

CONTACT INFORMATION:

Course Coordinator:

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COURSE MATERIALS:

Recommended Texts:

Senger, P.L.) Pathways to Pregnancy and Parturition, 3rd ed. Current Conceptions

McKinnon & Voss Equine Reproduction, 2nd ed
RECOMMENDED FOR EQUINE-ORIENTED STUDENTS

Youngquist & Threlfall Current Therapy in Large Animal Theriogenology, 2nd ed. Saunders
RECOMMENDED FOR MIXED LARGE ANIMAL PRACTICE

Johnson, Root et.al Canine & Feline Theriogenology Saunders
RECOMMENDED FOR SMALL ANIMAL

*Root-Kustritz - Small Animal Theriogenology (from series The Practical Veterinarian)
Butterworth Heinemann *An easy-to-read, pocket book also good for **SMALL ANIMALS****

DESCRIPTION:

Students on this rotation are assigned to the Veterinary Teaching Hospital Theriogenology Service. Students will be engaged in activities to provide clinical experience with diagnosis and treatment of reproductive disorders of dogs, cats, cattle and horses, including assisted reproductive procedures. Students are directly supervised by residents, technicians and faculty.

Course Goals

1. Demonstrate problem recognition and proper management of domestic animals with reproductive disorders
2. Explain the etiology, diagnosis and treatment of common disorders of the ovary, uterus and fetus for all domestic species
3. Explain the appropriate use of specific hormones to treat reproductive disorders or facilitate breeding management of domestic animals
4. Properly identify and design appropriate treatment depending on the intended use of the animal (genetically superior versus commercial grade)
5. List commercially available assisted reproductive techniques for domestic animals

COURSE OBJECTIVES:

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

Key Words

1. Perform an appropriate physical restraint for a reproductive examination	Reproductive exam
2. Obtain and record a general and reproductive history	Reproductive history
3. Write a prescription	Written prescription
4. Calculate drug therapy	Drug dose calculation
5. Perform and interpret basic procedures including vaginal cytology smears, vaginotomy, testicular and prostate measurements and examinations, palpation and ultrasonography of reproductive organs of male and female domestic species	Vaginal smears, vaginal cornification, benign prostatic hyperplasia, prostatitis, ovulation failures, corpus luteum, hemorrhagic anovulatory follicles, follicular cysts, granulosa cell tumor
6. Recognize and devise a comprehensive diagnostic and treatment plan for conditions leading to infertility	Pyometra, cystic endometrial hyperplasia, mucometra, hydrometra, endometritis, endometrosis
7. Describe reproductive tumors and potential treatments	Ovarian tumors, testicular tumors
8. Have a working knowledge of effective flea control products and environmental therapy	Flea control
9. Review the previous information in the medical record and summarize the pertinent finding.	Summarize pertinent medical records findings
10. Protect yourself and any support staff when handling an animal with a possible zoonotic disease	Zoonotic reproductive condition
11. Perform basic client communication including written and verbal discharge instructions	Client communication
12. Obtain a blood sample and evaluate test results	Blood sample, test results

TEACHING PHILOSOPHY:

The Theriogenology Rotation should allow the student to fine tune their client communication skills as well as their history taking, physical examination, reproductive examination and test interpretation skills. Emphasis will be placed on appreciating the relationship between the reproductive problem and client goals (for example, production animal, personal pet, etc) and be able to recommend/prescribe the best optional treatment/management to meet animal welfare while satisfying client expectations.

COURSE POLICIES:*Equipment:*

Practical and professional attire is required: either clean scrubs or professional dress with a clean white lab coat and a name tag; whenever applicable, students will wear scrubs or coverall gear. Rubber boots or shoes suited for liquid disinfection is mandatory while transiting in the large animal hospital. . Students should be prepared with basic supplies for examination, including stethoscope, watch/timer, thermometer, bandage scissors, hemostat, leash, pen light, black pen, sharpie pen and a small note pad or notebook.

Attendance / Lateness Policy:

Absences must be pre-approved by the 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 call when the clinic phone opens for the day to make 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 - 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 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 VTH (225-578-9500) or course coordinator if you are unable to arrive safely.

