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Welcome to your clinical year! The goal of the Clinical Courses Student Handbook is to assist students to better understand policies, procedures, and curriculum for your clinical courses.

When I reflect back on my time as a veterinary student, I look back at my “real world” rotations as some of the most valuable educational experiences I took part in. (Even when things did not go as I had hoped.) As always, remember that you are responsible for your learning - ask questions, actively participate, engage, and learn.

Please reach out to me or any member of the Clinical Relations and Outreach Team if you have any questions or concerns regarding the information in this handbook or any item related to your clinical experience.

In this manual we’ve attempted to address most common questions, the manual does not however cover every possible situation. Nothing in this document shall conflict with policies, procedures, or practices of Lincoln Memorial University. If any such conflict should arise, policies and/or procedures of LMU shall prevail. Please review the entire contents of this handbook and let us know if you have additional questions, comments or suggestions regarding its’ content.

Enjoy your clinical course experiences!

John Weale DVM

John Weale DVM MS

Associate Dean for Clinical Relations, Outreach & Outcome Assessment
Disclaimer
If any conflicts occur between this document and the LMU-CVM Student Handbook and Catalog, the LMU-CVM Student Handbook and Catalog will be the governing document.

LMU-CVM Clinical Relations and Outreach Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
### LMU-CVM Clinical Hub Coordinators

<table>
<thead>
<tr>
<th>Hub</th>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
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</thead>
<tbody>
<tr>
<td>Campus</td>
<td></td>
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</tr>
<tr>
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<td><a href="mailto:wmbrown86@gmail.com">wmbrown86@gmail.com</a></td>
</tr>
</tbody>
</table>
## LMU-CVM Clinical Course Directors

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Course Director</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Small Animal General Practice</td>
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<tr>
<td>CVM 770. b</td>
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<tr>
<td>CVM 771. a</td>
<td>Specialty Practice</td>
<td>John Weale, DVM, MS and Rebecca Pierce, BVetMed, DACVS</td>
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<tr>
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<td></td>
<td></td>
<td>865-585-4124</td>
<td><a href="mailto:rebecca.pierce02@lmunet.edu">rebecca.pierce02@lmunet.edu</a></td>
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<tr>
<td>CVM 772</td>
<td>Small Animal Primary Care</td>
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<tr>
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<td>Diagnostic Medicine</td>
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</tr>
<tr>
<td></td>
<td>including Pathology</td>
<td></td>
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</tr>
<tr>
<td>CVM 774</td>
<td>DVTC Rotation</td>
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<td></td>
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<tr>
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<td>Mixed Animal Practice</td>
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<tr>
<td>CVM 776</td>
<td>NAVLE® Administration</td>
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<tr>
<td>CVM 781. a</td>
<td>Elective Externships (opt)</td>
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<tr>
<td>CVM 781. b</td>
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<td><a href="mailto:stanley.robertson@lmunet.edu">stanley.robertson@lmunet.edu</a></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor(s)</td>
<td>Contact Information</td>
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|             |                                     | Stanley Robertson, DVM                |                     |
| CVM 782     | NAVLE® Preparation Course           | Seth Chapman, DVM, MS, ACVP           | seth.chapman@lmunet.edu  
|             |                                     |                                       |                     |
|             | Self-Directed Study                 | Student                               |                     |
The Veterinarian’s Oath

Being admitted to the profession of veterinary medicine, I solemnly swear to use my scientific knowledge and skills for the benefit of society through the protection of animal health and welfare, the prevention and relief of animal suffering, the conservation of animal resources, the promotion of public health, and the advancement of medical knowledge.

I will practice my profession conscientiously, with dignity, and in keeping with the principles of veterinary medical ethics.

I accept as a lifelong obligation the continual improvement of my professional knowledge and competence.

LMU-CVM Mission

To prepare veterinarians who are committed to the premise that the cornerstone of meaningful existence is service to attain optimal health for people, animals, and our environment. The mission of the LMU-CVCM is achieved by:

Graduating Doctors of Veterinary Medicine;
Providing a values-based learning community as the context for teaching, research and service;
Serving the health and wellness needs of people, animals, and the environment within both the Appalachian region and beyond with an emphasis on the One Health approach;
Focusing on comprehensive veterinary health care in companion animal, equine health, production animal health, and public health/comparative biomedical sciences;
Investing in quality undergraduate and graduate academic programs supported by superior faculty and technology;
Embracing compassionate veterinary care that values diversity, public service, and leadership as an enduring commitment to professionalism and the highest ethical standards.

LMU-CVM Commitment

Value

We are committed to providing the best value in U.S. private veterinary education.

Education

We are committed to teaching commonly seen conditions uncommonly well.

Service

We are committed to providing service to the communities of Appalachia and beyond.
# Clinical Year Academic Calendar 2017 – 2018

**Clinical Year Academic Calendar**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>DVM 2018 Clinical year rotation begins</td>
<td>May 8, 2017</td>
</tr>
<tr>
<td>Deadline for registration of final schedule for clinical year rotations</td>
<td>November, 2016</td>
</tr>
<tr>
<td>Required on-campus week</td>
<td>TBD</td>
</tr>
<tr>
<td>NAVLE Deadlines</td>
<td>Nov-Dec Test</td>
</tr>
<tr>
<td>- See info on NAVLE below</td>
<td>- FIRM DEADLINE: August 1</td>
</tr>
<tr>
<td></td>
<td>April Test</td>
</tr>
<tr>
<td></td>
<td>- FIRM DEADLINE: February 1</td>
</tr>
<tr>
<td>State Board Exams</td>
<td>Student must investigate requirements &amp; deadlines</td>
</tr>
<tr>
<td>VIRMP - Veterinary Internship &amp; Residency Matching Program - Application Information</td>
<td>October to December match</td>
</tr>
<tr>
<td></td>
<td>Visit <a href="http://www.virmp.org">www.virmp.org</a> for specific information and dates</td>
</tr>
<tr>
<td>Graduation Ceremony</td>
<td>May 19, 2018</td>
</tr>
</tbody>
</table>

## University Observed Holidays

The LMU-CVM academic calendar, including observed holidays, **does not apply** to students on clinical rotations.

- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving
- Christmas
- Presidents Day
- New Year's
LMU-CVM students in the clinical year are not governed by the LMU calendar. This means that holidays are not necessarily scheduled off. Students must confirm with the clinical affiliate, what holidays, if any, students are not required to attend the clinical affiliate site. This should be done prior to beginning the rotation or on the first day of the rotation.

The LMU-CVM academic calendar does not apply to students on clinical rotations. Each clinical training site sets its own schedule. Night calls, weekend coverage and holiday assignments are at the discretion of the training site. Time commitments will vary by clinical course but will typically require 35 to 40 hours/week of contact time and 10 – 20 hours/week of self-directed study time.

Students in the LMU-CVM clinical year are required to be at the clinical affiliate the first day of the rotation when orientation is provided.

All students are required to attend the Clinical Year Assessment at the end of the clinical year on the LMU-CVM campus.
NAVLE® Information – Obtaining a License to Practice

It is the student’s responsibility to educate themselves on what is required to register for the North American Veterinary Licensure Examination (NAVLE®). Passage of the NAVLE® is required in order to obtain a veterinary license to practice veterinary medicine in North America.

NAVLE® Process Summarized:
https://www.nbvmc.org/navle-general-information/navle-process-summarized/

*** Information found on the official NAVLE® website supersedes all information noted elsewhere in this document pertaining to the NAVLE®. ***

Students wishing to practice in Canada have a different set of requirements to take the NAVLE®: http://www.canadianveterinarians.net/resources/examining-board-navle-registration-international

Senior students at AVMA-accredited schools who have an expected graduation date no later than ten months from the last date of the applicable testing window, except for candidates applying through the California, Texas and New York state boards, which have an eight month graduation requirement. Utilizing the 8 or 10 month graduation window, those students scheduled to graduate from LMU-CVM in May are able to first take the November-December NAVLE®.

Students are required to request a leave of absence in order to take the NAVLE® if they will be taking the NAVLE® outside of the NAVLE block (block 2017-12) on the clinical year schedule. The procedure to request a leave of absence is noted elsewhere.

Deadlines

Deadlines are firm. Students must complete their entire NAVLE® application prior to the deadlines. Deadlines for the November-December NAVLE® are August 1 and for the April NAVLE® are February 1. LMU-CVM will not be able to help students in having any deadlines extended. It is recommended that you start working on your NAVLE application at least 2 months prior to the deadline (June 1st).

There are two applications required in order to take the NAVLE®: the first application is to the International Council for Veterinary Assessment (ICVA), and the second application is to the state or state approved processing entity that the applicant is taking the NAVLE® through.
SECTION I: Clinical Programs, Policies, and Procedures
Objectives for the Clinical Year

The clinical courses are supervised clinical experiences designed to further your knowledge in specific areas of veterinary medicine. You will be given the opportunity to assume broader responsibility under the supervision of an experienced veterinarian. Your off-site learning experiences will offer an abundance of “real-world” learning opportunities. During your clinical courses, you will integrate the first six semesters of your LMU-CVM training to bring all of your veterinary education together. This active, experiential learning creates a natural extension from your pre-clinical education into clinical education and ultimately into professional practice. Through your elective distributive clinical courses you will be able to further explore learning experiences consistent with your career objectives. Ultimately, the goal of the clinical courses is to partner with you, to become a competent, confident and compassionate problem solver; prepared to bring entry level skills to the greatest profession on earth.
Implementation of the Curriculum

The LMU-CVM entrusts its dedicated clinical site affiliate partners to train, supervise and evaluate students for excellence in veterinary practice. The clinical site affiliate mentors will implement the curriculum in a manner that balances the learning needs of the students and the educational resources available to the site. To enhance learning, clinical site partners are encouraged to use a variety of teaching techniques, including observation, monitored participation, video and audio recordings, on-line resources, readings, individual discussions, and presentations by students, faculty, and others. Specific curricular expectations, in the form of a course syllabus with learning objectives, are available to each student, and each clinical site. Course syllabi are available at: Clinical Year Courses

Non-clinical experiences (e.g. hospital committees, business reviews, performance development, community participation …) are important for students to help them understand and appreciate the full spectrum of activities expected and opportunities available to graduate veterinarians.

Administration of the clinical curriculum is led by the Office of Clinical Relations and Outreach and falls into three primary areas;

(i) Clinical Relations and Outreach – relationships with clinical sites and site training is led by the Associate Dean for Clinical Relations and the Clinical Relations and Outreach team.

(ii) Clinical Academic Program – curriculum and course outcomes lead by LMU-CVM faculty members that are Clinical Course Directors. The Clinical Course Directors oversee students’ academics during the clinical year. Clinical Hub Coordinators regularly visit students, preceptors and staff at secondary instructional sites. The Clinical Relations and Outreach team is involved in the oversight and management of the academic program.

(iii) Logistics – course scheduling, E*Value™ administration, evaluations, and honoraria invoicing lead by the staff of the Office of Clinical Relations and Outreach. The Clinical Relations and Outreach team is involved in the oversight and management of the logistics of the clinical year.
Expected Professional Behaviors

Students shall possess the following professional qualities attributable to LMU-CVM graduates and educated citizens, including:

- Ability to utilize the principles of scientific inquiry; to think analytically, clearly, and critically, while solving problems and making decisions during daily practice, and while conducting practice-related research.

