

# **COURSE SYLLABUS**

## **Small Animal-Mixed Practice II-CVM 7011**

**2 Credit Hours/2-week per course**

**Course Directors:** Richard Jaffe (and Christine Tindal); **Office Location:** Room 249 BVCC (Jaffe) ; 222 BVCC (Tindal)  
**Contact Number:** 909-469- 5690 (Jaffe) and 909-469-5689 (Tindal)  
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**Course Instructors:** R. Jaffe; C.Tindal; F Bossong; G.Johnston; D.Clark

### **Course Time and Location:**

The two week schedule is conducted in the BVCC on campus at Western University. Students are expected to be present, signed onto the computer and ready to start working at 8.00am. Students are expected to stay until work is completed satisfactorily. Some of this time will be dedicated to student-centered learning determined by the group of students attending the course.

### **Course Description:** (Course Purpose, aims/goals)

The goal of this Medicine course is twofold. Primarily, its goal is to expose the student to medical cases and a good approach to internal medicine. In doing so, the medical students will also be helping to prepare/ready prospective patients for the Surgery course. Thus, on MWF the students in this medical course will: admit; perform thorough physical examination on; and complete all necessary blood work and ancillary diagnostic procedures on the patients destined for surgery that week. Rounds and similar discussions will be held determining suitability for surgery, requirements for further diagnostics and/or treatment for diseased animals. On Tuesday and Thursday, in addition to Rounds, discussions on the following topics shall ensue: Imaging (Johnston); ophthalmology (Tindal); urogenital disease (Tindal); gastroenterology (Jaffe); and dermatology (Jaffe).

### **Learning Objectives:** (Supporting The Course Purpose)

At the end of this course, students should be able to:

1. Take an accurate history from a client whose pet has multiple problems.
2. Perform a thorough physical examination and identify abnormal findings
3. Create an appropriate problem list, prioritize problems in order of clinical importance.
4. List common likely differential diagnoses for each problem (see orientation package)
5. Demonstrate and apply knowledge of disease pathophysiology and using this information, develop an approach to treatment.
6. Create and maintain problem-oriented medical records. Understand the importance of clear and complete medical records. (See as example in orientation package)
7. Recommend appropriate diagnostic tests, interpret results of diagnostic findings, and design a treatment and monitoring plan for patients with common diseases.
8. Recognize and advise re appropriate vaccination protocols for small animal patients.
9. Recognize situations where isolation procedures would be necessary. Follow appropriate protocols to ensure that the animal is isolated appropriately and safely
10. Maintain professional appearance and attitude.
11. Communicate effectively and professionally with clients, classmates, supervising veterinarians, clinical practice staff, and on-campus course directors. Be able to converse comfortably with a client following their pets' medical work-up, providing them with clear and concise details and instructions regarding their pet and any recommended treatment. Ensure adequate case follow up.
12. Make a definitive decision regarding the readiness of a patient for surgery. This includes identifying anesthetic and surgical risk factors that need to be addressed.

### **Course Policies and Procedures:** (Attendance/Dress Code etc. – specific to course)

#### **Attendance**

Attendance is mandatory on all days of the course. If a student needs to be absent, she/he must contact the course director in advance and obtain approval. For anticipated absences, contacting the course director by e-mail is appropriate. In emergency situations students should contact the course director via telephone; if this person cannot be reached, the student should contact Dr Wendell Cole or Western University (Receptionist 909-469-5628; , who will then notify the course director as soon as possible. Excused absences are generally granted in extenuating circumstances beyond the student's control (e.g., need to observe religious holidays, severe illness, death in the family); however, this time may need to be made up during the course, if possible, or at other times specified by the course instructor after discussion with the 3<sup>rd</sup> year Phase director. Students with unexcused absences are required to make up the absence and their course grade may be affected.

### Honor Code

In compliance with the University and College requirements and recommendations.

### Students with special needs

Students in need of disability accommodations are encouraged to contact the Center for Disability Issues & the Health Professions (CDIHP) office: 909- 469-5380). This office will coordinate reasonable accommodations for students with disabilities documented *prior to the beginning of the course*. Retroactive disability-related accommodations will not be granted. The course director should also be notified before the rotation begins so that appropriate arrangements can be made.

### Required Equipment.

The student should come prepared at all times. Students should possess the following equipment items: stethoscope, pen light, hand held lens for indirect ophthalmology, digital thermometer, bandage scissors. A small pocket notebook, digital assistant and calculator would also be useful.

### Professional Appearance

Professional dress is required at all times when there will be contact with clients or the public. Students are representing Western University's College of Veterinary medicine and you/we will be judged, in part, on the basis of your appearance. Failure to dress professionally will result in a warning and the requirement to change immediately to appropriate attire. If there are continued problems related to professional dress, the student's grade may be affected (e.g., lowering of the grade or failure of the course).