ASSIGNMENTS/RESPONSIBILITIES:

Beginning of Rotation:

Students that begin Theriogenology at the beginning of the block "A" will meet at 8 AM in 1813 (Theriogenology Clinical Laboratory) for specific Theriogenology orientation. Students beginning Theriogenology at the mid block change "C" will also meet at 8 AM in room 1813 for orientation.

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, keeping the stall/cage/run clean, 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.

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. The student will remind the client to schedule a reevaluation if appropriate as soon as possible, ideally before leaving the hospital with their animal(s).

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.

Emergency Duty:

Emergencies are seen after normal working hours if necessary. Students will be assigned to emergency duty individually or in groups of two and all members of the assigned group must be available for emergencies on the scheduled day. When a student is assigned emergency duty, he/she is expected to be available (in person, by phone or by pager) to be called to the clinic if needed. Failure to report for emergency duty as scheduled will necessitate making up time (one or more emergency shifts, or up to one week of the clinical rotation) for missing a scheduled shift as deemed appropriate by the senior faculty. Occasionally emergency duty may need to be traded with a fellow student – this is acceptable, and does not require both members of each group to trade, but the emergency duty must be covered. When trading emergency duty, the senior student emergency master schedule should be updated so the appropriate person(s) can be contacted by the Theriogenology senior clinician or the resident/intern. A copy of the emergency schedule should be always posted on the board of the Theriogenology clinical lab. You are responsible for making a copy for your own records.

Self-Assessment Questions and Self Directed Learning:

The following questions should be answered without using any other resources in the first two days of the rotation to gauge the student's level of basic Theriogenology knowledge. During the rotation, it will be the responsibility of the student to make sure that the answers to all the questions become part of the knowledge gained in this rotation. This exercise will not be graded. It is a self- assessment tool.

Theriogenology self-assessment questions

- a) Describe the stages of spermatogenesis and oogenesis
- b) List major reproductive hormones, mention where they are produced, list their target organs, and concisely describe the biological functions of each hormone.
- c) List the anatomy of female and male reproductive organs, their hormonal regulation and function.
- d) Define the stages and phases of each species' reproductive cycles

- e) Describe the species-specific variations occurring during estrus, pregnancy and parturition as it relates to hormonal changes and anatomical characteristics accompanying each phase of the reproductive cycles.
- f) List common disorders of reproductive cycles, pregnancy and puerperium.
- g) Choose diagnostic tools for assessing reproductive function and fertility potential: breeding soundness evaluations, reproductive ultrasonography, hormonal assays and interpretation, etc
- h) Recognize common reproductive problems of male and female within each species.
- i) List which assisted reproductive techniques are available for each species and to choose those that commercially available.
- j) Design a therapeutic (pharmacological) plan to control or manipulate the reproductive cycle of domestic animals (induction of cyclicity, lactation, ovulation, maintenance of pregnancy, elective termination of pregnancy, etc).
- k) Select appropriate therapy to correct various reproductive disorders or conditions by further selecting a medical or surgical approach.

SELF-DIRECTED LEARNING

1. Identify at least 2 clinical questions that arise during the rotation and research answers to those questions by:
 1. Finding a full text journal article or a journal abstract (through electronic searching on PubMed, VIN or IVIS);
 2. Presenting and discussing your findings in a concise manner to the service during rounds.
 2. Research a topic of your choice (may be a case seen on rotation or any other topic involving a species of interest);

Preferably present this using a 10 minute PowerPoint presentation or use the white board if you prefer.

Each core student will be responsible for researching and presenting a topic of their choice involving a species of interest. Please communicate your choice of topic with one of the theriogenology clinicians or the theriogenology resident.

These topics and presentations are to be clinically informative and should not take more than 10 minutes to be presented. Presenting the information using PowerPoint is strongly encouraged, but you will have the choice to present orally, pass concise handouts or use the white board. Student Topic Presentations will be held on the second Thursday of the block (afternoon). The senior clinician on duty may re-schedule this for Friday or even the second Wednesday of the block, if clinical schedule dictates any changes. Attendance is required for all students on the rotation.

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. For new cases the Theriogenology history form should be reviewed as soon as the client has completed this form and prior to communication with the owner.

New cases:

The student will review the Theriogenology history form with the client for all new cases and assist in filling out this form in the greatest detail possible. Information should include names of drugs, length of treatment, date last treatment give, current medication, any related animals or in contact animals or people with skin problem, specific testing performed by another veterinarian and response to treatment. Permission should be obtained to clip the patient if needed for abdominal reproductive ultrasonography During the appointment the general history form, including systems review on physical examination form should be filled out. Whenever indicated, reproductive exam forms should be also filled out.