- Ability to systematically find, analyze, evaluate, and apply information, and make informed, defensible decisions.

- Demonstration of the effective use of written, verbal, and non-verbal communications with diverse audiences and for varied purposes.

- Demonstration of the concepts and principles of, and a commitment to lifelong learning as a means of fulfilling and advancing ones practice and professional role in society.
- Eventual assumption to a leadership position in the overall welfare of the community.

- Demonstration of a sense of unity and respect with colleagues and a professional identity and pride consistent with high values and ethical principles.

The Students Role at Clinical Sites

Students Role

Students will be able to quickly become part of the team at the clinical site and become familiar with the site requirements and expectations. This will begin prior to the student attending the site by reviewing information about the affiliate that is available through E*Value™. Orientation that occurs on the first day of the rotation will solidify what the student will be doing during the stay at the affiliate. Students are expected to review materials related to the course rotation and site prior to orientation.

Students will be expected to be able to gather and record history, perform a physical examination on multiple species of animals, develop differential diagnoses, list rule outs, and propose a diagnostic and treatment plan. The well-being of the patient is always the first priority; students are expected to assume primary case responsibility for as many cases as possible as assigned and permitted by the clinical site clinician. It is the students’ responsibility to seek out the approval of the clinical affiliate supervisor to gain hands-on experience and be familiar with the state veterinary practice act.

The clinical site supervisor, doctors and staff that students work with in the clinical year are responsible for all communication with the owner and referring veterinarian unless the student is asked to do so. **Students shall not discuss the diagnosis, prognosis, treatment or fees, before the clinician has talked to the client.** Maintaining confidentiality is extremely important. No photos, videos or audio recordings are to be taken without written consent. See the Appendix for a copy of the photography and video release form.

Students are expected to be familiar with the Veterinary Practice Act for all states in which clinical courses are taken. Veterinary Practice Acts are available on-line ([www.aavsb.org/RL](http://www.aavsb.org/RL)). All rules and statutes regarding what veterinary students are allowed to be involved in during the clinical year (including supervision requirements) must be strictly adhered to.

Electronic Communication

All LMU students in the LMU-CVM clinical year program are provided an lmunet.edu e-mail address. All official communications to students will be sent to this e-mail address. It is the student’s responsibility to check their LMU email account on a **DAILY basis**.
Any non-LMU-CVM students in the LMU-CVM clinical year program will designate an email address to use for all official communications.

It is required that each student in the LMU-CVM program will check their official e-mail on at least a daily basis to keep up-to-date and informed. Students will use their lmunet.edu account (or designated account for non-LMU-CVM students) when submitting assignments or submit items as outlined through E*Value™.

Failure to check and respond to your email may result in missing important information and may result in receiving incomplete or failing grades.

**Safety**

Students should be aware of the location of any safety equipment within the rotation site. This includes alarm pulls, fire extinguishers, first aid kits, safety showers, eye wash stations, and exits from the building. Be sure to cover this during your orientation.

**Students should report any and all safety, physical and emotional concerns immediately to the Associate Dean for Clinical Relations.**

**Counseling**

Counseling (Psychological Services) is available. Students struggling with any academic or non-academic issues that are impeding a student’s progress should be referred to the Associate Dean of Students for Medical Programs.

LMU Counseling Services are available in Grant Lee Hall Room 102 to help students with personal, career, and academic concerns that affect academic success and quality of life. Students may directly contact LMU Counseling Services at 423-869-6401. All meetings are confidential. Referral to local counseling and assistance resources is available upon request by the student. For more information, go to: Student Counseling

**Medical Record Confidentiality and Security**

The medical record is the property of the individual clinical site and is confidential. The contents are not to be divulged to anyone other than another student, a clinician, or technician that has a need to know. A veterinary professional is ethically obligated to keep this information confidential unless the owner has granted written permission for disclosure. Noncompliance with confidentiality during your clinical rotations may result in disciplinary action up to and including dismissal.

**Social Media**

Posting of material relating to any veterinarian, staff, client or patient at a clinical site in any form to any public or social networking site is strictly forbidden. No picture of any veterinarian, staff, client or patient may be posted without the written approval of the client involved and
the institution where the patient was seen. Students are required to maintain and respect client and patient confidentiality as well as respect the dignity of all animals and their owners. Posting of material without appropriate permissions may result in disciplinary action up to and including dismissal.

Professional Responsibility of Students

• Personal appearance and dress for students in the health professions is important in establishing respect and credibility in the doctor-client relationship. The public expects that doctors be neatly dressed and properly groomed. Students participating in the LMU-CVM clinical year program are expected to develop and uphold these standards at all times and to use good judgment in proper dress and grooming. In general, students will dress in the manner prescribed by the clinic in which they are working. Students may be asked to cover tattoos and remove piercings and jewelry. A white clinic coat or coveralls displaying the LMU-CVM logo, and badge including name are required at all times by all students when in a clinical environment.

• Exposure to infectious agents is a risk in the health care professions. For the safety of yourself, personnel, and animals, extra care and attention must be given to cleanliness and sanitation as essential safeguards. Regular, routine, thorough hand washing is a must.

• With the Pregnancy Discrimination Act, Congress has made it clear the decision to become pregnant or to work while pregnant is for each individual woman to make for herself. Students should consult with their physician as to the risks associated with pregnancy while pursuing veterinary education. Students that are pregnant must notify the Associate Dean of Clinical Relations and Outreach and the clinical affiliate supervisor. Students taking a leave for pregnancy will be required to provide signed documentation from their health care provider when they can return to clinical rotations. As soon as possible, students should communicate with the Associate Dean of Clinical Relations and Outreach their expected date of return for availability to continue clinical rotations.

