

**Course Coordinator**

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**COURSE MATERIALS:**

There are no required course materials for this clinical rotation. Suggested references would include.

Biology and Medicine of Rabbits and Rodents

Harkness and Wagner  
5<sup>th</sup> Edition

Pathology of Laboratory Rodents and Rabbits

Percy and Barthold  
3<sup>rd</sup> Edition

**NOTE: SARS Co-V2 (aka COVID-19)**

1. Until further notice the following changes to the rotation are made to comply with State, University, and School of Veterinary Medicine policies regarding SARS Co-V2.
2. **The grading will be pass/fail.** This will continue through the fall of 2020, at least until December. This may be extended depending on the state of affairs regarding the virus at that time.
  - a. How is pass/fail calculated? Further down the document is our standard grading sheet. We will use this document, along with online assignments, to figure out pass or fail. In the event some of the grading factors cannot be assessed due to the virus, that factor will be dropped out of the mix and your grade will be calculated as a percentage of the remaining grading factors.
  - b. If you have questions about this, please ask.
3. Students must bring and wear a face mask at all times in the SVM. Additionally, this mask must be worn outside when working with others in close proximity (less than 6 ft or 2 meters).
4. Depending on clinical case load, students may not be required to come in to the SVM or may be told to leave for the rest of the day. There is no preset pattern. Just be flexible. Online assignments will be provided and their completion will be part of your grade.
5. Zoom Meetings: Zoom will be used where possible to minimize social contact.

## COURSE DESCRIPTION:

This half-block clinical rotation is designed to expose interested students to the field of Laboratory Animal Medicine. The rotation can be divided into 2 general sections: 1) clinical service involving the diagnosis and treatment of colony animals; 2) didactic training in the biology and medicine of traditional laboratory animal species.

### Goal/Rationale of the Course

Enrolled students typically fall into two categories. 1. Students who are considering a possible career in laboratory animal medicine. 2. Students who have an interest in pocket pets, etc. who want to gain more clinical exposure with these species. With these two student needs in mind the clinical rotation should in the end allow a student to make a final determination on a career choice of laboratory animal medicine (yea or nay), as well as exposing students to clinical cases with pocket pets and specific training via wet labs with various clinical and surgical procedures on specific species.

### Where to Report, Attire, Holiday and Weekend Info

1. Report to room 1527 and 1529 at **8:00 A.M.** to start your block
2. Attire: Casual clothes are fine along with scrubs. No open toed shoes. Students should have at least one pair of coveralls for working with large animals (swine & goats).
3. Holidays & Weekends: Students are expected to perform treatments, etc. and be available as needed on holidays and weekends. We typically do not meet for rounds, etc. on those days unless necessary.

## COURSE OBJECTIVES:

List course/clerkship learning objectives:	Key Words
1. At the end of the rotation the student can verbally explain the roll of veterinarians in both human and animal research.	Research, laboratory animal, veterinarian
2. By the end of the rotation students can verbally identify the two major regulatory agencies that oversee the use of animals in research, teaching, and testing. Students can explain which animals are covered by each of the regulatory agencies.	USDA, research, PHS, OLAW,
3. During and certainly by the end of the rotation students will demonstrate and improve their ability to critically think, assess their patients, discuss pathophysiology and problem solve.	Pathology, assessment, problem solving, diagnostics.
4. By the end of the rotation students will demonstrate the ability to restrain administer treatments, anesthesia, and collect diagnostic samples from rodents and rabbits.	Anesthesia, injections, intubation, serology, PCR
5. During the rotation students will demonstrate their ability to work effectively with and demonstrate respect for the health care team.	Respect, stability, courtesy, conscientious, honorable, kind
6. During and certainly by the end of the rotation students will demonstrate their awareness of biosecurity signage and their adherence to their instructions.	Biosecurity, biosafety, zoonosis, PPE, disinfection, blood borne pathogens
7. By the end of the rotation students will be able to articulate the difference between the 4 levels of biocontainment.	Biosafety, biocontainment, CDC, inhalation, zoonosis,
8. Routine clinical procedures will be performed by students preferably over residents or faculty for the purpose of enhancing the students hand to eye coordination and clinical confidence.	Skill, precision, accuracy, ambidextrous, confidence
9. During the rotation students will demonstrate their ability to calculate drug dosages, fluid rates, heart/pulse rate, respiratory rate.	Dose, dosage, rate, pulse, respiration, plan
10. At the end of the rotation, students will be able to articulate disease prevention, control and eradication as it relates to individual patients vs herds/colonies/ flocks.	Disease prevention, disease control, disease eradication,