Returning cases: The student will review with the client, compliance with instructions/drugs and owner's perception of change in the reproductive probleme – improvement or worsening. Permission should be obtained for follow up testing as needed.

Examination:

The physical and Theriogenology examination will be performed in the Theriogenology ward. Primary and helpful secondary lesions will be noted with the help of good lighting and adequate restraint. These finding will be recorded on the Theriogenology examination form. The client will be instructed to return to the waiting area during this time. The student will create a problem list, a different diagnosis list for each problem and consider what diagnostics/treatments would be appropriate to perform. The case will be presented to the dermatologist and Theriogenology 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 include labeling the examination room with a contaminated card, informing personnel restraining the animal of the clinical suspicion and placing appropriate signs on the cage door.

Keeping day or overnight patients:

Discharge time should be noted for day patients. Patients staying overnight will either be transferred to the wards or the Theriogenology ward will remain unlocked for the pm. All patients will be given an identification band, cage card, water bowl or litter box as applicable. Dogs will be walked several time daily in the outside designated walk area. Treatments will be the responsibility of the Theriogenology student in charge of the case. All records will remain in the hospital. Cage cleaning and watering will be done each morning and as needed during the day by the Theriogenology student in charge of the case. 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.

Discharge summaries shall be written and stored in the appropriate Theriogenology sub folder under the Theriogenology folder

Theriogenology is primarily an out patient rotation, and weekend and holiday duty to oversee Theriogenology hospitalized patients while possible is unlikely. All students on block 8 A will have approximately 1 week off for the Christmas/New Year holidays. Which week will be determined by consensus of the faculty and fellow students on that rotation time.

Rounds presentations

Clinical rounds cannot be scheduled for a certain time owing to the nature of our work, especially breeding. For example, often times we need to examine a few mares early morning to make breeding decisions such as to ship/order transported semen, etc. Inherent characteristics of the equine and canine female patient make the week's schedule unpredictable at times. Clinical rounds will be scheduled and arranged by the Theriogenology clinician on duty or the resident. Whenever possible they will take place daily. Seminars and discussion sessions will be held both formally and informally throughout the rotation. The student is expected to actively participate in these instructional events. We want to emphasize we are open for any questions you may have and will make ourselves available to provide you with the information, explanation you need or request. Make an effort to interact with interns and residents, staff and clinicians. We will also work to give you the opportunity to interact with clients and referring veterinarians as much as possible.

. 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%

Theriogenology Grade Sheet

VMED 5463 - THERIOGENOLOGY

Student _____

Block _____

Week _____

1 2 3 4

Date _____

	Excellent	Good	Adequate	Inadequate
1. <u>Knowledge</u> base in Theriogenology (especially) applies to knowledge base suggested in course objectives); includes examination.	15 14	13 12	11 10	9 8 7 6 <6
2. <u>Rounds</u> (knowledge, participation)	15 14	13 12	11 10	9 8 7 6 <6
3. <u>Problem solving skills</u> (ability to obtain history, identification of problems, formulation of differential diagnosis and formulation of logical diagnostic and therapeutic plan; includes examination.	15 14	13 12	11 10	9 8 7 6 <6
4. <u>Communication with clinician</u> (ability to verbally express thoughts, plans or ideas)	5	4.5	4	3 2 1
5. <u>Technical skills</u> (physical examination, reproductive examination, mastery of reproductive techniques).	15 14	13 12	11 10	9 8 7 6 <6
6. <u>Patient management</u> restraint, nursing skills, feeding, patient care	15 14	13 12	11 10	9 8 7 6 <6
7. <u>Clinical proficiency</u> (organization of case management, complete diagnostic manipulations, administration of treatments, preparation for discharge, handle difficulties with poise)	5	4.5	4	3 2 1
8. <u>Responsibility</u> (attendance, punctuality, patient care, scheduling diagnostics, scheduling surgery, completeness of records, timeliness of client communications)	10	9 8	7	6 5 4 3 <3
9. <u>Interpersonal relationships</u> (ability to work harmoniously with classmates, technicians, faculty; willingness to help; persistence)	5	4.5	4	3 2 1
10. <u>Readiness to practice</u> based on current level of expected development.				
A) Ability to make independent decisions	Excellent	Good	Adequate	Inadequate
B) Overall ability to transfer facts to actual clinical problem solving	Excellent	Good	Adequate	Inadequate
C) Overall professional maturity	Excellent	Good	Adequate	Inadequate