Shorts, jeans, athletic clothing (e.g., sweatsuits, items made of lycra or spandex), open-toed shoes, and sandals are not appropriate dress at any time (for safety and/or professional appearance reasons).

Students should wear a clean, white receiving jacket (or white laboratory coat) with your Western University name tag at all times when interacting with clients. In addition, the student should always bring an extra receiving jacket with you each day since accidents may happen. Scrub suits may be worn as an alternative to professional clothing under your white jacket when not expected to interact with clients.

### Professional Attitude/Behavior

A courteous, professional attitude is expected at all times during the course. You are expected to co-operate with your classmates, faculty and staff as well as behave in a professional manner at all times.

### Assessment: (Grades/Rubric/Exam)

#### POVMRs

Students are typically expected to examine and medically assess at least 5 **different** medical cases during this two week course. As part of the requirements for the Small Animal/Mixed Practice on campus medicine rotation, you will be graded on two (2) Problem Oriented Veterinary Medical Records (POVMRs) from these five (5) different cases. The two cases that you submit for grading should ideally be medically interesting and complex with a number of pertinent learning issues. The first POVMR should be submitted by e-mail ([cgreen@westernu.edu](mailto:cgreen@westernu.edu)) before **10am on the first Friday morning** to allow adequate feedback during the course. The second should be submitted, by e-mail, **before 10am of the final Thursday morning** of the course. These POVMRs can be submitted in either the format advised by Dr Tyler in your other Small animal/Mixed practice rotations or as outlined in the orientation package. Medical records for all cases seen should be completed on the Petware system in Banfield, even if they have been submitted as POVMR. Any questions re the POVMRs (approach, choosing an appropriate SOAP for submission etc.) should be directed to Dr Tindal. During this course you are not required to submit POVMRs to Dr Tyler as well as Dr Tindal. If either of the two graded POVMR's are found to be unsatisfactory, the opportunity to resubmit ONE of the two SOAP's may be offered, at the discretion of the course director. This is considered a threshold event. 2 **satisfactory POVMR's** must be submitted to successfully complete this course.

#### Clinical skills evaluation

During this two week course, each student will be required to satisfactorily develop and demonstrate the clinical skills required to medically work up and assess their patients in a competent and humane manner. The skills have been chosen specifically because each is felt to be vital to the practice of good veterinary medicine. Competency in regards to these skills is considered a necessary component of this course and will form a significant portion of your final course evaluation.

Clinical skills requirements:

By the end of this medicine rotation, students should have demonstrated clinical competency by demonstrating a satisfactory level of skill in each of the following:

1. Take history and perform a complete physical examination
2. Identify, define and prioritize problems.
3. Identify the main body system(s) affected
4. Develop a rational and appropriate diagnostic plan

5. Order appropriate laboratory tests and interpret results
6. Develop a prioritized differential diagnosis list
7. Make a definitive, or if that is not possible, a **presumptive** diagnosis
8. Develop a treatment plan. All options for treatment should be offered and discussed with clients.
9. Prepare appropriate medical records for all aspects of care (history, physical examination, diagnostics, possible anesthetic and surgical risks, treatment, and discharge records).
10. List common differential diagnoses for commonly encountered medical problems.
11. Communicate effectively with clients and take responsibility for cases
12. Perform ophthalmologic, otoscopic, periodontal, neurological, and rectal examinations
13. Auscultate and grade heart murmurs.
14. Perform venipuncture
15. Calculate drug doses and administer medication under supervision
16. Calculate fluid rates and choose an appropriate fluid
17. Perform routine blood work (CBC's, including blood smears; biochemistry; fecal examination); cystocentesis, urinalysis and common dermatological diagnostics

### **Assessment of Student's Performance by Course directors**

At the end of week 1, course instructors will make a mid-course evaluation based on each student's performance in the course. The instructors will be available, on request, to provide feedback on the strengths and weaknesses of a student. Students may, if preferred, submit the mid-course evaluation sheet which, will be completed and returned by one of the instructors. Those students who are performing poorly will be advised as such. Suggestions will be made to aid the student's performance (Format: mid-course evaluation form).

All students are expected to satisfactorily demonstrate the required clinical skills, and complete all POVMRs, and case logs. A satisfactory assessment must be received in each of these to pass the rotation.

### **Course Evaluation**

The course grade will be based on the following:

- Oral examination (40%) given on the second Friday of the rotation. Half an hour in duration. Case based.
- Written examination (40%) given at the end of the eight week block. Multiple choice; 100 questions with an emphasis on Urogenital and Gastrointestinal disease.
- Course evaluations (20%)
- Case log submissions (Pass/Fail)
- POVMR submission (Pass/Fail)

**EACH** of these events is considered a threshold event which must be passed in order to complete this medicine course. In the event that you fail the WRITTEN examination, a re-examination may be offered at the discretion of the course director. Formative study questions will be made available on the Blackboard website to be used as a self-assessment guide for learning during the 2-week course. It is **COMPULSORY** that you complete these formative study questions in order to receive a final grade.

