



**CONTACT INFORMATION:**

**Course Coordinator:**

Ann Chapman, DVM, MS, DACVIM  
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Office Hours : by appointment  
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**COURSE MATERIALS:**

**Moodle:**

Please review course materials are available by accessing: <http://itsweb.lsu.edu/Moodle/>

**Recommended texts:**

*Bertone JJ. Equine Geriatric Medicine and Surgery, 1<sup>st</sup> edition, Saunders Elsevier, 2006.*

*Mayhew IG. Large Animal Neurology: a handbook for veterinary clinicians, 2<sup>nd</sup> edition, Lea & Febiger, 2008.*

*Orsini JA and Divers TJ. Equine Emergencies: Treatment and Procedures, 4<sup>th</sup> edition, Elsevier Health Sciences, 2012.*

*Reed SM, Bayly WM, Sellon DC. Equine Internal Medicine, 3<sup>rd</sup> edition, Saunders Elsevier, 2010.*

*Smith BP. Large Animal Internal Medicine, 5<sup>th</sup> edition, Mosby, 2014.*

*Sprayberry KA and Robinson NE. Robinson's Current Therapy in Equine Medicine, 7<sup>th</sup> edition, Saunders Elsevier, 2015.*

**COURSE DESCRIPTION:**

This course is intended to provide instruction of veterinary students in the clinical phase of the curriculum. It is specifically designed for those students with an interest in equine ambulatory practice. This course is intended to assist the veterinary student gain an understanding of basic principles of equine internal medicine. Students will participate in the clinical and diagnostic assessment of client owned horses that present to the Veterinary Teaching Hospital Equine Ambulatory service for evaluation. In addition to performing routine wellness care for local patients, students will participate in equine internal medicine consultation at the request of veterinary practitioners throughout southeast Louisiana.

**COURSE OBJECTIVES:**

At the conclusion of this course, the student will be able to:	Keyword
1. To become proficient in comprehensive diagnosis of disease processes in horses through the use of a complete medical history, physical examination and laboratory testing by use of the following skills:	
a. Obtain a complete equine medical history.	History
b. Approach, capture and apply a halter and lead rope to a horse.	Examination
c. Perform a complete physical examination on an adult horse and foal.	Examination
i. Estimate body condition score and body weight	Examination
ii. Auscult and interpret respiratory sounds.	Examination
iii. Auscult and interpret cardiac sounds	Examination
iv. Assess mucous membrane color, quality and capillary refill time	Examination
v. Assess digital pulses.	Examination
vi. Auscult and interpret gastrointestinal sounds.	Examination
vii. Palpate and assess submandibular lymph nodes.	Examination
viii. Elevate forelimb and hindlimb to evaluate the foot.	Examination

ix. Assess joints, flexor tendons and suspensory ligaments through palpation	Examination
x. Perform oral and dental examinations	Examination
xi. Perform ophthalmic and otic examinations	Examination
xii. Perform a neurologic examination.	Examination
2. To become proficient in equine health promotion and disease prevention through completion of the following tasks:	
a. Describe the core and risk-based vaccines that are recommended for horses.	Vaccine
b. Administer a vaccine intramuscularly.	Vaccine
c. Obtain a blood sample for EIA testing by jugular venipuncture.	EIA
d. Complete USDA form VS 10-11 correctly.	EIA
e. Correctly identify coat colors and markings.	Identification
f. Recognize major equine breeds by appearance.	Identification
g. Complete a certificate of veterinary inspection.	CVI
h. Perform a routine dental floating procedure.	Dental
3. To perform basic clinical medicine and surgery skills in equine patients, to include:	
a. Perform proper restraint of an adult horse and foal	Restraint
b. Administer oral medication	Medication
c. Administer intramuscular medication	Medication
d. Perform venipuncture	Venipuncture
e. Administer medication intravenously	Medication
f. Administer medication subcutaneously.	Medication
g. Perform nasogastric intubation	Intubation
h. Perform fluorescein staining of the cornea	Fluorescein
j. Perform perineural anesthesia	Anesthesia
k. Apply a bandage to the limb	Bandage
l. Apply a bandage to the foot	Bandage
m. Remove sutures or staples from a healed surgical wound	Suture
n. Clean and debride a wound	Wound
o. Aseptically prepare a patient for a surgical procedure	Prepare
p. Properly don sterile gloves	Glove
q. Suture proficiently.	Suture
4. To develop a comprehensive, practical treatment plan for equine ambulatory patients and recognize when referral to an equine hospital is indicated.	Treatment
5. To develop an anesthesia plan and a pain management plan for equine patients in the field.	Anesthesia
6. To become competent in record management of equine ambulatory patients	Record
7. To become proficient in client communication by properly explaining a medical condition to a client in a clear and concise manner and to correctly explain the proper husbandry of horses including nutrition and housing.	Communication
8. To demonstrate an understanding of equine patient welfare	Welfare
9. To develop a biosecurity protocol for horses on the farm	Biosecurity