TOTAL SCORE _____

LETTER GRADE _____

COMMENTS:

How to Get an "A" in Therio

Excellent Knowledge Base = comes to clinics and rounds obviously having reviewed Theriogenology notes or texts. Always able to answer basic questions about reproductive physiology of domestic animals. Obviously prepares specifically for recheck cases by reviewing record and reading about the problems identified on the case and for upcoming scheduled cases.

Excellent in Rounds = As above for each rounds topic. Participates willingly.

Excellent Problem Solving = Obviously reviewed history forms. Almost never needs to have history -taking redone for a case on basic information. Can always list basic a differential diagnosis list for routine reproductive problems on cases; By Day 3, can always make a basic plan from the problem list. By second week, can get a basic problem list constructed for any case.

Excellent in Communication (with clinicians and Theriogenology technician). Always ready to contribute verbally to improve educational and patient care environment. Expresses professional attitude toward learning and patient care and collegial interactions. Shares knowledge and observations.

Excellent Technical Skills = Obviously has reviewed basic reproductive lesions. Almost never misses any reproductive change on a patient. By Day 3, can perform vaginal smears in dogs, interpret results of hormonal assays, etc. By week 2 can interpret above without major supervision, including findings of reproductive examinations in horses.

Excellent Patient Management = always demonstrates ability for firm but gently restraint of dogs; safely walks and restrain horses into palpation stocks. Clients are treated with respect and well informed.

Excellent Clinical Proficiency = By day 3, does not need supervision to fill out and fill APR, start discharge summary, cashiers sheet, lab forms etc. By week 2 can independently fill out all discharge summaries and gets records and patients prepared for discharge with minimal supervision.

Excellent Responsibility = Never late for rounds or clinics. Clinician or Technician never needs to ask for help from student. Takes initiative in getting the Theriogenology work-load completed by helping other students and looking for things to participate in.

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.

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.

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 5463/65 Learning Objective	Assessment Method	Teaching Method
1.1 History/Physical Examination	1,2,9	Oral patient Presentation	Patient Presentation - Learner
1.2 Patient Assessment/Clinical Thinking Skills	6,7,12	Oral patient Presentation	Patient Presentation - Learner
1.3 Knowledge Base/Basic Pathophysiology	6,7,8	Oral patient	Patient

		Presentation	Presentation - Learner
1.4 Diagnostic Skills/Clinical Laboratory Assessment	5,6,7,12	Oral patient Presentation	Patient Presentation - Learner
1.5 Participation in Patient Discussion	11	Oral patient Presentation	Patient Presentation - Learner
1.6 Medical Records	2,9,11	Oral patient Presentation	Patient Presentation - Learner
Competency Two: <i>Comprehensive treatment planning including patient referral when indicated</i>	Aligned with VMED 5463/65 Learning Objective	Assessment Method	Teaching Method
2.1 Treatment planning	3,4,8	Oral patient Presentation	Patient Presentation - Learner
2.2 Understanding Therapeutic Modalities and Availability (<i>would include knowledge of referral services available</i>)	6,8	Oral patient Presentation	Patient Presentation - Learner
Competency Five: <i>Basic medicine skills, experience and case management</i>	Aligned with VMED 5463/65 Learning Objective	Assessment Method	Teaching Method
5.1 Basic medical skills/ Case Management	1,3,4,6,7,8,11,12	Oral patient Presentation	Patient Presentation - Learner
Competency Seven: <i>Health promotion, disease prevention/biosecurity, zoonosis and food safety</i>	Aligned with VMED5463/65 Learning Objective	Assessment Method	Teaching Method
7.4 Zoonosis	10	Oral patient Presentation	Patient Presentation - Learner
Competency Eight: <i>Client communication and ethical conduct</i>	Aligned with VMED 5463/65 Learning Objective	Assessment Method	Teaching Method
8.1 Client communication/client education/discharge summary	11	Oral patient Presentation	Patient Presentation - Learner