Course Number: CVM 771  
Course Title: Specialty Practice – Emergency Critical Care  
Course Term and Year: Summer 2015, Fall 2015, Spring 2016

VALUES • EDUCATION• SERVICE

Course Section: Not applicable
Meeting Time and Place: At clinical site. Dependent on clinical site.
Course Credit Hours: 4 credit hours

FACULTY CONTACT INFORMATION:

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Dr. Keith Hnilica

I. COURSE DESCRIPTION: Supervised clinical instruction in specialty practice (canine, feline, lab animal, exotic, zoological, equine and large animal) medicine and surgery in selected high quality specialty practices. Instruction will take place in practices with board certified internists, radiologists, surgeons, anesthesiologists, or other specialists, and/or access to those specialists. Students see a wide variety of cases and are active participants in their diagnostic and therapeutic management, to include documentation of findings and care in problem-oriented medical records and performance of clinical procedures. Students are exposed to a wide variety of cases with instructive pathophysiological learning opportunities.
In emergency critical care rotations, supervised clinical instruction in academic and practical aspects of small animal emergency medicine and critical care in high quality practices with board certified veterinary specialists and/or access to those specialists will occur. Students are active participants in diagnostic and therapeutic management of a wide variety of cases with instructive pathophysiological learning issues requiring timely medical and/or surgical management in veterinary emergency and critical care situations.

Prerequisite: clinical year standing.

II. COURSE OBJECTIVES:

a. The student will be able to accurately produce a differential diagnosis list, diagnosis and treatment plans, and prognosis for a variety of common (and uncommon) cases in their care and for cases that they have been exposed. Students will be able to prioritize the clinical problem list from the most significant to the least significant clinical finding.

b. The student will gain increased confidence by actively contributing and administering to the care and management of cases and through interaction with clients, the health care team, and staff veterinarians and veterinary technicians.

c. Students will document, in an organized fashion, history, physical exam findings, laboratory results and medical care advised and received by the patient (and animal group where applicable) in problem-oriented medical records.

d. The student will investigate career opportunities in specialty practice, compensation and career paths including ownership, additional educational options (internships, residencies), corporate veterinary medicine, academia, and the business model(s) of general practice.

e. Students will actively participate in case discussions and rounds.

f. Students will improve their communication skills through interaction with LMU-CVM, the public, clients, staff and veterinarians.

g. Students will become familiar with the veterinary practice act of the state(s) where the clinical rotation occurs.

h. Students will learn to collaborate with and to delegate tasks to appropriate individuals and recognize and demonstrate the importance of team healthcare delivery.

i. Students will electronically log their case exposure including procedures performed and observed during the rotation. Included will be confirmed
diagnoses and differential diagnoses. These logs may be shared with the clinical site for verification.

j. Students will critically reflect upon their experience gained at the facility and will electronically document these experiences in their portfolio.

k. Students will demonstrate familiarity and understanding with various guidelines that include the following:

i. AAHA Nutritional Evaluation
ii. AAHA/AAFP Vaccination Guidelines – canine & feline
iii. VECCS Cardiopulmonary resuscitation
iv. ACVIM Canine Valvular Disease Consensus Statement
v. ACVIM Hypertension Consensus Statement – canine & feline
vi. AAHA-AVMA Partnership for Healthy Pets Preventive Healthcare guidelines – canine & feline
vii. AAFP Senior Care Guidelines
viii. Compendium of Animal Rabies Prevention and Control
ix. FRANK communications/client communications
x. Exam room management

Students will apply concepts found in the guidelines and references noted above during their clinical rotation.

l. Exposure to with critical reflection on One Health concepts as they apply to this clinical rotation will be highlighted and documented in case logging and portfolio reflection.

m. A capstone project that is approved by the clinical course director, with input of the supervising veterinarian, will be performed by the student towards the end of the rotation. Examples of capstone projects include, but are not limited to, the following:

i. Medical capstone - case write-up report, formal rounds presentation, medical record review and analysis, client education and compliance work up, EMR review and analysis
ii. Business capstone - practice management project, inventory analysis, scheduling system analysis, client reminder strategies, social media strategy, practice purchase case study, fee schedule review, buy ins, mergers, practice financing, equipment financing, P & L review, HR strategies, facilities analysis, service cycles, business SWOT analysis…
iii. Professional development capstone – community outreach strategies – blog/events/memberships/volunteerism, professional outreach – VMA – state/local/national/world, CE, state board or regulatory activity …
iv. One Health Capstone
This capstone project, upon completion, may be shared with the supervising veterinarian, clinical course director and clinical faculty and will be included in the student’s portfolio.

n. Students will communicate the experience with LMU-CVM by completing and submitting evaluations on the supervising veterinarian and clinical site.