### TEACHING PHILOSOPHY:

Veterinary students pursuing a career in equine medicine should be exposed to field medicine and surgery because many clients lack the means to transport the patient to referral centers. The Equine Ambulatory and Consulting Specialty Practice is designed to assist veterinary students refine their clinical skills in the evaluation, diagnosis and treatment of medical disorders in horses. Special emphasis is placed on utilizing portable diagnostic tools such as ultrasound, endoscopy and radiography. In addition, students are given opportunity to become proficient in the basic wellness care of locally client owned horses. Students are also exposed to ambulatory specialty practice when the equine medicine clinicians provide consultation services for referring veterinarians throughout Louisiana.

### COURSE POLICIES:

**Attendance:** Students are expected to attend clinical rotations every day. Absences must be pre-approved by the faculty mentor. Requests should be made 1 week prior to the start of the rotation and absentee request forms signed. These forms are available in the VCS office on the 2<sup>nd</sup> floor. Unexcused absences will result in an incomplete grade. 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. In the event of unexcused absences, students may be required to repeat the entire 2 week rotation. Please see the Phase II attendance requirements below. When ill, the student must call the clinician directly or the large animal reception desk to make the faculty member aware of the absence. An absentee form must be signed as soon as the student returns to clinical duty.

**Attire:** Students are expected to wear scrub top and khaki pants. Jeans are acceptable if they are plain and not excessively tight. Proper footwear is necessary when handling equine patients. Sturdy leather boots are acceptable for routine field calls; however, waterproof rubber boots that cover higher than the ankle may be needed in certain circumstances. These

include farms with standing water and muddy conditions or when investigating disease outbreaks. Athletic shoes, sandals, and other slip-on shoes are not acceptable. Clinical appointments are **not** typically rescheduled due to inclement weather; therefore, students are expected to dress accordingly. During cold weather, a heavy jacket, hat, scarf and gloves may be necessary. During rainy weather, waterproof outerwear is required. Students should check the weather forecast daily and plan ahead.

**Equipment:** Students should be prepared with basic supplies for examination on the first day of the rotation. This includes a stethoscope, watch/timer, thermometer, black or blue pen and penlight.

**Natural Disasters (Hurricane, etc):** Students and staff of the VTH are “essential personnel” during disasters that affect our community. The clinic schedule and the student’s responsibilities may change during such events. Students may be assigned to participate in VTH emergency response efforts depending on the need and safety. For example, equine ambulatory students may be needed to attend to field cases or may be asked to assist with the care of in-house patients. **Please check with the faculty member prior any storm landfall projected for Louisiana.** Remember, your personal safety is the number one priority when you are asked to report for duty during an emergency. Use common sense in your commute and alert the Large Animal ICU (225-578-9603) if you are unable to arrive safely.

## **ASSIGNMENTS/RESPONSIBILITIES:**

### *General information*

#### **Orientation:**

**During Block 1A, 2A, 3A, etc:** Students should report to Large Animal reception area at 9:00 am for front office procedures orientation on the first day of the rotation. Students should then meet the equine ambulatory clinician at **9:30 am at the Large Animal Reception Area** for orientation of the ambulatory truck and review of the procedures.