• Student equipment and apparel must be kept clean to reduce the chance of spreading infectious agents. Students may not wear protective clothing, smocks, lab coats, overalls or coveralls, in public places away from the CVM or clinical sites. These clothing items are to be worn only while engaged in educational, research and/or service activities directly related to veterinary medicine.
• Special protective clothing must be worn in designated areas as specified by site personnel or the Clinical Course Director. In working with livestock, mixed, equine, or in a diagnostic lab and pathology, coveralls are required. Washable rubber footwear is required in large animal assignments. Students will be required to change coveralls several times during the day to avoid contamination between farms. In some cases, clinical sites may require scrubs or other alternative or protective attire. This attire may be provided by the clinical site, in which case it will remain the clinical site property.

• Required equipment varies by clinical course and may include – thermometer, bandage scissors, suture scissors, calculator, stethoscope, pen light, pen and small notebook, hoof pick, postmortem gloves, postmortem scissors, postmortem forceps, watch (second hand), hemostats, reflex hammer, lab coat, scrubs, coveralls and washable rubber footwear. It is the students’ responsibility to find out what equipment is required during their clinical affiliate orientation.

• A copy of student required immunization records will be kept in the students personnel file.

• Students will be assigned radiology badges that are to be worn in all clinical sites. These badges will be returned to the LMU-CVM for testing periodically throughout the year. Documentation on radiology badges is provided in the Appendix.

• Food is not to be eaten in any area where animals are kept or handled.

• Students should refer to other professionals in the clinical setting by their appropriate titles, such as “Doctor Smith,” or “Mrs. Jones,” unless otherwise directed.

• Comments relative to concerns about the adequacy of animal care, accuracy of diagnosis and appropriateness of therapy are never allowed in the presence or hearing distance of the owner/client. These conversations should be conducted in a professional manner directly with the clinician and/or Clinical Course Director at an appropriate time and location away from the client. Students may be recalled from the clinical course by request of the clinical site for violating this responsibility, and then required to complete the clinical course at a later time. Abusive, threatening, or slanderous language will not be tolerated. Students with strong personal views who are personally offended should contact their faculty advisor and the Associate Dean for Clinical Relations and Outreach for consultation. On some clinical courses (particularly large animal) and in some situations, students might be subjected to coarse language that they find offensive. This may occur in
conversation between workers at the facility or others. An appropriate response would be to discuss the incident with the clinical site mentor away from the client. However, abusive, discriminatory, threatening, or harassing language or behavior towards a student will not be tolerated and should be reported immediately to the Associate Dean for Clinical Relations and Outreach.

- The LMU-CVM will not tolerate sexual harassment of any kind. For purposes of this policy sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, or creation of a hostile environment made by someone from or in the educational setting. Students that believe that they are subjected to sexual harassment should immediately notify the Associate Dean for Clinical Relations and Outreach. See the LMU-CVM Student Handbook and Catalog for more information.

- All students are held to the highest professional standards regarding truthfulness in word and deed regarding academic and clinical matters throughout their education. Honesty and integrity are among the most valued traits of a veterinarian, and each student is expected to assume a personal responsibility for these traits. Academic dishonesty includes cheating, plagiarism, using unauthorized resources during examination(s), and signing another person’s name to an attendance or examination document. The Student Honor Code of the LMU-CVM carries throughout the clinical year. See the LMU-CVM Student Handbook and Catalog for more information. Failure to uphold the Student Honor Code may result in disciplinary action up to and including dismissal.

- Abuse of alcohol and drugs is not tolerated whether during clinical rotation hours or at other times during the clinical year. Students are not to attend a clinical rotation event when under the effects of alcohol or drugs. Students should not abuse alcohol or drugs at any time during the clinical year. Students in the LMU-CVM program, are responsible for adhering to the Student Handbook regarding alcohol. Students found abusing alcohol or drugs will face disciplinary action up to and including dismissal. Students needing professional help with alcohol or drugs should contact LMU counseling services noted above.

- Tobacco use, or tobacco substitutes of any kind including smoking may be forbidden during clinical course activities. Cigarette/smile breaks are at the discretion of the clinical affiliate.
LMU-CVM and its affiliate clinical sites are committed to maintaining a drug-free environment in compliance with applicable laws. The unlawful possession, use, distribution, sale or manufacture of controlled substances is prohibited on the university campus, its facilities, or any clinical site. Violation of this policy may result in the appropriate disciplinary action up to and including dismissal. See the LMU-CVM Student Handbook and Catalog for more information.

Students will not take temporary or permanent possession of hospital or clinical site property without the clinical affiliate’s express written permission. This includes, but is not limited to, hospital surgical attire, books, food, etc.

Cell phones and pagers should be turned off or turned to vibrate in clinical and laboratory settings.

