



Equine Emergency and Critical Care
VMED 5463 Lg An Em
Meet at the Large Animal Receiving desk at 9:00am on the
Block Start Day & During all Emergency Calls after Hours
admitted to the
Large Animal Clinic

CONTACT INFORMATION:

Course Coordinator:
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 Equine Emergency Surgeon
 Room # 108 / EHSP
 75% of the Emergencies admitted to LSU
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COURSE MATERIALS:

- Equine Surgery (Text book) by Drs. J. Auer and J. Stick
- Library
 - Current online search engines for your article and abstract search

COURSE DESCRIPTION:

Large Animal Emergency and Critical Care

Orientation:

For the Large Animal Emergency rotation's first day, please meet at the Large Animal Receiving desk at 9 a.m. for orientation. Please refer to the khaki and polo dress code used by the equine clinic (5463 & 5458 EQ). Note that there are no holidays taken for this rotation.

Goals

- Basic working knowledge of case management will be discussed and demonstrated as cases are admitted.
- Due to the variability of the cases presented during emergency admissions, a basic knowledge of common emergency cases will be presented and discussed as topic rounds.

This is a Tailor made rotation to meet your vocational goal needs as it applies best to clinical presentations; therefore, for you to go through an equine block rotation prior to this rotation is highly recommended.

Goal/Rationale of the Course

Truly, this course could be tailor made to the goals of the student headed to private and or specialty practice so the rounds given towards specific topics relates to carrier direction in the equine field.

- **Student will be critically involved in the triage of the emergencies admitted to LSU after hours equine or large animal admissions.**
- **Since the students on this block has had an exposure to the equine rotation; this experience is usually a step further and to fill in what most commonly is seen in the practice if not already seen on the equine rotation.**

COURSE OBJECTIVES:

- **Triage of an emergency will commonly be practiced in participation of the student on rotation in concert with primary emergency student on block.**
- **Working up a colic and participating in both medical and surgical colic decision making process.**

| Learning objectives | Key words |
|---------------------|-----------|
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|---|---------------|
| 1. A basic knowledge of the fluid therapy in the horse. | Fluid therapy |
| 2. A basic knowledge of the venous access in the horse. | Venous access |
| 3. A basic knowledge of the antibiotics in the horse. | Antibiotics |

TEACHING PHILOSOPHY:

We will introduce you to the basic thought process and primary case proceedings for an emergency. It is incumbent upon oneself to pursue in detail all the avenues in pursuit of the case management and as it relates to industry.

COURSE POLICIES:

Please refer to LSU student handbook for the following:

- **Attendance / Lateness Policy**
- **Policy for Late Work**
- **Policy for Missed Tests**
- **Policy for Remediation**
- **Policy for Extra Credit**

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:

Please follow the student handbook for grading criteria.

ASSIGNMENTS/RESPONSIBILITIES:

Faculty expectation of students on clinical rotations is the paper by Dr. Karen Cornell, which is cited as follows:

Faculty Expectations of Veterinary Students in Clinical Rotations
 Karen K. Cornell
 JVME 35(1) 2008 AAVMC

COURSE CONTENT AND OUTLINE:

| Date | Contact Hours | Topics and Activities | Readings | Assignments |
|--------------|---------------|---|----------------------------------|-------------|
| Week 1 day 1 | 1 | Daily Case discussions Rounds A refresher in fluid therapy | According to the cases presented | None |
| Week 1 day 2 | 1 | Daily Case discussions Rounds Esophageal obstruction cases | According to the cases presented | None |
| Week 1 day 3 | 1 | Daily Case discussions Rounds Hemorrhagic shock cases | According to the cases presented | None |
| Week 1 day 4 | 1 | Daily Case discussions Rounds Antibiosis | According to the cases presented | None |
| Week 1 day 5 | 1 | Daily Case discussions Rounds Colic Cases | According to the cases presented | None |
| Week 1 day 6 | 1 | Daily Case discussions Rounds Laceration case management | According to the cases presented | None |
| Week 1 day 7 | 1 | Daily Case discussions Rounds Nutritional support | According to the cases presented | None |
| Week 2 day 1 | 1 | Daily Case discussions Rounds Nursurgeries | According to the cases presented | None |