Student will be able to articulate the disease prevention, control and eradication modalities options	herd, flock, school, primary containment, secondary containment.
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## TEACHING PHILOSOPHY:

Laboratory Animal Medicine can be approached in the same manner as a general practitioner. All of the didactic and hands on training you have received to this point in your career can be easily applied to this specialty field. Moreover, any of the specialty fields/ interest that you have can be found within the confines of Laboratory Animal Medicine. Four differences are noteworthy. 1) There is a heavy regulatory aspect to the practice of laboratory animal medicine, often not found in other niches, unless you eventually work for the USDA, CDC, or Public Health Service (PHS). 2) Herd health is a common theme in laboratory animal medicine where these concepts are applied to uncommon species. 3) Research support (directly or indirectly) is the norm and you can easily transition into your own area of research interest if you so desire. 4) Biosecurity and biocontainment are paramount and are expected every working day.

As such we expect you to approach clinical cases as a general practitioner focusing on clinical presentation, signs, history, etc. with an eye on the basics. From there you can formulate a general diagnostic and treatment approach, subsequently tailoring that to a given species. More often than not, the diagnostic and treatment approaches are overall very similar between species and this same approach will serve you well in other clinical rotations. Hands on experience will be the norm on this block. Where possible the student will perform the procedures with oversight by the residents and faculty. While taking this basic approach, that will serve you no matter where you practice, you should observe, take mental note, and generally appreciate how the practice of veterinary medicine is intertwined with the regulatory, research, and biosecurity aspects of this specialty field. Always follow the KISS principle.

## COURSE POLICIES:

### *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 the DLAM office (225-578-9643) that day to notify us. An absentee form needs to be signed as soon as the student is back in clinics.

### *Phase II Attendance Requirements:*

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.

*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 Small Animal ICU (225-578-9503) if you are unable to arrive safely.

Holidays

On regularly scheduled university holidays, students are expected to continue treatments, etc. for any other their patients. Essentially, the holiday is treated like a weekend day.

**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:**

The standard SVM grading scale listed below will be used with grades rounded to the nearest percentage point. An example of the LAM VMED 5463 grade form is below.

<b>A+</b>	97-100	<b>C</b>	73-76
<b>A</b>	93-96	<b>C-</b>	70-72
<b>A-</b>	90-92	<b>D+</b>	67-69
<b>B+</b>	87-89	<b>D</b>	63-66
<b>B</b>	83-86	<b>D-</b>	60-62
<b>B-</b>	80-82	<b>F</b>	<60
<b>C+</b>	77-79		

VMED 5463  
**Laboratory Animal Medicine Elective**

Student Name: \_\_\_\_\_ Block: \_\_\_\_\_ Week: 1 2 3 4 Date: \_\_\_\_\_

	Excellent			Good			Average			Inadequate					
Clinical Skills	25	24	23	22	21	20	19	18	17	16	15	14	13	12	<12
Problem Solving Skills	25	24	23	22	21	20	19	18	17	16	15	14	13	12	<12
Appreciation for the role of animals and veterinarians in research	15	14		13	12			11	10		9	8	7	6	<6
Appreciation for the role of research in veterinary medicine	15	14		13	12			11	10		9	8	7	6	<6

	Excellent	Good	Average	Inadequate
Adherence to and understanding of SOPS and biosecurity/biosafety signage.	10	9 8	7	6 5 4 3 <3
Responsibility	5	4.5	4	3 2 1
Attitude	5	4.5	4	3 2 1
Readiness to practice (bases on current level of expected development)				
Ability to make independent decisions	Excellent	Good	Adequate	Inadequate
Overall ability to transfer facts to actual clinical problem solving	Excellent	Good	Adequate	Inadequate
Overall professional maturity	Excellent	Good	Adequate	Inadequate

Total Score \_\_\_\_\_

Student Signature \_\_\_\_\_

Letter Grade \_\_\_\_\_

Mentor Signature \_\_\_\_\_

Comments

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**Students Please Sign and Return To the VCS Office**

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**Remediation and Reassessment**

If a remediation and reassessment is indicated per the SVM policy guidelines, it will be granted. The nature of the remediation and reassessment will be determined at the time of the request by the course committee in a timely fashion.