**Assessments - Evaluations**

**Evaluation of Students**

Evaluation of clinical year students is done in part by the clinical site using the evaluation forms available on-line using E*Value software (copies found in the Appendix). Clinical sites assess **professionalism** including attendance and punctuality; motivation, enthusiasm and perseverance; acceptance of responsibility; initiative (self-starter); ability to relate to clients, staff and peers; and ethical and professional conduct. Clinical sites also evaluate **interpersonal skills** including oral communication/presentation skills; written communication skills; and demonstration of compassion. Clinical Affiliates also assess core **knowledge**. Lastly, Clinical Site mentors assess **clinical skills** including- gathering appropriate history; accuracy of physical exam; quality of record keeping; animal handling skills; technical ability; analytical skills, interpretation of findings and diagnostic procedures; and quality of patient care. LMU-CVM faculty Clinical Course Directors may assess students through on-line submissions, on-line exams, video rounds, procedure logs, case logs and write-ups, SOAP assessments, and medical record reviews. Clinical Course Directors confirm knowledge of basic sciences; knowledge of material pertinent to clinical course; application of knowledge; formulation of appropriate differential diagnoses; and formulation of appropriate therapeutic plans. Students are required to maintain case and procedure logs through on-line software to demonstrate quantity of student’s case load, evaluate practice case load, prepare test questions from case log content, and for reporting comparative data to AAVMC and AVMA-COE.
Clinical Affiliate Evaluation of Student

Clinical courses include frequent, frank feedback for students on an ongoing basis. To supplement and formalize this process, clinical affiliate mentors and students are to meet towards the end of week one of the clinical course, and informally on a regularly scheduled basis thereafter. **It is the student’s responsibility to follow up with the clinical affiliate supervisor to be sure this is completed.** Students and mentors provide evaluations which ensure the opportunity to discuss student progress. Evaluations in which significant academic, technical or professional deficiencies that are identified are immediately elevated to the LMU-CVM faculty Clinical Course Director and/or Associate Dean for Clinical Relations for remedy.

Towards the end of the rotation, the clinical affiliate supervisor will complete a comprehensive review of the performance of the student during the rotation. This is to be shared with the student by the clinical affiliate (the preceptor whenever possible) during the fourth week of the rotation. **It is the responsibility of the student to follow up with the clinical affiliate supervisor to have this review shared with the student. The student is responsible for being sure the review is filled out and forwarded to LMU-CVM in an appropriate and timely manner.** A copy of the evaluation is found in the Appendix.

The clinical affiliate will share these evaluations of the student with the LMU-CVM Clinical Course Director and this evaluation will be used along with other criteria as outlined in the course syllabi to determine the grade for the student.

**Evaluation of Student BY Student – Student Self-Assessment – end of rotation**

Students will self-evaluate using an evaluation tool similar to what the Clinical Preceptor uses to evaluate the student. This evaluation is mandatory. See the Appendix for a copy of this document.

**Evaluation of the Clinical Experience, Site, Staff, & Clinical Preceptor BY Students – end of rotation**

LMU-CVM is committed to providing students with superior learning experiences at its clinical sites. Student feedback is critical to continuously improving and building upon the quality of the experience at each site. Evaluation of clinical affiliate sites and preceptor is required from all student participants. Both positive and negative comments are welcome. For feedback to be effective, please be constructive and as specific as possible. Avoid responses that might be interpreted as disparaging of any individual person. Evaluations will be collected on-line and reviewed by CVM faculty and shared with clinical sites. These evaluations are mandatory.
Summative Assessment

LMU-CVM students are required to return to the LMU-CVM campus for a one-week summative assessment period prior to graduation. Assessments may include material gathered from course logs, learning objectives, timed OSCE’s and other assessments.
All fourth year students are required to present one Student Round session.

You are expected to attend 50% of the rounds sessions throughout the year. Attendance will be recorded.

Each session will last one hour. Two students will present. Each student can either present a different case (30 minutes each case), or in some cases two students who are at a clinical site together may present a single case in 1 hour. Plan to spend 15 minutes to present your case and leave 15 minutes for group discussion.

**Case selection:**

It is not necessary to look for an unusual or uncommon case. Everyday cases present valuable learning opportunities.

Once you have identified a case, you must receive permission from your adjunct veterinarian to be able to present it. You should involve your course director in helping you to select an appropriate case for presentation.

Do not provide any information (animal or owner name) in your presentation that could jeopardize client confidentiality (this would include any radiographs, photographs, lab work or videos with patient identification on it).

**Case presentation:**

Please use the following template to present your case:

- Presenting signs and signalment (you can use a made up patient or herd name)
- History (including herd history and record analysis where appropriate for production animals)
- Clinical findings (including herd performance monitoring where appropriate for production animals)
- Problem list (you could quiz your fellow colleagues on this)
- Differential diagnoses (you could quiz your fellow colleagues on this)
- Additional tests used to arrive at a diagnosis
- Diagnosis
- Treatment/management plan (use generic drug names and include doses in mg/kg) (this may also include herd nutrition, herd management, or facility design
changes for herd based issues and it must also address food safety and residue avoidance.

- Prognosis
- Follow-up
- Preventative measures

Herd-level examination: Please briefly describe the questions you should ask, the data you should request, and what you might expect to observe in the rest of the group/herd (in herd related cases). For example, if you present a case of a cow with lymphosarcoma and expect it is associated with BLV, please describe the diagnostic options for examining the seroprevalence in the rest of the herd (i.e. who you would take blood samples from and what test you would perform), and the probability of other cows being infected and/or showing symptoms of disease.

Be prepared to discuss any relevant anatomy, physiology, pathology or other ...ology related to your case. Try to remember to take pictures and videos to help support your cases when possible, however these are not required to present a case. Remember you need to obtain the appropriate media release for photos/video/etc. Provide additional tests (blood work, radiographs, ultrasound, etc.) where possible. It may be easiest for you to put your case in a PowerPoint presentation that you can present through the video program. However, these PowerPoint presentations do not need to be elaborate – a simple presentation that contains all the relevant information will suffice.

You must submit your presentation to the Office of Clinical Relations and Outreach one week prior to your presentation so that your case can be reviewed to help you to structure the group discussion. Where necessary, the faculty rounds coordinator will contact you and the adjunct clinician responsible for the case for clarification on content.

An email will be sent out to all students, faculty, and community partners interested in participating in rounds to announce the case(s) of the week.