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| Week 2 day 2 | 1 | Daily Case discussions Rounds Foot lameness and emergency | According to the cases presented | None |
| Week 2 day 3 | 1 | Daily Case discussions Rounds Fracture management | According to the cases presented | None |
| Week 2 day 4 | 1 | Daily Case discussions Rounds Dystocia cases | According to the cases presented | None |
| Week 2 day 5 | 1 | Daily Case discussions Rounds Postoperative case management | According to the cases presented | None |
| Week 2 day 6 | 1 | Daily Case discussions Rounds Student Goals oriented lab | According to the cases presented | None |
| Week 2 day 7 | 1 | Daily Case discussions Rounds Student Goals oriented lab | According to the cases presented | None |

RESOURCES:

- **Web based research**
- **Labs**
- **Assignment based study**
- **Topographical anatomy as it relates to the trauma cases presented**

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.

POSTINGS ON INTERNET/ SOCIAL NETWORKING SITES:

Posting, releasing, or otherwise disclosing photos, identifiable case descriptions, images, or records related to the educational, clinical, or research activities of the LSU - School of Veterinary Medicine, outside of the LSU - School of Veterinary Medicine via social networking sites (e.g. MySpace, Facebook, Twitter, etc.) or via other than standard professional means of query and/or dissemination of educational, clinical, or research information is prohibited. This policy applies to all students, faculty, staff, clients, and visitors of the LSU - School of Veterinary Medicine and to all activities of the LSU - School of Veterinary Medicine, on or off campus, related to veterinary clinical services and teaching and research labs. Pictures of animals (whether owned by University or client), and client information are strictly forbidden from being published or posted on social networking sites such as "Facebook", "Twitter", and "Myspace"; and non-educational blogs, message boards, or internet websites; without the prior approval from an appropriate Supervisor, Department Head, Director of the LSU – School of Veterinary Medicine Veterinary Teaching Hospital, or the Director of the Louisiana Animal Disease Diagnostic Laboratory. This policy is to promote the safety and privacy of students, faculty, staff, clients, and visitors. Failure to comply with this policy could result in damage to persons or property, may be a violation of legal, professional, and/or ethical obligations, and may result in disciplinary action by the LSU - School of Veterinary Medicine, up to and including dismissal.

LSU SCHOOL OF VETERINARY MEDICINE ACADEMIC MISCONDUCT POLICY:

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

- I. It shall be a violation of this Code for a student to cheat.
- II. It shall be a violation of this Code for a student to knowingly circumvent any course requirement.
- III. It shall be a violation of this Code for a student to steal.

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

LSU Code of Student Conduct can be found at:

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

SEXUAL HARASSMENT POLICY:

The University reaffirms and emphasizes its commitment to provide an educational and work environment free from sexual harassment and to provide a means to remedy sexual harassment that employees may have experienced. (PS-73 Sexual Harassment and PS-95 Sexual Harassment of Students)

The intent of this policy is to express the University's commitment and responsibility to protect its students from sexual harassment and from retaliation for participating in a sexual harassment complaint. No infringement upon constitutionally guaranteed rights nor is made upon academic freedom. In considering allegations of sexual harassment, the University must be concerned with the rights of both the complainant and the accused.

All proven cases of sexual harassment shall result in appropriate disciplinary action. The severity of the disciplinary action shall be consistent with the seriousness of the act of sexual harassment. Additionally, under appropriate circumstances, the University may take action to protect its students from sexual harassment by individuals who are not students of the University. If the alleged harasser is a student, the Dean of Students Office must be notified of the complaint.