III. TEXTS/MATERIALS FOR THE COURSE: No specific texts are required. It is strongly recommended that text books that were required for the pre-clinical studies curriculum be readily available. Content specific to this rotation should be reviewed prior to and during the clinical course rotation.

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

a. Attendance at the clinical site is mandatory.

i. Inability to attend the clinical site as scheduled due to illness, family issues or other reasons must be documented accordingly. Emergency absences and academic leaves of absence are discussed in the LMU-CVM student handbook. Procedures as outlined in the LMU-CVM student handbook must be followed. The student handbook can be found by visiting the LMU-CVM web site, clicking on the “current students” link, and selecting Student Handbook on the resulting pull-down menu.

ii. Inclement weather – If attendance is not possible at the clinical site due to inclement weather, arrangements with the supervising clinician at the clinical site must be made to make up any missed duties and hours.

b. Students must attend four full weeks at the clinical site for instruction as required by the clinical site. The minimum amount of time required at the clinical site is 40 hours per week or as required by the clinical site (whichever timeframe is more) along with 10 to 20 hours per week of self-directed study and investigation. Forty hours per week is the expected amount of time that a student should physically be at a site over one week (7 days). Students must attend 4 weeks at a practice. Students will not be given credit for more than 1 week attendance over a 7 day span of time (i.e. a student will not receive credit for two weeks for working 70 hours in one week).

c. Required Course Work

i. Students are required to communicate their clinical year experience with LMU-CVM by completing and submitting evaluations on the supervising veterinarian and clinical site.
ii. Students are required to document case exposure by using the E*Value PxDx program. Cases observed and cases students are an active participant should be tracked.

iii. Students are required to enter thoughts and observations (Reflections) using the E*Value My Folio program on a daily basis. Some items to include in discussions are listed under II. COURSE OBJECTIVES (above). A longer summary introspective review using My Folio should occur at least once a week. Items to include are as above and

iv. Students will receive questions and feedback regularly from the Clinical Course director(s) through E*Value. Students must complete these assignments in a timely manner, prior to completing this clinical year rotation. Items received may include multiple choice questions, short answer questions, rounds participation, photo identification and case studies.

v. Students will be evaluated during the first week and at the end of the rotation by the clinician and staff at the clinical site. Evaluation areas include:

1. Clinical knowledge base – application of knowledge – problem solving skills
   a. Core knowledge.
   b. Clinical material knowledge.
   c. Applies knowledge to clinical case management.
   d. Ability to create a relevant differential diagnoses list.
   e. Ability to formulate diagnostic and therapeutic plans.
   f. Understands when referral may be appropriate.
   g. Ability to research, locate and utilize new information to supplement case management.

2. Clinical skills – technical skills
   a. Gathers appropriate history.
   b. Performs complete and accurate physical exam.
   c. Accurately records information (SOAP).
   d. Displays suitable animal handling skills.
   e. Demonstrates adequate technical ability.
   f. Demonstrates good analytical skills, interpretation of findings and diagnostic procedures.
   g. Demonstrates ability to critically appraise resources pertinent to case management.
   h. Offers quality patient care.

3. Interpersonal skills – Communication skills
   a. Demonstrates effective verbal communication skills with clients and team members
b. Presents written information in an accurate, logical and organized manner.
c. Demonstrates compassion.
d. Accepts instruction/constructive feedback.
e. Works well in a team.

4. Professionalism – Professional conduct
   a. Is reliable, responsible and punctual.
   b. Professional dress and appearance.
   c. Displays motivation to learn, enthusiasm and perseverance.
   d. Displays empathy - Is able to relate to clients staff and peers.
   e. Is honest, trustworthy, exhibits appropriate ethical and professional conduct.

vi. Students will have their capstone project evaluated by the clinical course director(s). The capstone project will be shared with the clinical site personnel.

d. Grading is based upon performance on the required course work and will be assigned by the LMU-CVM clinical course director taking into account student evaluations from the affiliate site, quiz and test scores, journaling in portfolio, and capstone projects. Individual extra work assignments to boost grades are not permitted. Numerical scores are rounded to the nearest whole number and are recorded by the Registrar as letter grades as follows:

- P = Pass, Exceeds Minimum Graduate Competency
- F = Fail, Lacks Competency

The Registrar records the following letter grades for courses that have not been completed:

- I = Incomplete
- R = Repeated
- WP = Withdrawal Passing
- WF = Withdrawal Failing
- W = Withdrawal Prior to Examination

V. **METHODS OF INSTRUCTION:**
   a. Student instruction will be observational and interactive with clinicians and staff during patient history, patient exam, patient diagnostics and treatment planning. Based on history and physical exam, the ability to provide a complete differential diagnosis will be stressed. Selecting appropriate diagnostic tools in order to arrive at a diagnosis will also be communicated and discussed.