All students, faculty, and clinical site partners are encouraged to attend all student video rounds when possible.
General Learning Objectives for Clinical Courses

1. Professional Communication:
   - Communicate effectively with clients, colleagues, veterinary staff, referring veterinarians, stakeholders and others to plan, execute, and evaluate treatment and ensure compliance using ancillary aids if necessary.
   - Understand the needs and preferences of different clients.
   - Discuss with the client a range of options for treatment and be aware of financial implications of recommendations.
   - Explain the process of euthanasia and the implications/acceptance of other invasive procedures and provide compassionate care and grief management appropriate to the situation.
   - Be able to communicate with other team members - particularly technicians, as well as other staff within the practice (treatment directives as an example).
   - Communicate and respond to information available to the public (internet/ pamphlets).
   - Ability to communicate recent medical advances with clients.

2. Complete Medical Records:
   - Maintain records (examination and progress reports, surgical reports, anesthesia records, treatment and diagnostic plans, drug logs, herd consultation reports, etc.) in accordance with minimum standards. Emphasize the importance of why we keep medical records (consequences of a poor health record).
   - Recognize the confidentiality of records and demonstrates care to protect the client’s rights with respect to privacy.

3. Animal Welfare and Occupational Health and Safety:
   - Actively contribute to, and promote the safety and protection of health and welfare of clients, coworkers, and self, and ensure human safety in animal handling, equipment use and biosafety.
   - Actively contribute to, and promote the welfare and wellness of the patient/herd through education (of client and general public), communication, and animal husbandry.
   - Use appropriate restraint required to allow performance of physical examination, diagnostic testing and treatment including physical restraint and chemical restraint.

4. LifeLong Learning:
   - Critically evaluate the scientific literature to be able to select diagnostic and treatment options for their patients.
   - Practice evidence-based medicine whenever possible.
• Able to search or review medical records and scientific resources to retrieve information relative to patient management or case review.
• Show a desire to learn new technology and systems.
• Engage in self-study to improve understanding of cases and management systems to enhance the practice experience. Present this information in rounds.
• Recognize the importance of conducting clinical research.

5. Good Business Practices:

• Demonstrate an understanding of the business issues related to practice type, including client care, veterinary compensation, utilizing support staff, inventory management, relationships with industry, and service delivery.

6. Professional Ethics:

• Work with clients, staff, patients and colleagues with professional courtesy and in accordance with privacy legislation.
• Represents the veterinary profession with integrity.
• Demonstrates ability to work in a team.
• Adheres to regulatory guidelines of professional veterinary associations.
• Implementation and understanding of the AVMA ethical standards.

7. Therapeutics and Health Care Planning:

• Shows ability in proper drug selection, prescription and administration routes for treatment of common diseases and conditions for individuals and herds.
• Is able to formulate and implement a preventative health program for a variety of animal species of different ages and backgrounds, and is able to provide rationale for choices.
• Understands appropriate pharmaceutical storage and handling for the commonly used drugs and control drugs in practice.
• Knows how to find and apply drug withdrawal times when necessary.
• Advise clients in drug administration, handling and safety (potentials for drug abuse).

8. Anesthesia and Pain Management:

• Administers sedation, local and general anesthesia to allow safe conduct of necessary procedures.
• Utilizes available pharmaceuticals to achieve appropriate analgesia in a variety of species and situations.
9. Surgical Ability:

- Is able to perform surgical and dental procedures commonly encountered in primary care practice utilizing sterile technique, appropriate tissue handling skill, and post-surgical care.

10. Activity/Outcome-Based Nutrition:

- Demonstrates ability to calculate food and water requirements for a variety of species, ages, disease states and production expectations.
- Understand the interaction between nutrition and health affecting productivity and animal welfare.
- Makes dietary recommendations based on client and animal needs.

11. Common Disease Knowledge:

- Demonstrates knowledge of common infectious and zoonotic diseases.
- Demonstrates the ability to diagnose, treat and control common health problems including infectious and zoonotic diseases in companion animal species (includes a knowledge of reportable diseases and the appropriate steps to involve the health authorities, and appropriate diagnostics).
- Demonstrates biosafety and biosecurity practices in limiting disease transmission between individuals and herds.
- Recognizes regulatory issues related to public and animal health.

12. Evidence-Based Problem-solving:

- Can take individual or herd history, perform a physical exam noting all abnormalities, formulate a problem list noting significance of issues and owner needs.
- Can create a diagnostic plan and perform diagnostic tests in an orderly step-wise fashion. Integrates diagnostic findings and response to therapy with historical and clinical findings in order to confirm the diagnosis and revise the diagnostic plan.
- Can recognize personal and practice limitations in providing health care and coordinate referral.
Curriculum Structure – Clinical Year

The clinical year of the LMU-CVM veterinary program includes semesters 7 and 8 with 45 weeks of clinical experience. The year is divided into 33 weeks of core rotations (includes the 1 week summative assessment), 12 weeks of elective distributive rotations, and 7 weeks of unscheduled coursework (3 week NAVLE block and 4 week Self-Directed Study block). The 1 week summative assessment is on the LMU campus.

Syllabi for clinical year courses are found on-line.

**Clinical Year Core Curriculum Courses (33 weeks):**
- CVM 770 - Small Animal General Practice (4 weeks)
- CVM 770 - Small Animal General Practice (4 weeks)
- CVM 771 – Specialty Practice (4 weeks)
- CVM 771 – Specialty Practice (4 weeks)
- CVM 772 – Small Animal Primary Care (4 weeks)
- CVM 773 – Diagnostic Medicine (4 weeks)
- CVM 774 –DVTC Mixed Animal Rotation (4 weeks)
- CVM 775 – Mixed Animal Practice (4 weeks)

  CVM 777 Clinical Year Assessment (1 week)

Clinical year core curriculum are provided at primary instructional sites where LMU-CVM faculty oversee students (CVM 772, CVM 773 & CVM 774). Clinical year core curriculum is also provided by trained clinical affiliates with additional oversight of LMU-CVM faculty (Clinical Hub Coordinators and Clinical Course Directors) at secondary instructional sites. Secondary instructional sites deliver core curriculum in small animal general practice, specialty and mixed animal rotations (CVM 770, CVM 771 & CVM 775).

