

CONTACT INFORMATION:

Wendy Wolfson DVM (Course Coordinator)
Room 1841
225 578 9045
wwolfson@lsu.edu

COURSE MATERIALS:

Text and websites:

UC Davis Koret shelter medicine website <http://www.sheltermedicine.com/>

University of Florida Maddie's shelter medicine website <http://sheltermedicine.vetmed.ufl.edu/>

Shelter Medicine for Veterinarians and Staff/ Miller and Zawistowski 2004

Veterinary Forensics/Merck 2007

Firearmsid.com website

Infectious Diseases of the Dog and Cat/Greene third edition

Dr. Phil Bushby Mississippi State "spay/neuter techniques"
website <http://mymedia.msstate.edu/outputset.php?id=25524>

Humane Alliance spay/neuter website <http://humanealliance.org/>

Class notes

Ross University toxic plant garden website <http://www.rossu.edu/veterinary-school/faculty/pharmacology-toxicology/poisonous-plants/>

ASPCA toxic plant web site <http://www.asPCA.org/pet-care/animal-poison-control/toxic-and-non-toxic-plants>

Shelter medicine handout on aging dogs and cats

COURSE DESCRIPTION:

The need for veterinarians who have a back ground in animal sheltering and population control has increased greatly over the last few years. This class is designed to provide basic skills and knowledge to those who are entering employment by shelters or volunteering in shelters in their communities. This class will provide rationale for standards of care expected for shelters, provide specific disease information, offer spay/neuter surgical

variations, exposure to the basics of forensic medicine and afford the students a glimpse into the day to day workings of numerous types of animal shelters. It is hoped that this class will help establish a useful body of knowledge for the students and stimulate an interest in shelter medicine. Class meets Monday through Friday with an occasional weekend.

COURSE OBJECTIVES:

By the end of the course the students should be able to:

Age dogs and cats up to one year with accuracy.

Determine the sex of dogs and cats.

Microscopic identification of the eggs of common intestinal parasites found in shelter dogs and cats in Louisiana.

Review commonly used dewormers and the parasites they treat.

Implement a vaccination protocol for dogs and cats in a shelter.

Be familiar with diagnosing heartworm disease, preventatives, and treatment protocols.

Be able to recognize various signs of animal abuse and neglect.

Be familiar with diagnostics, symptoms and treatment protocols for infectious diseases commonly seen in shelter animals such as upper respiratory disease complex and Parvo virus.

Be able to diagnose and treat common skin disorders associated with shelter animals.

Be familiar with variations in spay/neuter surgical protocols especially those taught for use in HVHQ surgical facilities.

List course/clerkship learning objectives: <i>(please add rows as needed)</i>	List keywords for each objective (to be used for searching.)
1. Identify common intestinal parasites microscopically and their treatments.	Intestinal parasites; Fecal examination; Intestinal dewormers
2. Identify common skin disorders and give appropriate treatments.	Ringworm; Management and treatments for ringworm; Demodex and sarcoptic management; Skin scrape; Wood's lamp; DTM
3. Develop vaccination protocols that are appropriate for shelters.	Core vaccines for dog and cat
4. Recognize infectious diseases found commonly in shelter dogs and cats and offer treatment protocols.	Core vaccines; Core infectious diseases of the dog and cat
5. Diagnosis and prevention of heartworm disease and develop an appropriate treatment plan.	Heartworm disease; Immiticide
6. Recognition of cruelty, neglect and dogfighting in dogs and cats and how to implement a plan when faced with these issues.	Animal cruelty and neglect; Dog fighting
7. Recognition of common toxic plants in southern Louisiana.	Toxic plants of the Southeast
8. Sanitation and shelter management.	Disinfection; Shelter management
9. Aging puppies and kittens.	Aging by teeth for cats and dogs
10. Determination of the sex of dogs and cats.	Sexing dogs and cats
11. Practice blood drawing and vaccination skills.	Vaccinations; Venipuncture; SQ injections; IM injections

12. Practice physical examination on shelter patients.	Physical exams
13. Relay medical information to nonmedical personnel.	Client communication
14. Practice spay/neuter surgery skills.	Spay/Neuter surgery
15. Administer and record anesthesia.	Record keeping; Anesthesia; Controlled drugs

TEACHING PHILOSOPHY:

Shelter medicine is an emerging specialty which necessitates an understanding of individual and herd health issues. Shelter medicine can be very challenging to many veterinarians. Veterinary school classes that focus on shelter issues provide a solid foundation for entrance and success in this field. Medicine, surgery, preventative health maintenance, forensic sciences and sanitation topics addressed in shelter medicine are the keys to becoming proficient in shelter medicine and small animal practice. Hands on practice will include but is not limited to blood draw, cat handling, dog restraint, sexing animals, surgery and anesthesia, performing fecal exams, vaccinating and deworming dogs and cats, heartworm examinations and testing cats for Feline leukemia. Leave your mind open to a learning experience which emphasizes practical aspects of shelter medicine and small animal practice. Practice client communication and the ability teaching others outside of an academic setting.