Student Advocacy & Accountability, Office of the Dean of Students, LSU Student Life & Enrollment, 340 LSU Student Union, Baton Rouge, LA 70803, Phone: (225) 578-4307 Fax: (225) 578-5637 dossaa@lsu.edu

GENERAL STATEMENT ON ACADEMIC INTEGRITY:

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

Suspected students of violating the Code of Conduct are 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 Emergency and critical care. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and should 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.

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 GOALS/OBJECTIVES ALIGNED WITH COMPETENCIES:

| SVM 9 +1 Clinical Competency Anchor Points | | | |
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| Competency One: <i>Comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management</i> | Aligned with VMED 5463 Lg An Em Learning Objective | Assessment Method | Teaching Method |
| 1.1 History/Physical Examination | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 1.2 Patient Assessment/Clinical Thinking Skills | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 1.3 Knowledge Base/Basic Pathophysiology | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 1.4 Diagnostic Skills/Clinical Laboratory Assessment | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 1.5 Participation in Patient Discussions | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, |

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|---|---------------|---------------------------------------|--|
| | | | Small group |
| 1.6 Medical Records | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| Competency Two: <i>Comprehensive treatment planning including patient referral when indicated</i> | | | |
| 2.1 Treatment planning | Participation | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 2.2 Understanding Therapeutic Modalities and Availability (<i>would include knowledge of referral services available</i>) | Participation | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| Competency Three: <i>Anesthesia and pain management, patient welfare</i> | | | |
| 3.1 Anesthesia/Patient Status/Response/Plans | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 3.2 Pain Management/Patient Welfare/Empathy | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| Competency Four: <i>Basic surgery skills, experience, and case management</i> | | | |
| 4.1 Basic surgical skills | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 4.2 Surgical experience gained through rotation | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 4.3 Case Management | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| Competency Five: <i>Basic medicine skills, experience and case management</i> | | | |
| 5.1 Basic medical skills/ Case Management | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 5.2 Medical experience gained through rotation | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |

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| Competency Six: | | | |
| <i>Emergency and intensive care case management</i> | | | |
| 6.1 Emergency Case Management | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 6.2 Intensive Case Management | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| Competency Seven: | | | |
| <i>Health promotion, disease prevention/biosecurity, zoonosis, and food safety</i> | | | |
| 7.1 Health Maintenance/promotion | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 7.2 Disease prevention/Control/Eradication | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 7.3 Biosecurity | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 7.4 Zoonosis | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 7.5 Food Safety | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| Competency Eight: | | | |
| <i>Client communications and ethical conduct</i> | | | |
| 8.1 Client Communication/Client Education/Discharge Summary | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 8.2 Working with Health Care Team | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 8.3 Ethical Conduct | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; Discussion, Small group |
| 8.4 Emotional Stability | 1, 2, 3 | Clinical Performance rating/checklist | Clinical experience-Inpatient; |

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|---|-------------------------------------|---|---|
| | | st | Discussion, Small group |
| 8.5 Reliability/Thoroughness/Punctuality/Appearance | 1, 2, 3 | Clinical Performance rating/checkli st | Clinical experience- Inpatient; Discussion, Small group |
| Competency Nine: <i>Critical analysis of new information and research findings relevant to veterinary medicine</i> | | | |
| 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, 3; Also the library use | Clinical Performance rating/checkli st | On the basis of seeing in clinical rotation |
| Competency Ten: <i>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.).</i> | | | |
| 10.1 Comparative and developmental physiology & anatomy | 1, 2, 3 | Clinical Performance rating/checkli st | Clinical experience- Inpatient; Discussion, Small group |
| 10.2 Drug metabolism as it relates therapy, anesthesia, analgesia, and adverse drug reactions. | 1, 2, 3 | Clinical Performance rating/checkli st | Clinical experience- Inpatient; Discussion, Small group |
| 10.3. Apply central biological principles and mechanisms on a cellular, systemic, and population level. | 1, 2, 3 | Clinical Performance rating/checkli st | Clinical experience- Inpatient; Discussion, Small group |