The final grades are expected to be assigned as **A 90+, B 80-89, C 70-79**

### **Case Logs/Clinical Skills Documentation**

You are also required to complete a daily log of all cases you manage during this medicine course on Banner. This information should be entered and submitted by the end of each two (2) week rotation (no later than 10am Pacific time on the following Monday). We strongly advise that entries are made daily rather than left until completion of the course. The master case log for each of the four Small Animal Mixed Practice courses will then be available on-line via Banner.

Clinical Skills are also documented in association with each case log. Be sure to complete this section as it provides you with a record of skills performed and the College uses this to document clinical skills acquisition for accreditation purposes.

The purpose of the case log is to document cases seen and clinical skills performed by each student during their course. Students **WILL NOT** be graded on this documentation as part of **THIS** course. Nevertheless, even though no grade is given, the case logs do need to be submitted to successfully complete this course. Failure to submit your case log by the deadlines will result in failure of the course.

### **Assessments Completed by Student**

At the end of the 2-week course, you will be required to provide an assessment of the faculty members involved and the clinical site. After completion of the course you are required to provide an overall assessment of the course. Your input is invaluable and is needed to make continual improvements to the course. This, of course, will affect your educational experience and that of classes that follow you. In order to receive credit towards your course grade, these assessments must be completed online (see course website on Blackboard for links to online assessments) no later than 5 pm Pacific time the last Sunday of each course. These evaluations can be performed online on One45.

**\*\*Please note that the case logs are due at 8:00 AM on the Monday following the end of each course. Case logs submitted later than 8:00 AM on Monday following the course will have a 10% reduction in their course grade (based on 100 points).**

### **Recommendations for Success in This Course**

As a student, we ask that you are flexible and willing to learn new skills, work as a team and be open to suggestions and guidance from others. We expect that you adhere to the practice procedures and support the hospital's primary commitment to serve clients and their pets in an exemplary and humane fashion. Students are expected to come prepared, having reviewed common medical diseases expected in shelter animals and frequently used diagnostics. Students should come familiar with any or all of the following:

- Small animal medicine diagnosis. Lorenz and Cornelius
- Small animal medical therapeutics. Lorenz and Cornelius
- Problem based feline medicine. Jacqui Rand
- Urological disorders of the dog and cat. Peter Holt
- Textbook of Veterinary internal medicine: Diseases of the dog and cat. Ettinger et al.

### **3rd Year Medicine Course Evaluation rubric**

10 points for each category below.

1. Professionalism; including work ethic, student motivation, team work and communication.
2. Initial approach to the case including clinical ability. Analysis of results from history, P.E and lab results
3. Use of data to create problem list and determine most likely system or systems affected
4. Approach to determining appropriate further diagnostics
5. Analysis of test results. Application of this knowledge to develop a list of common and likely differentials
6. Knowledge of underlying pathophysiology and probable etiology
7. Use of knowledge of pathophysiology to define the important principles of treatment. Treatment plan
8. Daily rounds performance. Participation and demonstration of knowledge
9. Intellectual curiosity and motivation to learn
10. Timely submission of POVMR's

Final grade out of 100.

### **3<sup>rd</sup> year medicine Oral Examination Rubric**

#### **1. Initial approach to presented case:**

- Use of signalment
- Requested additional history
- Application of information determined from history **20** \_\_\_\_\_
- Analysis of collected data (Hx, PE, lab results)
- Defining problems

#### **2. Identification of Body system. Development of a differential dx list:**

- Prioritizing thoughts and problems
- Use of problem list to identify body system affected \_\_\_\_\_
- Use of Hx, PE, CBC, Biochem, UA to *initiate* localization of disease **20**
- Realistic differential diagnosis list. NB: Common things are common
- Determine appropriate further diagnostics

#### **3. Problem solving skills:**

- Logical approach to solving case
- Correct analysis of diagnostics
- Ability to critically evaluate significance of findings **20** \_\_\_\_\_
- Able to "join the dots"
- Obtain and explain the (likely) presumptive diagnosis

#### **4. Demonstration of general knowledge :**

- Basic understanding of general background knowledge
- Logical approach using basic principles \_\_\_\_\_
- Ability to verbalize and explain thought processes **20**
- Basic understanding of the underlying pathophysiology of the disease
- Ability to explain approach to solving case and determine treatment

#### **5. Prognosis and treatment**

- Understanding of significance of *prognosis*
- *Use of pathophysiology* to determine approach to treatment \_\_\_\_\_

- Knowledge of general treatment options
- Ability to take known facts and expand to answer further questions
- Explain tx plan. Advice for client re ongoing treatment and follow up

**20**

**Final grade out of 100**