

CONTACT INFORMATION:

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COURSE MATERIALS:

Recommended Texts () and References Books (°):*

°Bonagura JD, Twedt DC (eds.): Current Veterinary Therapy XV. Elsevier Saunders, St. Louis, Mo, 2014.
ISBN 978-1-4377-2689-3

Note: see also previous editions (especially XIII and XIV)

*Côté E (ed.): Clinical Veterinary Advisor – Dogs and Cats. 3rd edition, Elsevier Mosby, St. Louis, Mo, 2015.
ISBN 978-0-323-17292-9 (4th edition forthcoming April 2019)

°Ettinger SJ, Feldman EC, Cote E (eds.): Textbook of Veterinary Internal Medicine: Diseases of the Dog and Cat. 8th edition, Elsevier, St. Louis, Mo, 2017. ISBN 978-0-323-31211-0

°Feldman EC, Nelson RW, Reusch CE, Scott-Moncrieff JC, Behrend EN: Canine and Feline Endocrinology. 4th edition, Elsevier Saunders, St. Louis, Mo, 2015. ISBN 978-1-4557-4456-5

°Greene CE (ed): Infectious Diseases of the Dog and Cat. 4th edition. Elsevier Saunders, St. Louis, Mo, 2012.
ISBN 978-1-4160-6130-4

°Little SE (ed.): August's Consultations in Feline Internal Medicine. Volume 7. Elsevier, St. Louis, Mo, 2016
ISBN 978-0-323-22652-3.

Note: see also previous volumes (especially 5 and 6)

*Nelson RW, Couto CG (eds): Small Animal Internal Medicine. 5th edition. Elsevier Mosby, St. Louis, Mo, 2014.
ISBN 978-0-323-08682-0 (6th edition forthcoming October 2019)

*Schaer M, Gaschen F (eds): Clinical Medicine of the Dog and Cat. 3rd edition. CRC Press, Boca Raton, FL, 2016.
ISBN 978-1-482-22605-8

°Sykes JE (ed): Canine and Feline Infectious Diseases. Elsevier Saunders, St. Louis, Mo, 2014.
ISBN 978-1-4377-0795-3

*Tilley LP, Smith FWK (eds): Blackwell's 5-Minute Veterinary Consult: Canine & Feline: 6th edition. Wiley-Blackwell, 2015. ISBN 978-1-1188-1576

°Washabau RJ and Day MJ (eds): Canine and Feline Gastroenterology. Elsevier Saunders, St Louis, Mo, 2013.
ISBN 978-1-4160-3661-6

COURSE DESCRIPTION:

Students on this rotation are assigned to the Veterinary Teaching Hospital (VTH) Small Animal Medicine Service. This service provides a setting for learning about referral and non-referral cases with diseases pertaining to internal medicine and its subspecialties including autoimmune disease and immunodeficiencies, endocrinology, gastroenterology, hepatology, infectious diseases, nephrology and urology, neurology, respiratory diseases, and neurology. Students have primary case management of the dogs and cats seen during the rotation and are expected to actively participate in their care. They are directly supervised by interns, residents, technicians and faculty.

COURSE OBJECTIVES:

After this rotation, you should be able to...

Key Words

1. Use appropriate physical restraint for a physical examination and a neurological examination (includes the use of muzzle, towel, and other devices, and the decision to perform sedation when required)	Physical restraint, prevention of bite and scratch injuries
2. Obtain and record a complete history for feline and canine patients presented for problems pertaining to internal medicine and neurology, and summarize the pertinent findings after review of the previous information in the medical record.	History
3. Perform and record a thorough physical exam and a neurological exam in a dog and in a cat	Physical exam, neurological exam
4. Use the problem-oriented approach to recognize and develop a patient-specific comprehensive diagnostic plan for dogs and cats with diseases of the respiratory tract, digestive system including liver and pancreas, kidneys and urinary tract, endocrine system, immune system, nervous system and muscles, as well as for infectious diseases and diseases of the immune system, and other diseases pertaining to small animal internal medicine. Document the above in the patient's medical record	Differential diagnoses, diagnostic plan, treatment plan, problem-oriented approach, autoimmune disease and immunodeficiencies, endocrinology, gastroenterology, hepatology, infectious diseases, nephrology and urology, neurology, respiratory diseases, neurology.
5. Present your cases using the problem-oriented approach in a succinct and clinically relevant manner	Case presentation / discussion
6. Obtain blood from the jugular, cephalic or saphenous vein of a dog and/or cat for CBC, chemistry and other analyses	Blood sampling
7. Obtain urine for urinalysis and/or culture and sensitivity using cystocentesis (including ultrasound guidance) or catheterization	Urine collection
8. Interpret CBC, chemistry urinalysis, urine culture, and urine protein: creatinine ratio results in light of your clinical evaluation of the patient	Applied interpretation of basic blood and urine analyses
9. Interpret the results of ancillary laboratory and diagnostic imaging tests in the context of your patient.	Applied interpretation of ancillary tests

