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COURSE MATERIALS:

Recommended Text(s):

- *Withrow SJ, Vail DM, Page RL. Small Animal Clinical Oncology. 6th ed. 2019, St. Louis, MO.: Saunders.
- * Henry CJ, Higginbotham ML. Cancer Management in Small Animal Practice, 1st ed. 2009, St. Louis, MO.:Saunders

Web-Based Resources:

- * vsso.org (Veterinary Society of Surgical Oncology)
- * vetcancersociety.org (Veterinary Cancer Society)
- * pubmed.com for refereed journal articles

COURSE DESCRIPTION:

The 2 week clinical oncology rotation is designed as a continuation of the basic oncology principles introduced in Phase I of the curriculum. The goal of this rotation is to help participants learn the principles of how to work through an oncology case, principles of treatment and staging, as well as a basic introduction to critical thinking regarding the literature. Specific and common clinical disease processes will be discussed in morning topic rounds with an emphasis placed on the clinical correlate.

COURSE OBJECTIVES:

Upon completion of this rotation you should be able to:	List keywords for each objective
1. Distinguish the three major types/classifications of tumors (Round cell tumors, sarcomas, carcinomas).	Tumor type (Round cell tumors, sarcomas, carcinomas)
2. Describe the staging and cancer treatment options for common tumors and explain to both medical professionals and pet owners.	Tumor, staging, treatment, client communication

3. Be able to perform fine needle aspirates using two different methods (Syringe on and off).	Fine needle aspirate
4. Be able to find, isolate and aspirate peripheral lymph nodes.	Lymph node, aspiration
5. Use the calipers to determine the size of a mass and body map all masses.	Body map, mass
6. Explain the basics of chemotherapy and chemotherapy safety to medical professionals and pet owners.	Chemotherapy, Safety, client communication
7. Explain the basics of radiation therapy including types of protocols and side effects to medical professionals and pet owners	Radiation therapy, toxicity, client communication
8. Be able to critically read and evaluate current veterinary literature.	Literature critique
9. Be able to interpret results of staging tests performed on cancer patients and formulate treatment recommendations based on staging results.	Patient assessment, clinical thinking skills, client communication
10. Be able to evaluate quality of life in cancer patients based on owner and clinical assessments and discuss interventions and treatment options including palliative treatments and humane euthanasia.	Patient assessment, clinical thinking skills, client communication
11. Demonstrate an understanding of small animal clinical practice workflow including electronic medical records management, delegation of tasks, time management, professionalism, and collegiality.	Electronic medical records, professionalism, time management

TEACHING PHILOSOPHY:

Oncology is an interactive, fast-paced clinical rotation. The service sees surgical, radiation and chemotherapy patients. With cancer being the leading cause of death in older animals, it is vital for veterinarians to gain a general concept of the best ways to approach these complicated cases. Students will have the opportunity to see new cases, rechecks, as well as radiation and chemotherapy cases. The best way to learn is by seeing, doing and asking questions. Students are encouraged to ask questions about their cases as well as cases that are seen by other students. The students must take an active role in their own education, by not just doing, but making sure that they understand what it is and why they are doing something.

COURSE POLICIES:

Dress Code:

Professional dress attires is required: No exceptions. No open toed shoes or jeans are permitted.

Orientation and scheduling:

All students are required to attend orientation on the first day of the block. Students are required to report to the Oncology service at 8:00 am on the first day of the block. Case transfers will occur at 8 am on these days, so patient care for the previous service’s patients must be completed prior to 8:00 am transfers on block change day. Service orientation will begin at 8:00 am. Hospital orientation is from 9:00-11:00 am immediately following the service orientation. Each student is required to attend 3 hospital orientations (small animal front desk, ICU, and CPR training) during the Phase II clinical rotations. Emergency, holiday and evening walk schedules will be made by all the students on the rotation on the first day. All students are responsible for knowing when they are taking care of patients. There is no excuse for not taking care of your patients. Failure to show for a required patient care time will result in an automatic grade change.

Attendance/Tardiness Policy:

Rounds start promptly at 8:00 in the morning. All patients MUST be taken care of prior to this time. If you are late for morning rounds, you will receive a warning. If the tardiness persists with no reasonable explanation then either incomplete or failure of the rotation will be given. All absences must be pre-approved by the faculty on clinic duty. One day is allowed per two week rotation; further absences will result in an automatic incomplete for the rotation.

