprehensive treatment planning including patient referral when indicated</i>			
2.1 Treatment planning	3, 4, 5, 8, 10, 11, 15	Oral patient presentation	Case-based instruction/learning; Discussion, Small group
2.2 Understanding Therapeutic Modalities and Availability <i>(would include knowledge of referral services available)</i>	4, 6, 7, 8, 15	Oral patient presentation	Case-based instruction/learning; Discussion, Small group
Competency Three: <i>Anesthesia and pain management, patient welfare</i>			
3.1 Anesthesia/Patient Status/Response/Plans	8	Oral patient presentation	Case-based instruction/learning; Discussion, Small group
Competency Five: <i>Basic medicine skills, experience and case management</i>			

5.1 Basic medical skills/ Case Management	6, 7, 9, 10, 11	Participation; Oral patient presentation; Clinical performance rating/checklist	Case-based instruction/learning; Discussion, Small group
5.2 Medical experience gained through rotation	1-16	Participation; Oral patient presentation; Clinical performance rating/checklist	Case-based instruction/learning; Discussion, Small group
Competency Seven: <i>Health promotion, disease prevention/biosecurity, zoonosis, and food safety</i>			
7.1 Health Maintenance/promotion	3, 4, 9, 10, 15,17,18	Participation; Oral patient presentation; Clinical performance rating/checklist	Case-based instruction/learning; Discussion, Small group
7.2 Disease prevention/Control/Eradication	3, 4, 5, 6, 8, 9, 10, 11, 15	Participation; Oral patient presentation; Clinical performance rating/checklist	Case-based instruction/learning; Discussion, Small group
7.4 Zoonosis	3, 4, 7	Participation; Oral patient presentation; Clinical performance rating/checklist	Case-based instruction/learning; Discussion, Small group
7.5 Food Safety	10, 11	Oral patient presentation; Clinical performance rating/checklist	Case-based instruction/learning; Discussion, Small group
Competency Eight: <i>Client communications and ethical conduct</i>			
8.1 Client Communication/Client Education/Discharge Summary	14, 15, 16	Clinical performance rating/learning	Case-based instruction/learning; Discussion, Small group
8.2 Working with Health Care Team	1	Clinical performance rating/learning	Case-based instruction/learning; Discussion, Small group