10. Develop an appropriate patient-specific treatment plan for canine and feline patients with diseases internal and neurological diseases (see list under 4)	Treatment plan
11. Recognize which diagnostic and treatment modalities are typically available at a referral hospital, and when consultation with or referral to a specialist should be considered.	Availability of diagnostic tools and treatment modalities in specialty medicine
12. Develop a plan for fluid therapy in dogs and cats with dehydration or shock as well as in dogs and cats requiring maintenance fluids	Fluid therapy
13. Calculate drug doses based on body weight in mg amounts and ml volumes to be administered	Drug dose calculation
14. Write a prescription	Written prescription
15. Accurately assess hospitalized patients regularly during their stay and enter the assessment in the animal's medical record using the "Subjective, Objective, Assessment, Plan" (SOAP) system	Reassessment of patients, SOAP
16. Perform basic client communication including written and verbal discharge instructions	Client communication

TEACHING PHILOSOPHY:

The Small Animal Medicine Rotation allows the students to practice and fine tune their skills at history taking, physical examination, neurologic examination and diagnostic test interpretation. Emphasis will be placed on using the problem-oriented approach to diagnose simple and complicated medical and neurological cases. The students should seize the opportunity to take ownership of their cases and actively participate in their diagnostic approach and management. The students should commit to expanding their knowledge through patient-based or general independent study and direct conversation with mentors. Students will practice their client communication skills (including client empathy) as these are essential to successfully management of the cases entrusted to their care.

COURSE POLICIES:

Equipment:

Practical and professional attire is required (jeans and open toed shoes are not allowed): professional dress with a clean white lab coat and a name tag on receiving days and same or clean scrubs with a clean white lab coat and a name tag on transfer days (check directly with your service chief for exceptions). **Importantly, students should be prepared with basic supplies for examination, including stethoscope, watch/timer, reflex hammer, bandage scissors, hemostat, leash, pen light, black pen, and a small note pad or notebook.**

Attendance / Lateness Policy:

Absences must be pre-approved by the course coordinator and the faculty on clinical service. Requests should be addressed to the course coordinator 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 call the Small Animal VTH (225 578 9600) or another team

member as early as possible and make sure the faculty member aware of this absence. An absentee form needs to be signed as soon as the student is back in clinics.

Natural Disasters (Hurricanes, etc.)

Hurricane Season officially runs from June 1st to Nov. 30th. The projected path 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 VTH 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 Small Animal ICU (225-578-9503) if you are unable to arrive safely.

Home Football Games:

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

1. Be sure to have your SVM identification badge with you.
2. Approach the SVM via River Road along the levee (rather than Highland or Nicholson 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).

Orientation & Scheduling:

All students are required to attend orientation on the first day of the block (see general policies about rotations in the Small Animal VTH).

On the 1st day of A blocks (e.g. 10A, 11A, 12A, etc.), the schedule is as follows:

TIME	TOPIC	LOCATION
8:00-9:00	SAIM orientation with faculty and HO	SAIM rounds room (1636B)
9:00-9:30	Client services - orientation	Small animal reception area
9:30-10:30	ICU orientation	ICU
10:30-11:00	CPR refresher	ICU
11:00-12:00	SAIM orientation with nurses, part 1	SA treatment room
12:00-1:00	Lunch	On your own
1:00-2:00	SAIM orientation with nurses, part 2	SA treatment room
2:00	Case assignments & clinical duties	SAIM rounds room or treatment room

*Note: Schedule subject to change.