House Keeping:

There are multiple student designated computers available for use in the main treatment room. Computers are not for personal use during the day for activities such as Facebook, shopping or gaming. Please take advantage of every opportunity to learn. If you would like information on educational sites, please ask a faculty or nurse and we will be happy to give you appropriate resources. Food and drinks are not allowed in animal rooms, but they can be stored in the refrigerator in the rounds room. Absolutely no food, drink or gum chewing is allowed in the chemotherapy administration room.

Tests:

There is a 20 question test given on the last day of the rotation. This test is open book and open notes. Use of the internet is not allowed for this test, other than to access resources on Moodle for class notes. This test will count 20% of your final grade. If you are taking the rotation for a second time as an elective (not as an incomplete), you will not be required to retake the quiz. If you will be absent on the last day, you will be required to take the quiz the day before. The quiz may be different from the one given to the other students.

No extra credit will be given on this rotation.

Chemotherapy and radiation safety:

Your safety is of the utmost importance to us. You are advised to not take this rotation if you are nursing, pregnant, trying to become pregnant or immunocompromised. If any of these situations applies to you and you are still interested in taking the rotation, please let the attending oncologist know so we can keep you safe during your two weeks on the rotation. Radiation safety badges are required to be worn while on this rotation.

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 in with your oncology faculty on clinics daily beginning 72 hours prior to any storm landfall projected for Louisiana. If you are asked to report for duty during an emergency, your personal safety is the number one priority. Use common sense in your commute and alert the oncology faculty on clinics (225-578-0611 or 225-578-0667) if you are unable to arrive safely. Preparedness begins at home. Please be sure you and your household are prepared for any foreseeable natural disasters.

Home Football Games/Special Events:

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

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

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: *During COVID-19 crisis, grades are PASS/FAIL.*

80% of your grade on this rotation is subjective. Input on your grade will come from the faculty, house officers and nursing staff. The criteria used for the 80% are derived from the outcomes assessment and AVMA COE standards (see below). 20% of your grade on this rotation comes from the end of the block test. If you are taking oncology for a second time as an elective, 100% of your grade will be subjectively evaluated as you will not be required to take the test. E-Value competencies will be completed online to provide you with feedback and recommendations for improvement. Evaluation will be completed weekly and sent out to students. If you have questions about your performance in general or based upon E-value feedback, please see the faculty member on clinics.

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)

1. History/Physical Examination:

(Identification of appropriate history, obtains accurate, pertinent information, identifies physical exam abnormalities, organized presentation of history/physical findings) (Standard 1, 5)

2. Rounds:

(Participation and preparation for rounds, reads appropriately on cases, presentation of paper) (Standard 1, 9)

3. Patient Assessment/Clinical Thinking Skills:

(Recognition of patient problems, diagnostic and therapeutic plan recommendations, assessment of diagnostic test results, individualized treatment plan. Can think through a case appropriately) (Standard 1, 5)

4. Records and communication:

(SOAPs, ICU orders timely and accurate. History and problems on diagnostics accurate, clear and concise discharge summaries, ability to verbally express thoughts, plans or ideas and to work as a team; client communication with documentation) (Standard 1, 8)

5. Technical Skills:

(Animal handling, ability to perform venipuncture, chemotherapy administration with proper PPE/biosecurity, organization) (Standard 5, 7)

6. Knowledge:

(Understands pathophysiology of disease processes, Biological behavior of tumors, differential diagnoses, appropriate therapeutic options) (Standard 1, 5)

7. Professionalism and Attitude:

(Enthusiasm/attitude, makes an effort, mature, honest, ethical, respectful of peers, staff and faculty, appropriate dress, punctual, helps others on the rotation) (Standard 8)

8. Patient Care:

(Provides treatment and care for patients and their needs. Cleanliness of patients. Administration of treatments and other medications appropriately. Acceptance of responsibility.) (Standard 8)

ASSIGNMENTS/RESPONSIBILITIES:

Test: See previous information regarding the test. The test is given on the final day of the rotation.

Paper presentation: Each student will be required to present a journal article to the group on the last Thursday of the block. You will be asked to read and critically evaluate an article of current literature related to oncology. Although this paper presentation is not technically part of your grade, you should be prepared as if it is part of your grade as your performance will be included in the assessment of your rounds participation (item 2 above of rotation grade). Faculty members will provide feedback and give suggestions on how to analyze scientific papers.