**During Block 1C, 2C, 3C, etc:** On the first day of the rotation, students should meet the equine ambulatory faculty member at **9:30 am at the Large Animal Reception Area** for orientation of the ambulatory truck and review of the procedures.

**Scheduling:** Appointments will be scheduled for Monday through Friday only. In special circumstances, Saturday appointments may be necessary for patients requiring special treatments and follow-up care. Elective procedures are not performed on weekends. The daily appointment schedule is posted on the EHSP scheduling website: [www.vetlsu.net](http://www.vetlsu.net). Students should visit the website prior to the first day of the rotation and register for access. The equine ambulatory clinician will decide the daily meeting time based on the appointment schedule. Due to necessary travel time, student may be expected to report prior to 8 am. The students, faculty mentor and technician will meet either at the Large Animal Reception area or the ambulatory garage prior to departing for scheduled client appointments. The clinician will try to provide the student with an estimated return time. However, student should be prepared for work-hours to extend beyond 5 pm, should the need arise.

**Travel Procedures:** The equine ambulatory service provides primary care for client owned horses in the Baton Rouge area. The mileage radius for the primary care service is within **20 miles** of the LSU VTH. The equine ambulatory service also provides equine internal medicine consultation services for referring veterinarians throughout Louisiana. This may necessitate travel outside the Baton Rouge area. From November through March, the service will provide weekly specialty consultation at the Fairgrounds Racetrack in New Orleans, LA. From February through October, the service will participate in weekly foal respiratory screening for breeding farms in Folsom, LA. Occasionally the service is asked to provide consultation for referring veterinarians from other locations as well. However, overnight travel will **NOT** be required.

**Meals:** If daily appointment schedule prevents the return to LSU by lunchtime, the clinician, students and technician will stop at local restaurants for meals. Students may bring lunch if they do not wish to eat at a restaurant. During long days, students are encouraged to bring snacks since stopping for lunch may not be possible exactly at noon.

### *Clinical Procedures*

**Student Preparation:** The equine ambulatory clinician will provide the students with reading assignments and/or self-study preparation at least one day prior to a scheduled appointment. Students are expected to review classnotes, textbooks, journal articles or other material related to the clinical problem or procedure prior to patient evaluation. Student knowledge base will be assessed through case discussion before and/or after patient evaluation.

**Patient examination:** Students are responsible for obtaining a medical history and performing physical examination of equine patients under the direct supervision of the equine clinician and/or ambulatory technician in the field setting. The student is responsible for recording the data on the medical record in a legible manner. Students will also assist and/or perform technical procedures on patients for the purpose of diagnosing and treating medical problems. Students are

expected to record these procedures in the medical record and complete the appropriate requests for diagnostic testing where necessary.

Client communication: In many cases the owner or the owner's agent will be present during the entire evaluation of the patient. Students will be directly involved in the communication with client and/or the client's agent during the patient evaluation. In some instances, students will be asked to contact clients via telephone to obtain follow-up information on the patient and notify the client of diagnostic test results. Students are required to document all telephone communications with the client on the appropriate medical record form.

Patient Care: Since all patients are seen as out-patients, daily patient care is not required.

Care of equipment: Students are expected to assist the equine ambulatory clinician and technician in the preparation of the equine ambulatory vehicle each day. Prior to departure, the unit may be briefly inventoried to ensure all supplies and equipment are prepared for the daily appointments. Upon return to the VTH at the end of the day, students are expected to assist in the cleaning and restocking of the ambulatory vehicle.

Emergency Duty: Students will participate in daytime emergencies **during regular business hours**. If the appointment schedule allows, the clinician may release the students to go home for part of the day. However, the students are still **consider "on-call" until close of business at 5 pm**. Should the need arise, students will be asked to return to the LSU VTH and assist with field service emergencies during regular business hours. After-hours and weekend emergency duty is not required. Student assigned to in-patient services (VMED 5458) will be responsible for assisting with Equine Ambulatory emergency calls outside of regular business hours.

Rounds: Students will participate in informal rounds with the equine ambulatory clinician during travel between appointments.