**ASSIGNMENTS/RESPONSIBILITIES:**

**Patient Care:**

Students are responsible for assisting in case management under the supervision of the attending veterinarian and technical staff. This includes walking patients, keeping the 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.

**Presentation:**

Each student will be assigned a rodent strain/stock to investigate. On the last Thursday or Friday of the block each student will present a semi-formal presentation utilizing PowerPoint. The presentation is to last no more than 10 minutes. It is expected that sufficient free time will be available during the "Clinics" days to facilitate this project however no specific time is set aside. The student is required to leave an electronic copy of the presentation on the computer with DLAM. An SOP for the presentation is below

**I. Animal Model Presentation**

**A. Purpose**

1. This SOP (Standard Operating Procedure) will explain what how the presentation is formatted as well as the expected contents.
2. This SOP is a guide to the minimum standards.
3. The purpose of the presentation is to help the student understand the inner workings of biomedical research

and the importance of strain/species selection for various research projects.

**B. Format**

1. PowerPoint presentation
  - a. Time Limit- 10 minutes or less

**C. Please print out PowerPoint note pages with pictures for everyone.**

1. Your name should appear below the title slide along with the date.
2. Pictures of the strain.
  - a. You may find specific pictures on the web. If you capture these off the web, please indicate under the picture your source (web site)
  - b. Many strains are on common back grounds so a characteristic phenotype may not be apparent (i.e. It is a white mouse).
3. The final slide should list your sources (bibliography) which may include journal articles, books, web pages, etc...

**D. Content**

1. Your presentation should start out with a brief history of the strain. For example
  - a. When, where, by who, how, etc. was the strain first recognized?
  - b. Is the animal an inbred strain, outbred stock, hybrid, congenic inbred strain, etc. and how is the line maintained?
  - c. Explain the nomenclature of the strain or stock designation.
  - d. If the strain is a knockout or knockin, explain a bit about the missing or added gene.
2. Next go into specifics about historic and current uses.
  - a. Is the strain commonly used and for what purpose?
  - b. Are they good breeders, do they have hair, do they lose their hair, do they fight, etc.
  - c. Are there particular infectious, metabolic or diseases of aging the strain is commonly susceptible to?
  - d. Are their particular diseases (human or animal) that this strain is commonly used as a model of?
  - e. What are some sources for this strain?
  - f. And so on???????
3. Summary

**General Weekly Routine: Note!!! The chart below is a general guideline. Students may need to come earlier, stay later and work through lunch depending on case or project load.**

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.	Sun.
8:00 A.M.	<b>Show up smiling</b>	<b>Show up smiling</b>	<b>Show up smiling</b>	<b>Show up smiling</b>	<b>Show up smiling</b>	Clinical treatments, if any, per prescribed schedule	
9:00 A.M.	Clinical cases, wet labs, research support	Clinical cases, wet labs, research support	Clinical cases, wet labs, research support	Clinical cases, wet labs, research support	Clinical cases, wet labs, research support		
10:00 A.M.							
11:00 A.M.							
12:00 P.M.	<b>Feed your face</b>	<b>Feed your face</b>	<b>Feed your face</b>	<b>Feed your face</b>	<b>Feed your face</b>		
1:00 P.M.	<b>Colloquium @ 1:30 till about 3:30</b>	Clinical cases, wet labs, research support	Clinical cases, wet labs, research support	Clinical cases, wet labs, research support	Clinical cases, wet labs, research support		
2:00 P.M.							
3:00 P.M.							
4:00 P.M.							
5:00 P.M.	<b>Finish treatments and head home.</b>	<b>Finish treatments and head home.</b>	<b>Finish treatments and head home.</b>	<b>Finish treatments and head home.</b>	<b>Finish treatments and head home.</b>		