COURSE POLICIES:

Class will consist of topic discussions, special assignments, Friday topic discussions, lectures and guest speaker. Most days are spent traveling to a shelter in the Baton Rouge area. Students should bring stethoscope, thermometer, a small notebook and pen light. Dress to get dirty. All students are expected to be on time if not early. Students are expected to be prepared for daily topic discussions prior to class. Participation and adequate preparation is expected from each student. Power point presentations will be given by faculty each afternoon. Topics vary, but may include sanitation, basics in shelter management, and common toxic plant identification. Fridays are reserved for guest speakers which are to be treated with consideration during class. Absences must be pre-approved by Dr.'s Wolfson or Duhon prior to class.

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:

Grades are determined by participation during daily discussions and level of preparation. Friday presentations need to be precise, creative and accurate. All students are expected to work well together and be helpful to one another. Students are expected to be on time if not early each day. Students are expected to help clean and stock the mobile unit. All assignments are expected to be completed in a timely manner. All of the above are evaluated to determine grades (A-F).

The standard SVM grading scale listed below will be used with grades rounded to the nearest percentage point.

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

Please review the statements supplied to you by the Dean of Students. The "D-rule" is in effect for D+, D and D-, while the C is the 2.0 needed for your loan (not a C-).

5463 Grade sheet	EXEMPLARY A	EXPECTED B	ACCEPTABLE C	BELOW EXPECTATION D
HISTORY/PHYSICAL EXAM: Obtaining information from shelter staff, thoroughness of physical exams.	+ --	+ --	+ --	
KNOWLEDGE: Based on clinical case evaluation and prep for daily/weekly topic discussions	+ --	+ --	+ --	
TREATMENT PLANNING: Knowledge of treatment options that are appropriate and practical to shelter situations.	+ --	+ --	+ --	
ANESTHESIA/PATIENT STATUS AND RESPONSE/PLAN: Organizational skills, injection skills, knowledge of drugs being used, and clarity of paperwork.	+ --	+ --	+ --	
SKILLS: Blood drawing ability, injections skills, restraint, and surgical ability. An improvement over the course is expected.	+ --	+ --	+ --	
DISEASE PREVENTION AND CONTROL: Symptoms and practical treatments for diseases commonly found in shelters. Management practices used by shelters to avoid outbreaks and zoonosis.	+ --	+ --	+ --	
WORKING WITH HEALTH CARE TEAM: Showing support for peers by being respectful and helpful.	+ --	+ --	+ --	
ATTITUDE/RELIABILITY/ PUNCTUALITY: Communication with staff, compassion toward patients, eagerness to learn skills, getting along with others, promptness in attending class and when leaving for scheduled visits.	+ --	+ --	+ --	

STUDENT: _____

GRADE: _____

COMMENTS:

ASSIGNMENTS/RESPONSIBILITIES:

Each day there will be an assigned general topic of discussion. These topics include but are not limited to: parasitology, cat and dog infectious disease, skin conditions, anesthesia and surgery. Friday topics are variable and assigned at the beginning of each week. Student creativity and level of correctness in answering the topic will determine their Friday grades. Special assignments may include work that involves teaching various subjects pertaining to veterinary medicine within the community (prisons, schools, Four-H groups, shelter groups).

Each student will be assigned surgical, anesthesia, record keeping and patient preparation responsibilities during the surgical aspect of the rotation. Preparation, skills and attending to patients are part of grade determination.