On the 1st day of C blocks (e.g. 10C, 11C, 12C, etc.), the schedule is as follows

TIME	TOPIC	LOCATION
8:00-9:00	SAIM orientation with faculty and HO	SAIM rounds room (1636B)
9:00-11:00	SAIM orientation with nurses	Small animal reception area
11:00	Case assignments & clinical duties	SAIM rounds room or treatment room

Students who attended the SA medicine orientation twice will be dispensed from further attendance, and instead will be assigned cases and clinical duties.

The SAIM service is divided into two teams which alternate receiving and non-receiving days:

- SAIM Service 1: new case and recheck appointments scheduled on Mondays and Wednesdays (and every other Friday), transfers from ER and other services on Tuesdays and Thursdays (and every other Friday).
- SAIM Service 2: new case and recheck appointments scheduled on Tuesdays and Thursdays (and every other Friday), transfers from ER and other services on Mondays and Fridays (and every other Friday).

Non-receiving days are typically reserved for medical work ups of patients admitted on receiving days and cases transferred cases. On occasion, recheck appointments may be scheduled on transfer days as well (check the schedule posted in the SA treatment room the night before). Drop-off appointments may be scheduled for the receiving or the transfer service.

ASSIGNMENTS/RESPONSIBILITIES:

Patient Care:

Students are essential members of the medical care team for their assigned patients, and are responsible for:

- collecting and documenting the medical history and physical examination findings, relaying that information to other team members, and recording it in the medical record.
- assisting in case management under the supervision of the attending veterinarian and technical staff. This includes walking patients, keeping the cage/run clean, administering daily treatments, providing animal restraint for procedures, performing and assisting with technical procedures and diagnostic sample collection, requesting and organizing diagnostic procedures and medical treatments.
- preparing and completing the treatment sheet for their patients hospitalized in ICU by 7:30 am at the latest. The sheet must be signed by the attending clinician (intern, resident, or faculty) before 8 am

Weekends and holidays: the students are responsible for the care of their own patients during weekends and holidays as well. If you need to be out of town, ask a student from your team to take over the care of your patients and inform the house officer on the case and the faculty in charge of the service.

Client Communication

Students participate in the communication efforts providing clinical updates and information related to patient care, cost of care and other practical matters. Students should call pet owners with a morning update before morning rounds, and with an evening update after evening rounds. These communications should include general information on patient status, medical plan, and client Q&A. Discussions must be documented in the electronic medical record with a short summary. Difficult questions and conversations will be handled by the house officer and/or faculty assigned to each case. On a case-by-case basis, students may play a greater or lesser role in client communication.

Medical Record Keeping:

Students are responsible for

- taking/performing and documenting the medical history and physical examination findings, and entering that information in the electronic medical record.
- maintaining the electronic medical record for the duration of hospitalization using the “Subjective, Objective, Assessment, Plan” (SOAP) system if their patient is hospitalized
- timely preparation of a case summary and referral correspondence for the patient discharge.

Clinic Procedures:

Students are expected to participate in or observe the diagnostic and therapeutic procedures scheduled for their patients. These include:

- basic procedures such as blood and urine collection that will be performed under supervision of a nurse, house officer or faculty with particular attention to prevention of injuries.
- diagnostic imaging exams, needle aspirates (thoracocentesis, abdominocentesis, FNA of lymph nodes and masses, bone marrow aspiration and biopsy, arthrocentesis, etc.), endoscopic and other exams performed on their patients.
- transfusion of blood products
- placement of nasoesophageal or esophageal feeding tubes
- other special procedures

Anesthetized patients will be transferred back to the care of the medicine student after they have been extubated. The student is responsible for monitoring the recovery phase until the animal’s rectal temperature reaches 98.5 F.

Rounds presentations

Morning rounds presentation will begin at 8:00 am and last until 9:00 am Monday – Thursday (except on the first Monday of the block). A wide array of small animal internal medicine topics will be discussed by the presenting faculty or house officer in formats including case-based discussions, general discussions or Power Point presentation. Other rounds to discuss the cases seen by the service will be scheduled by the service chief (faculty).