**RESOURCES:** For your presentation

1. Examples: Presentations by previous students are maintained on the computer in the DLAM resident’s office. The folder in on the desktop and should be accessible no matter who logs on the computer.
2. SVM
  - a. DLAM Library - Located in the resident’s office. We have a fairly extensive collection of titles for

- laboratory animals.
- b. SVM Library- computer, journal and text access.
  - (1) Text- Laboratory Animal Medicine, 2<sup>nd</sup> edition, Fox, Anderson, Leow, and Quimby. This text is available in the SVM library and is also available in the DLAM library
- 3. Internet
  - a. PubMed- The current primary resource for most medical investigators. This can be found at the National Center for Biotechnology Information- [www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov). This is basically an expanded version of Medline
  - b. Rodent Vendor Web Sites or Other Resource Sites
    - (1) <http://www.envigo.com/products-services/research-models-services/models/>
    - (2) <http://jaxmice.jax.org/index.html>: One of the better sites
    - (3) <http://www.nrrrc.missouri.edu/>
    - (4) <http://www.taconic.com/index.htm>
    - (5) <http://www.informatics.jax.org/mgihome/nomen/>
    - (6) [http://dels.nas.edu/ilar\\_n/ilarhome/models.shtml](http://dels.nas.edu/ilar_n/ilarhome/models.shtml)
    - (7) <http://www.informatics.jax.org/imsr/index.jsp>
  - c. Google

## II. Minimum Skill Requirements by Species

### A. Rabbits

1. Physical Exam
2. Restraint
3. Blood Collection
  - a. Jugular
  - b. Auricular
  - c. Cephalic
4. Injections: Venous, subcutaneous, and intramuscular
5. Intubation: Use of the Beck Airway Airflow Monitor (BAAM)
6. Spay and/or Neuter
7. Anesthesia

### B. Mouse

1. Physical Exam
2. Restraint
3. Blood Collection: Mandibular
4. Injections
  - a. Tail Vein
  - b. Subcutaneous
  - c. Intraperitoneal
5. Gavage
6. Anesthesia

### C. Rat

1. Physical Exam
2. Restraint
3. Blood Collection: Retro-orbital, tail vein, jugular
4. Injections
  - a. Tail Vein
  - b. Subcutaneous
  - c. Intraperitoneal
5. Gavage
6. Anesthesia

### *How to Get an "A" in Lab Animal Medicine*

**Excellent Knowledge Base** = comes to clinics and rounds obviously having reviewed lab animal notes or text. Always able to answer basic questions about basic diagnostics and a reasonable diagnostic approach. Obviously prepares specifically for recheck cases by reviewing record and reading about the problems identified on the case.

**Excellent in Colloquium** = as above for each rounds topic and discusses current and ongoing cases. The student participates willingly. The students “presentation” obviously has been well thought out and is sufficiently deep that clinicians know the student understands the role of their model and veterinarians in human and/or veterinary research. Note: Depth of presentation ≠ length of presentation.

**Excellent Problem Solving** = obviously reviewed history forms. Can always list basic a differential diagnosis list for routine problems on cases; can always make a basic plan from the problem list.

By second week, can get a basic problem list constructed for any case. Considers the species background (rodent strain if applicable) as well as the research project and the patient’s current role in the research.

**Excellent in Communication** (with clinicians, residents, and staff). = 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** = can readily recognize illness in most species. Can actually use a syringe and needle to collect blood from a patient in a reasonable amount of time. Only uses one hand to manipulate the syringe, draw the blood, and does not require repositioning of the hand holding the syringe.

**Excellent Patient Management** = always demonstrates ability for firm but gently restraint of the patient. Ensures the patient is comfortable as needed and performs treatments in a timely manner with the least amount of stress possible inflicted on the patient.

**Excellent Biosecurity Proficiency** = the student washes hands prior to and after working with a patient. The student wears gloves for all procedures. PPE is worn appropriately and as instructed. The student reads and abides by door postings for each animal room.

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

#### **PHOTOGRAPHS AND VIDEO OF PATIENTS:**

Photographs and video may be taken of patients for educational purposes (e.g., for use in abstracts, articles, and presentations). Any photographs and video for use by the media may not be taken without the express consent of the patient’s owner. Verbal consent by the animal’s owner is an acceptable means of gaining permission to photograph/video the patient. If a member of the media is present in the hospital and wishes to take background footage of clinicians and students working with animal, no close-up shots are permitted such that the animal would be identified by its owner. All media requests must be directed to the LSU – School of Veterinary Medicine Public Relations Coordinator.