**Clinical Year Elective Distributive Courses (12 weeks):**
Core courses listed above (besides CVM 780) may be taken as a clinical year elective.

  CVM 780.a, 780.b, 780.c – Elective Distributive Courses (4 weeks)
  CVM 776 – NAVLE Review Course (4 weeks)
  CVM 781.a, 781.b – Elective Externships (opt) (2 weeks) maximum of two (2) may be taken
  CVM 782 – NAVLE Preparation and Administration
  Self-Directed Study
CLASSIFICATION OF CLINICAL COURSES

Clinical courses are classified as delivering core curriculum or elective subject matter.

Core curriculum courses are required and assigned by the Office of Clinical Relations and Outreach and cannot be changed by the student. Required core curriculum rotations total 33 weeks. A list of clinical affiliate locations delivering core curriculum is found in E*Value.

Clinical year elective distributive courses total 12 weeks. Four (4) weeks minimum is the length for each clinical year elective distributive rotation besides an externship. Elective distributive rotations must be either 4, 8, or 12 weeks in length. Dates for elective distributive rotations proposed by students must align with the LMU-CVM clinical year calendar.

Externships

Up to two 2 week externships may be taken in place of one four week clinical year elective. Externships dates must align with the LMU-CVM clinical block schedule in order to be considered as a possible clinical year experience for students.

Elective Distributive and Externship Proposal Process

Elective distributive courses must be selected with approval of the Office of Clinical Relations and Outreach in any discipline, in any facility, which meets LMU-CVM clinical site criteria. A list of pre-approved elective distributive course experiences are found in E*Value™. Students are encouraged to schedule elective distributive clinical courses in a variety of sites to further explore opportunities for graduate veterinarians, as well as to further build confidence in areas of professional interest. If an elective distributive course is not pre-approved and found in E*Value™, the elective distributive course may be submitted by the student for approval. The procedure to have an elective distributive clinical experience approved by LMU-CVM is described in the Appendix.

Options for elective distributive clinical courses include;

- Elective distributive clinical courses may include experiences in zoo medicine, wildlife, oncology, nutrition, behavior, avian/exotics, cardiology, dermatology, neurology, ophthalmology, rehabilitation, theriogenology, nuclear medicine, additional core clinical courses, chiropractic, holistic, porcine, poultry, small ruminant, camels, equine surgery, corporate practice back office, marine aquarium, fish, government roles, animal law, regulatory, public health, research, association leadership, or other subject that meets the student’s career objectives.
- International Rotations - Students in good standing may with the permission of the Associate Dean of Clinical Relations and Outreach may schedule elective distributive international clinical courses for up to 8 weeks. The supervising veterinarian must be
licensed and in good standing within the host country. Students are solely responsible
for obtaining appropriate visa and immunizations or other requirements including but
not limited to veterinary liability insurance and personal health insurance. International
clinical courses must be approved by the Office of Clinical Relations and Outreach at
least 60 days in advance.

- Research Elective Distributive Course- Conduct scholarly research under the supervision
  of a faculty member related to the basic or clinical sciences or to an environmental
  health issue involving veterinary medicine. This research elective distributive course
  must be approved by the Associate Dean of Clinical Relations and Outreach. Research
  using Appalachia as a case example are encouraged.

- Competitive application electives – students may refer to the LMU-CVM Clinical Site
  menu or other references for competitive opportunities through such organizations as
  the USDA, Smithsonian, various zoos, AVMA and others. Approval by the Associate Dean
  of Clinical Relations and Outreach is required.

Should an elective distributive clinical course site not be included in the fourth year clinical sites
menu, it will be the responsibility of the student to obtain all pertinent information needed to
approve the site and to coordinate with the Associate Dean of Clinical Relations and Outreach
to assure approval. A minimum of 60 days’ notice is required. The procedure to have an elective
clinical experience approved by LMU-CVM is described in the Appendix. Elective distributive
course rotations must be either 4, 8, or 12 weeks in length or two weeks each for 2 externship
experiences.

COURSE SCHEDULING

E*Value™ Healthcare Education software is used to schedule LMU-CVM Community Based
Veterinary Teaching Program clinical courses, record student evaluations, and manage clinical
experiences of students. E*Value™ employs an optimized scheduling algorithm to best insure
the statistically most satisfying student placements. The scheduling selection considers four
variables:

(i) curricular requirements,
(ii) adjunct/site availability and capacity
(iii) student preference, and
(iv) custom rules (e.g. geographic location of affiliate) may be considered.

Students will receive instructions, log in, user name and password to gain access. Course
scheduling is done with the advice of your assigned LMU-CVM faculty advisor, select LMU
faculty and the Clinical Relations and Outreach team. LMU-CVM faculty must approve the
students’ schedule and this is verified by signature.
The LMU-CVM academic calendar does not apply to students on clinical rotations. Each clinical training site sets its own schedule. Night calls, weekend coverage and holiday assignments are at the discretion of the training site. Time commitments will vary by clinical course but will typically require 35 - 40 hours/week of contact time and 10 – 20 hours/week of self-directed study time.

Clinical course expenses associated with travel, housing, meals or other expenses are the student’s responsibility. Wherever possible, LMU-CVM will negotiate favorable group housing rates in hub communities (see Housing in the Appendix).