SMALL ANIMAL MEDICINE DAILY SCHEDULE

6-6:30 am	Pick up transfers from the emergency service (non-receiving team). Students study the transfer documents, examine the patient, perform morning treatments as per ER intern, and prepare a daily treatment sheet prior to the morning rounds. Important: do not feed transfer patients before talking to the SAIM house officer/faculty.
7:30 am	Orders for the day written for all ICU patients.
8-9 am	Rounds - Room 1636
10 am	Previous day's SOAP completed.
9 am – 5 pm	Receiving team: receive and work up cases Non-receiving team: work up patients from previous day and transfers, provide in house consultations
TBD	Afternoon/evening rounds (each team separately)

See detailed scheduling on the course's Moodle site

FRIDAY AFTERNOON SCHEDULE

1st Friday: Focus on communication

1-2 pm – Communication rounds with Ms. Stephanie Johnson in SAIM rounds room (1636B)

2 pm – Meet with faculty and house officers and plan call backs for patients seen during the week

2:30-4 pm – Call backs to clients seen during the week

4 pm – Discussion of call backs, rounds as per service chiefs

2nd Friday: Focus on skills and communication

2 pm – Skills lab on cadavers, junior surgery lab. Students will be able to practice urinary catheterization in males and females dogs and cats (depending on species available), abdominocentesis, thoracocentesis, CSF tap, and bone marrow aspiration under guidance of SAIM house officers and faculty.

GRADING/EVALUATION:

E-value evaluations of the students' performance will be completed every week.

Grading: maximal score of 100 points, letter grades according to LSU SVM scale below. The final grade is a composite of the following parts:

- **Each student receives 20 base points**
- **Knowledge base (42 points):**
 - o Quiz (18 points):
 - 12-18 questions of 1-2 point(s) each prepared by SAIM faculty and residents, administered with Examsoft® on the 2nd Thursday of the block between 8 and 9 am.
 - students are responsible for bringing their own laptop with a functional copy of the Examplify software, and for downloading the quiz within 24 h before it takes place.
 - questions are clinically relevant for an entry level small animal veterinarian, and pertain to all areas of small animal internal medicine, including endocrinology, nephrology and urology, gastroenterology, respiratory diseases, infectious diseases, immune-mediated diseases, fluid therapy, and neurology
 - o Clinical evaluation (24 points):
 - knowledge base and the student's ability to apply it in the clinical setting based on observation on the clinic floor (input in approach and management of cases, case discussions).
- **Clinical skills (38 points):**
 - o Evaluation by SAIM nurses (8 points):
 - manual skills, responsibility, professionalism and attitude
 - o Evaluation by SAIM residents (30 points):
 - history taking and physical exam, patient care, record keeping including SOAPs and discharge letters, client communication, and responsibility, initiative and professionalism

The 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%

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.

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 Coordinator.

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.

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 give the form to the course coordinator 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. Additional details may be available on the course's Moodle site.

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 5456/63 Learning Objective	Assessment Method	Teaching Method
1.1 History/Physical Examination	1, 2, 3, 15	Oral patient Presentation	Patient Presentation - Learner
1.2 Patient Assessment/Clinical Thinking Skills	4, 5, 10, 15	Oral patient Presentation	Patient Presentation - Learner
1.3 Knowledge Base/Basic Pathophysiology	4, 5, 8, 9, 10, 12	Oral patient Presentation	Patient Presentation - Learner
1.4 Diagnostic Skills/Clinical Laboratory Assessment	8, 9,10	Oral patient Presentation	Patient Presentation - Learner
1.5 Participation in Patient Discussion	5	Oral patient Presentation	Patient Presentation - Learner
1.6 Medical Records	2, 4, 14, 15	Oral patient Presentation	Patient Presentation - Learner
Competency Two: <i>Comprehensive treatment planning including patient referral when indicated</i>	Aligned with VMED 5456/63 Learning Objective	Assessment Method	Teaching Method
2.1 Treatment planning	10, 12, 13	Oral patient Presentation	Patient Presentation - Learner
2.2 Understanding Therapeutic Modalities and Availability <i>(would include knowledge of referral services available)</i>	11	Oral patient Presentation	Patient Presentation - Learner
Competency Five: <i>Basic medicine skills, experience and case management</i>	Aligned with VMED 5456/63 Learning Objective	Assessment Method	Teaching Method
5.1 Basic medical skills/ Case Management	1, 2, 3, 4, 5, 8, 9, 10, 12, 13, 14, 15	Oral patient Presentation	Patient Presentation - Learner
Competency Eight: <i>Client communication and ethical conduct</i>	Aligned with VMED 5456/63 Learning Objective	Assessment Method	Teaching Method
8.1 Client communication/client education/discharge summary	16	Oral patient Presentation	Patient Presentation - Learner