COURSE CONTENT AND OUTLINE:

Case presentations (board rounds) start at 8:00 am on all days except the Monday of full or half block change. Topic rounds begin at approximately 8:30 (after board rounds) and last until 9:15. Topic rounds are given by faculty and house officers. Topics to be covered include common small animal neoplastic diseases as well as a review of your cases from previous days. Students should be prepared to discuss either the topic and/or any of their cases. On the last Thursday of the rotation, students will be asked to present a journal article related to oncology. Students are asked to review the purpose of the study, how was the study performed, what were the results of this study, what was the significance of the study as well as how does this study impact or change what you do as a practicing veterinarian. On the last Friday of the rotation students will take their open book, open notes quiz. For additional information, see the Phase II handbook.

RESOURCES:

- * Class notes
- * www.pubmed.com
- * www.vssso.org
- * www.vetcancersociety.org
- * www.acvim.org
- * Withrow and Vail, Small Animal Clinical Oncology, 5th and 6th edition
- * Henry and Higginbotham, Cancer Management for the Small Animal Practice, 1st edition
- * Larue S, et al. *Advances in Veterinary Radiation Therapy- Targeting Tumors and Improving Patient Comfort*; Vet Clin Small Anim 44 (2014) 909–923.

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. Facebook, Twitter, Instagram, Snapchat, 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", "Instagram", and "Snapchat"; 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.

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 excuse 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 lost time).

If a student misses more than two 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 six, 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, an incomplete grade, or possible failure of the block.

LSU SCHOOL OF VETERINARY MEDICINE ACADEMIC MISCONDUCT POLICY:

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

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

LSU Code of Student Conduct can be found at:

<http://saa.lsu.edu/code-student-conduct>

REMEDIATION POLICY

Remediation with reassessment will be offered if the student qualifies per the Scholastic Standards Committee policy.

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

GENERAL STATEMENT ON ACADEMIC INTEGRITY:

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

AMERICANS WITH DISABILITIES ACT:

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

Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services (DS). DS is located in 115 Johnston Hall. Phone is 225/578-5919. To receive academic accommodations for this class, please obtain the proper DS forms and meet with me at the beginning of the class. The Office of 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:

Competency One: <i>Comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management</i>	VMED 5463 Course Objective	Assessment Method	Teaching Method
1.1 History/Physical Examination	1,3,4,5	Clinical performance, participation	Case based instruction, small group discussion, clinical experience in-patient
1.2 Patient Assessment/Clinical Thinking Skills	1,2,6,7,9	Clinical performance, participation	Case based instruction, small group discussion, clinical experience in-patient

1.3 Knowledge Base/Basic Pathophysiology	1,2,6,7	Clinical performance, participation	Case based instruction, small group discussion, clinical experience in-patient
1.4 Diagnostic Skills/Clinical Laboratory Assessment	3,4,5,9	Clinical performance, participation	Case based instruction, small group discussion, clinical experience in-patient
1.5 Participation in Patient Discussions	1,2,6,7,8	Clinical performance, participation	Case based instruction, small group discussion, clinical experience in-patient
1.6 Medical Records	1,2,6,7	Clinical performance	Case based instruction, clinical experience in-patient
Competency Two: <i>Comprehensive treatment planning including patient referral when indicated</i>	Aligned with VMED 5463 Course Objective	Assessment Method	Teaching Method
2.1 Treatment planning	1,2,6,7,9	Clinical performance, participation	Case based instruction, small group discussion, clinical experience in-patient
2.2 Understanding Therapeutic Modalities and Availability	1,2,6,7,9	Clinical performance, participation	Case based instruction, small group discussion, clinical experience in-patient
Competency Five: <i>Basic medicine skills, experience and case management</i>	Aligned with VMED 5463 Course Objective	Assessment Method	Teaching Method
5.1 Basic medical skills/ Case Management	1,2,6,7	Clinical performance, participation	Case based instruction, small group discussion, clinical experience in-patient
Competency Eight: <i>Client communications and ethical conduct</i>	Aligned with VMED 5463 Course Objective	Assessment Method	Teaching Method

8.1 Client Communication/Client Education/Discharge Summary	1,2,6,7	Clinical performance, participation	Case based instruction, small group discussion, clinical experience in-patient
8.3 Ethical Conduct	9, 10	Clinical performance	Case based instruction, small group discussion, clinical experience
8.5 Reliability/Thoroughness/Punctuality/Appearance	10	Clinical performance	Clinical experience
Competency Nine: <i>Critical analysis of new information and research findings relevant to veterinary medicine</i>	VMED 5463 Course Objective	Assessment Method	Teaching Method
9.1 Critical Analysis of New Information and Research Findings Relevant to Veterinary Medicine 9.2 Demonstrate effective use of literature, references and informational technology in support of diagnosis, case management, and continuing medical education.	1,2,8	Oral presentation, participation	Small group discussion