#### **POSTINGS ON INTERNET/ SOCIAL NETWORKING SITES:**

Posting, releasing, or otherwise disclosing photos, identifiable case descriptions, images, or records related to the educational, clinical, or research activities of the LSU - School of Veterinary Medicine, outside of the LSU - School of Veterinary Medicine via social networking sites (e.g. MySpace, Facebook, Twitter, etc.) or via other than standard professional means of query and/or dissemination of educational, clinical, or research information is prohibited. This policy applies to all students, faculty, staff, clients, and visitors of the LSU - School of Veterinary Medicine and to all activities of the LSU - School of Veterinary Medicine, on or off campus, related to veterinary clinical services and teaching and research labs. Pictures of animals (whether owned by University or client), and client information are strictly forbidden from being published or posted on social networking sites such as “Facebook”, “Twitter”, and “Myspace”; and non-educational blogs, message boards, or internet websites; without the prior approval from an appropriate Supervisor, Department Head, Director of the LSU – School of Veterinary Medicine Veterinary Teaching Hospital, 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.

#### **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](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.

### **PLAGIARISM AND CITATION METHOD:**

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

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

### **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:**

*Suggestion:*

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:**

<b>SVM 9 +1 Clinical Competency Anchor Points</b>
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<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 Learning Objective</b>	<b>Assessment Method</b>	<b>Teaching Method</b>
1.1 History/Physical Examination	3	Direct Observation, oral conversation	Clinical interaction
1.2 Patient Assessment/Clinical Thinking Skills	3	Direct Observation, oral conversation	Clinical interaction
1.3 Knowledge Base/Basic Pathophysiology	3	Direct Observation, oral conversation	Clinical interaction
1.4 Diagnostic Skills/Clinical Laboratory Assessment	3	Direct Observation, oral conversation	Clinical interaction
1.5 Participation in Patient Discussions	3, 5	Direct Observation, oral conversation	Clinical interaction
<b>Competency Two:</b> <i>Comprehensive treatment planning including patient referral when indicated</i>	<b>Aligned with VMED Learning Objective</b>	<b>Assessment Method</b>	<b>Teaching Method</b>
2.1 Treatment planning	9	Direct Observation, oral conversation	Clinical interaction
<b>Competency Five:</b> <i>Basic medicine skills, experience and case management</i>	<b>Aligned with VMED Learning Objective</b>	<b>Assessment Method</b>	<b>Teaching Method</b>
5.1 Basic medical skills/ Case Management	4, 8	Direct observation	Demonstration
5.2 Medical experience gained through rotation	4, 8	Direct observation	Demonstration

<b>Competency Seven:</b> <i>Health promotion, disease prevention/biosecurity, zoonosis, and food safety</i>	<b>Aligned with VMED Learning Objective</b>	<b>Assessment Method</b>	<b>Teaching Method</b>
7.1 Health Maintenance/promotion	10		
7.2 Disease prevention/Control/Eradication	6, 7, 10	Direct Observation, oral conversation	Clinical interaction
7.3 Biosecurity	6, 7	Direct Observation, oral conversation	Clinical interaction
7.4 Zoonosis	6, 7	Direct Observation,	Clinical interaction

		oral conversation	
<b>Competency Eight:</b> <i>Client communications and ethical conduct</i>	<b>Aligned with VMED Learning Objective</b>	<b>Assessment Method</b>	<b>Teaching Method</b>
8.2 Working with Health Care Team	5	Direct Observation	Clinical interaction
8.3 Ethical Conduct	5	Direct Observation	Clinical interaction
8.4 Emotional Stability	5	Direct Observation	Clinical interaction
8.5 Reliability/Thoroughness/Punctuality/Appearance	5	Direct Observation	Clinical interaction
<b>Competency Nine:</b> <i>Critical analysis of new information and research findings relevant to veterinary medicine</i>	<b>Aligned with VMED 5463 LAM Learning Objective</b>	<b>Assessment Method</b>	<b>Teaching Method</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, 2	Oral conversation and visual assessment of their presentation.	Clinical interaction