   b. The student, with the approval of the appropriate clinical faculty and the on-site clinician, will submit a project for review and evaluation and follow-up feedback.
VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES
   a. E*Value
   b. LMU-CVM email

VII. UNIVERSITY POLICIES:

STUDENTS WITH DISABILITIES POLICY: As a rule, all students must read and comply with standards of the LMU CVM Student Handbook. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Jason Kishpaugh, with regard to required documentation and in order to make appropriate accommodation arrangements. Contact information:

   Jason Kishpaugh
   Jason.Kishpaugh@lmunet.edu
   Office: Duke Hall, second floor
   (423) 869-6401/ (800) 325-0900 ext. 6401

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the CVM student handbook. The student handbook can be found by visiting the LMU-CVM web site, clicking on the “current students” link, and selecting Student Handbook on the resulting pull-down menu.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete CVM-administered course evaluations (see CVM Student Handbook).

LMU’S INCLEMENT WEATHER POLICY can be found at the following link to LMU’s website: http://www.lmunet.edu/curstudents/weather.shtml.

LMU’S COUNSELLING SERVICES - The physical and mental well-being of CVM students is paramount to maintaining overall health and achieving success while in the veterinary medicine program. The Health Sciences Division of LMU has arranged a comprehensive Student Assistance Program through Cherokee Health Systems. This service is available for students needing personal, mental, and/or family support. All services will remain confidential and will not be recorded or filed in the student’s academic file. During orientation these counseling services were fully explained to students by both the CVM Office of Student Services and Admissions and the Cherokee Health System. Cherokee Health Systems operate 45 clinics in 14 Tennessee counties. Locations are available of their website: http://www.cherokeehealth.com.

LMU campus also has a full-time psychologist on staff. Students may directly contact the psychologist via telephone or email:

   Jason Kishpaugh
Counselor/ADA Coordinator
Jason.kishpaugh@lmunet.edu
(423) 869-6401 / (800) 325-0900 ext. 6401

Finally, if a student is in immediate need of professional counseling or support while participating at clinical sites that are significant distances from LMU, he/she is encouraged to contact a local behavioral health professional in the area. Students should refer to their current health insurance policy to find approved local mental health providers. Students may contact the Office of Student Services at any time to seek assistance in locating a qualified mental health care provider.

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
http://www.suicidepreventionlifeline.org

VIII. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

General Information: Course length is 28 days – 4 weeks – consisting of being physically at the clinical site for a minimum of 40 hours per week or the amount of time as specified by the clinical site (whichever is more). Ten to twenty hours of self-directed study and investigation is also expected.

a. Day 1 - Orientation
   i. Practice history
   ii. Practice philosophy – practice mission
   iii. Appropriate attire/dress
   iv. Introduction of staff
   v. Safety procedures
   vi. Hours of operation – expected dates and hours of attendance shared
   vii. Overview of practice management/record management system
   viii. Overview of facility
   ix. Tour of facility
   x. LMU-CVM contact review
   xi. Learning Contract

b. Daily
   i. Observation of clinical workflow including communication, history taking, examinations, diagnostics and treatment planning and delivery.
   ii. With the approval of the clinical supervisor, active participation in communications, history taking, examinations, diagnostics and treatment planning and delivery.
   iii. At the appropriate time, discussion with the clinical supervisor and staff concerning the cases presented, course of care and prognosis.
   iv. Log procedures into E*Value PxDx.
   v. Reflective journaling in E*Value My Folio.
   vi. Feedback from the LMU-CVM clinical course coordinator that may include quizzes, request for reports and other items.
c. Weekly
   i. More in depth reflective journaling in E*Value My Folio on what was experienced during the preceding week. Include observations on how the practice fulfills its mission. This may include: discussion on economics of practice, community outreach, practice advertising/web site, social media, inventory management, discussion of selection of products to carry, demographics of clientele, etc. Include what was learned in the past week(s) and hands on experience.
   ii. Feedback from the LMU-CVM clinical course coordinator that may include tests, request for reports and other items.

d. End of week one
   i. Supervising clinician at the site, with other veterinarian and staff input, will evaluate the student.
   ii. Student will propose a capstone project to the LMU-CVM clinical course coordinator.

e. End of the rotation
   i. Supervising clinician at the site, with other veterinarian and staff input, will evaluate the student.
   ii. Student will complete and electronically submit their capstone project to the LMU-CVM clinical course coordinator. The LMU-CVM clinical course coordinator will share the project with the supervising clinician at the site.
   iii. Student will evaluate the clinical site.
   iv. Student will evaluate the supervising clinician.

IX. [Each instructor may insert Miscellaneous course elements here, as desired – numbered in sequence]: [OPTIONAL SECTION(s).]