#### **GRADING/EVALUATION:**

Grades will be rounded to the nearest percentage point and are based on the standard LSU-SVM percentages:

<u>Grade</u>	<u>Vet Med Scale</u>	<u>Hours</u>	<u>Quality Points</u>
A+	97-100%	1	4.3
A	93-96%	1	4.0
A-	90-92%	1	3.7
B+	87-89%	1	3.3
B	83-86%	1	3.0
B-	80-82%	1	2.7
C+	77-79%	1	2.3
C	73-76%	1	2.0
C-	70-72%	1	1.7
D+	67-69%	1	1.3
D	63-66%	1	1.0
D-	60-62%	1	0.7
F	<60%	1	0

Grading Sheet

**VMED 5463**  
**EQUINE AMB CSP**  
*Equine Ambulatory and Consulting Practice*

Student: \_\_\_\_\_ Block: \_\_\_\_\_ Date: \_\_\_\_\_

	Excellent	Good	Adequate	Needs Improvement	Inadequate
1. <b>Medical/Surgical knowledge:</b> Anatomy, pathogenesis, diagnostic plans, treatment plans, disease prevention.	10	9 8	7 6	5 4	3 2 1
2. <b>Herd Health knowledge:</b> Herd health diagnostics, disease prevention, vaccine protocols	10	9 8	7 6	5 4	3 2 1
3. <b>Diagnostic Skills:</b> History taking, physical exam, diagnostic procedures.	10	9 8	7 6	5 4	3 2 1
4. <b>Therapeutic Skills:</b> Administration of treatments, manipulation, surgical skills	10	9 8	7 6	5 4	3 2 1
5. <b>Communication:</b> With clients and clinicians, expression of plans, ideas and knowledge.	10	9 8	7 6	5 4	3 2 1
6. <b>Clinical Proficiency:</b> ability to transfer facts to actual clinical problem solving, develop therapeutic and diagnostic plans.	10	9 8	7 6	5 4	3 2 1
7. <b>Record keeping:</b> Complete field service records forms.	10	9 8	7 6	5 4	3 2 1
8. <b>Responsibility:</b> Timeliness, attendance	10	9 8	7 6	5 4	3 2 1
9. <b>Participation:</b> Complete assigned tasks, preparation of equipment and vehicle.	10	9 8	7 6	5 4	3 2 1
10. <b>Professionalism and attitude:</b> Willingness to learn and help, overall professional maturity.	10	9 8	7 6	5 4	3 2 1
Ability to make independent decisions	Excellent	Good	Adequate	Needs Improvement	Inadequate
Readiness to practice based on current level of expected development.	Excellent	Good	Adequate	Needs Improvement	Inadequate

Clinician Signature: \_\_\_\_\_

TOTAL: \_\_\_\_\_

COMMENTS:

### **ATTENDANCE REQUIREMENT:**

All students in the Phase II curriculum may be allowed a maximum of six (6) excused absences (this may be days or portion 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 examination, 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 number 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 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 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. (See: [Hospital Polices & Procedures Manual](#))

### **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.

### **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](mailto: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](http://www.lsu.edu/saa). It is your responsibility as a student at LSU to know and understand the academic standards for our community.

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

### **GROUP WORK AND UNAUTHORIZED ASSISTANCE:**

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

### **AMERICANS WITH DISABILITIES ACT:**

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

Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you



are required to register with Disability Services (DS). DS is located in 115 Johnston Hall. Phone is 225-578-5919. To receive academic accommodations for this class, please obtain the proper DS forms and meet with me at the beginning of the class. The Office of Veterinary Education and Student Affairs can help you if you have questions as well. <http://disability.lsu.edu/students>