COURSE CONTENT AND OUTLINE:

Date	Contact Hours	Topics and Activities	Readings (due on this date)	Assignments (due on this date)
Monday	8	Shelter visit/ aging animals/ parasitology	See above “ tests and websites ”	Variable- reading, presentations
	8	Shelter visit/ dermatology		
	8	Shelter visit/ dog vaccination protocols		
	8	Heartworm prevention and disease treatment/ mobile unit review		
Friday	5	Guest speaker/forensics/student presentations		
Monday	8	Shelter visit/spay/neuter		
	8	Shelter visit /spay/neuter		
	8	Shelter visit/spay/neuter		
	8	Shelter visit /spay/neuter		
Friday	5	Guest speaker/forensics/student presentations		

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 animal shelter manager. Verbal consent by the shelter manager is an acceptable means of gaining permission to photograph/video the patient. 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. It is not intended to infringe upon constitutionally guaranteed rights nor upon academic freedom. In considering allegations of sexual harassment, the University must be concerned with the rights of both the complainant and the accused.

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

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

GENERAL STATEMENT ON ACADEMIC INTEGRITY:

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

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

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.

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:

Competency One: <i>Comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management</i>	Aligned with VMED 5463 Shelter Learning Objective	Assessment Method	Teaching Method
1.1 History/Physical Examination	12	Participation; Clinical performance rating/checklist	Case-based instruction/learning
1.2 Patient Assessment/Clinical Thinking Skills	12	Clinical performance rating/checklist	Discussion; Case-based instruction/learning
1.3 Knowledge Base/Basic Pathophysiology	1, 2, 3	Oral patient presentation	Discussion, Small group
1.4 Diagnostic Skills/Clinical Laboratory Assessment	1, 2, 5	Practical (lab)	Clinical experience-Ambulatory
1.5 Participation in Patient Discussions	3, 4, 5	Oral patient presentation	Discussion, Small group; Clinical experience-Ambulatory
1.6 Medical Records	15	Clinical performance rating/checklist	Clinical experience-Ambulatory
Competency Two: <i>Comprehensive treatment planning including patient referral when indicated</i>			
2.1 Treatment planning	3, 4, 5, 15	Participation; Oral patient presentation	Case-based instruction/learning; Discussion, Small group; Patient presentation-Learner
2.2 Understanding Therapeutic Modalities and Availability <i>(would include knowledge of referral services available)</i>	1, 2, 3, 5	Participation; Oral patient presentation	Case-based instruction/learning; Discussion, Small group; Patient presentation-Learner
Competency Three: <i>Anesthesia and pain management, patient welfare</i>			
3.1 Anesthesia/Patient Status/Response/Plans	15	Clinical performance rating/checklist	Lecture; Patient presentation-Learner
3.2 Pain Management/Patient Welfare/Empathy	15	Clinical performance rating/checklist	Lecture; Patient presentation-Learner
Competency Four: <i>Basic surgery skills, experience, and case management</i>			
4.1 Basic surgical skills	14	Clinical performance rating/checklist	Lecture; Clinical experience-Ambulatory
4.2 Surgical experience gained through rotation	14, 15	Clinical performance rating/checklist	Lecture; Clinical experience-Ambulatory
4.3 Case Management	15	Clinical performance rating/checklist	Clinical experience-Ambulatory
Competency Five: <i>Basic medicine skills, experience and case management</i>			
5.1 Basic medical skills/ Case Management	1, 2, 4, 9, 11, 12	Participation; Oral patient presentation; Clinical performance rating/checklist	Case-based instruction/learning; Reflection; Patient presentation-Learner
5.2 Medical experience gained through rotation	1, 2, 3, 4, 5, 6, 7, 10, 12,	Participation; Oral patient presentation; Clinical performance	Case-based instruction/learning; Reflection; Discussion, Small group; Patient presentation-Learner

		rating/checklist	
Competency Seven:			
<i>Health promotion, disease prevention/biosecurity, zoonosis, and food safety</i>			
7.1 Health Maintenance/promotion	1, 3, 5	Participation; Oral patient presentation; Clinical performance rating/checklist	Case-based instruction/learning; Reflection; Discussion, Small group; Patient presentation-Learner
7.2 Disease prevention/Control/Eradication	1, 3, 5	Oral patient presentation	Lecture; Reflection
7.3 Biosecurity	8	Oral patient presentation	Lecture; Reflection
7.4 Zoonosis	1, 2, 8	Oral patient presentation	Lecture; Reflection; Discussion, Small group; Clinical experience-Ambulatory
Competency Eight:			
<i>Client communications and ethical conduct</i>			
8.1 Client Communication/Client Education/Discharge Summary	13	Clinical performance rating/checklist	Discussion, Small group; Demonstration
8.2 Working with Health Care Team	12	Participation	Discussion, Small group