**SYLLABUS CHANGE POLICY:**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advanced notice.

**SVM INSTITUTIONAL LEARNING COMPETENCIES:**

<b>SVM 9 +1 Clinical Competency Anchor Points</b>			
<b>Competency One:</b> <i>Comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management</i>	<b>Aligned with VMED 5463 Learning Objective</b>	<b>Assessment Method</b>	<b>Teaching Method</b>
1.1 History/Physical Examination	1	Clinical performance rating/checklist	Clinical experience-Ambulatory
1.2 Patient Assessment/Clinical Thinking Skills	1	Clinical performance rating/checklist	Clinical experience-Ambulatory
1.3 Knowledge Base/Basic Pathophysiology	1	Clinical performance rating/checklist	Clinical experience-Ambulatory
1.4 Diagnostic Skills/Clinical Laboratory Assessment	1	Clinical performance rating/checklist	Clinical experience-Ambulatory
1.5 Participation in Patient Discussions	1	Clinical performance rating/checklist	Clinical experience-Ambulatory
1.6 Medical Records	6	Clinical performance rating/checklist	Clinical experience-Ambulatory
<b>Competency Two:</b> <i>Comprehensive treatment planning including patient referral when indicated</i>			
2.1 Treatment planning	4	Clinical performance rating/checklist	Clinical experience-Ambulatory
2.2 Understanding Therapeutic Modalities and Availability ( <i>would include knowledge of referral services available</i> )	4	Clinical performance rating/checklist	Clinical experience-Ambulatory
<b>Competency Three:</b> <i>Anesthesia and pain management, patient welfare</i>			
3.1 Anesthesia/Patient Status/Response/Plans	5	Clinical performance rating/checklist	Clinical experience-Ambulatory
3.2 Pain Management/Patient Welfare/Empathy	5, 8	Clinical performance rating/checklist	Clinical experience-Ambulatory
<b>Competency Four:</b> <i>Basic surgery skills, experience, and case management</i>			
4.1 Basic surgical skills	4	Clinical performance rating/checklist	Clinical experience-Ambulatory
<b>Competency Five:</b>			



<b>Basic medicine skills, experience and case management</b>			
5.1 Basic medical skills	3	Clinical performance rating/checklist	Clinical experience-Ambulatory
5.2 Medical experience gained through rotation	3	Clinical performance rating/checklist	Clinical experience-Ambulatory
<b>Competency Six: Emergency and intensive care case management</b>			
6.1 Emergency Care Management	3	Clinical performance rating/checklist	Clinical experience-Ambulatory
<b>Competency Seven: Health promotion, disease prevention/biosecurity, zoonosis, and food safety</b>			
7.1 Health Maintenance/promotion	2	Clinical performance rating/checklist	Clinical experience-Ambulatory
7.2 Disease prevention/Control/Eradication	2	Clinical performance rating/checklist	Clinical experience-Ambulatory
7.3 Biosecurity	9	Clinical performance rating/checklist	Clinical experience-Ambulatory
7.4 Zoonosis	9	Clinical performance rating/checklist	Clinical experience-Ambulatory
<b>Competency Eight: Client communications and ethical conduct</b>			
8.1 Client Communication/Client Education/Discharge Summary	7	Clinical performance rating/checklist	Clinical experience-Ambulatory
8.2 Working with Health Care Team	1-9	Clinical performance rating/checklist	Clinical experience-Ambulatory
8.3 Ethical Conduct	1-9	Clinical performance rating/checklist	Clinical experience-Ambulatory
8.4 Emotional Stability	1-9	Clinical performance rating/checklist	Clinical experience-Ambulatory
8.5 Reliability/Thoroughness/Punctuality/Appearance	1-9	Clinical performance rating/checklist	Clinical experience-Ambulatory
<b>Competency Nine: Critical analysis of new information and research findings relevant to veterinary medicine</b>			
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.	1-9	Clinical performance rating/checklist	Clinical experience-Ambulatory
<b>Competency Ten: Comparative Pathobiology: In the clinical setting discuss and apply basic science (physiology, immunology, histology, neuroscience, anatomy, etc.) to clinical cases within and across common species and between animal classes (mammals, birds, fish, reptiles, amphibians, etc.).</b>			
10.2 Drug metabolism as it relates therapy, anesthesia, analgesia, and adverse drug reactions.	1-9	Clinical performance rating/checklist	Clinical experience-Ambulatory
10.3. Apply central biological principles and	1-9	Clinical	Clinical

mechanisms on a cellular, systemic, and population level.		performance rating/checklist	experience-Ambulatory
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