On-campus weeks – LMU-CVM students in the LMU-CVM Clinical year program are required to be on campus at the designated time for one week prior to graduation for summative assessments, discussion and delivering constructive feedback.

Self-directed study blocks are highly encouraged for the well-being of the student, however, if necessary these times may be used to remediate an unsatisfactory grade.

LMU-CVM Clinical Year Attendance Policy

ATTENDANCE POLICY FOR ALL LMU-CVM CLINICAL ROTATIONS

Attendance Requirements: Attendance is mandatory for daily clinical responsibilities and all after-hours duty assignments in order to receive a passing grade in clinical courses. This includes during regular clinic hours; weekend and holidays when the student has case responsibilities; as well as evening, weekend and holiday treatment assignments, emergency duty assignments; or intensive care duty assignments. Student clinical responsibilities and scheduling will be discussed with the student during orientation at the clinical affiliate site.

The start date and time for each rotation will be determined by the rotation and individual clinical affiliate.

General Rules
a. Each student will be allotted 6 personal absence days during the fourth year. A personal absence day is defined as any day a student is absent for active clinical duties. These 6 personal absence days are divided in half; 3 personal absence days for blocks 1 through 6 and 3 personal absence days for blocks 7 through 12. Days may not be carried over between blocks 1-6 and 7-12. Personal absences days may be defined as planned or unplanned as described below.

b. A maximum of one personal day per each 4 week block will be allowed without requiring a make-up of the day missed. Students are encouraged to work their schedule in cooperation with the clinical affiliate so that the student is at a clinical affiliate site 35 to 40 hours each calendar week. If a student plans to be in attendance for over 35 hours
a week at a clinical affiliate, the student, with the approval of the clinical affiliate site, may take a day off that does not count towards the personal absence day total.

c. If a student misses more than 3 scheduled days on a given rotation, and is unable to make up these hours, the entire rotation must be rescheduled.

d. **All absences are to be reported** as noted in the Clinical Courses Student Handbook. The absence form should be completed by the student, signed by a representative of the clinical affiliate site and forwarded to LMUCVM.ClinicalRelations@LMUnet.edu

**Planned Absence Days (For example: job interviews, NAVLE test taking)**

a. A maximum of ONE (1) planned absence day may be taken in a given 4-week clinical rotation block.

b. Planned absence days MUST be scheduled at least **3 weeks** before the date of the planned absence.

c. Planned absence days will require the approval of the clinical affiliate site representative and the Office of Clinical Relations and Outreach.

d. No planned absence days will be allowed on the first day of a rotation.

e. If a student must schedule to take the NAVLE during a clinical rotation block, the student must use a planned absence day to schedule and take the NAVLE.

**Unplanned Absence Days (For example: illness and emergencies)**

a. Students will use a personal absence day for unplanned events such as illness, a family emergency or a death in the family.

b. For absences for illness that require missing 3 or more days of a rotation, medical documentation will be required.

c. Students should contact the Office of Clinical Relations and Outreach LMUCVM.ClinicalRelations@LMUnet.edu as soon as they know of an absence.

**Unexcused Absences**

a. All absences other than the above-described planned and unplanned absences are considered unexcused absences and must be made up to receive a passing grade in a rotation.

b. Absences beyond the allotted personal absence days will be considered as unexcused absences and are required to be made up.

**Make-up dates**

a. Students must coordinate make up dates with the Office of Clinical Relations and Outreach and the clinical affiliate to make-up any required missed days/hours.

b. Any absence in excess of 3 days in a given block period (Blocks 1-6 and Blocks 7-12) must be made up. The student may accomplish this by working extra hours during a
given calendar week so as to still work 35 to 40 hours a week in a given seven day calendar period (Sunday - Saturday).

Miscellaneous
a. Any request for absences that are beyond the scope of personal absence days (planned and unplanned) described above should be submitted in writing to the Associate Dean for Clinical Relations and Outreach for consideration.
b. Any absence from any rotation (primary instructional sites, secondary instructional sites and electives) will be considered as above.
c. For medical appointments requiring missing up to 4 hours of a rotation, the missed time will not require the use of a personal absence day. The missed time for a medical appointment of less than 4 hours will not need to be made up. The student should contact the Office of Clinical Relations and Outreach (LMUCVM.ClinicalRelations@LMUnet.edu) when more than one medical appointment is required in any one rotation block.
d. Students should confirm during their orientation that the last Friday of the rotation will be a half day ending around noon.

ATTENDANCE – Leaves of Absence
Students must be present at the time specified by the clinical site supervisor in charge of the clinical course. Students are required to attend all assigned, scheduled courses and elective distributive clinical courses. Students’ clinical year schedules cannot be changed without prior approval of the Office of Clinical Relations and Outreach. Students must attend all assigned courses and course-related activities including lectures, conferences, clinics, call responsibilities, etc. On time arrival at the clinical site, beginning with the first day of the clinical course is imperative. Students cannot miss the first day of a rotation.

Excused absences must be coordinated with the Office of Clinical Relations and Outreach. Family and medical emergencies, jury duty, NAVLE® exam test taking outside of the 3 week NAVLE test taking block and leaves of absence must be arranged by written request. A Student Leave of Absence Request Form can be found in the Appendix. Student Leave of Absence Request Forms must be approved by the Associate Dean of Clinical Relations and Outreach well in advance, a minimum of seven (7) days prior to expected absence, except in the case of family and medical emergencies. The Clinical Affiliate supervisor also must be advised and approve any absence. Requests for NAVLE® exam absence outside the LMU-CVM 3 week NAVLE test taking window should be forwarded to the Office of Clinical Relations and Outreach at the time the student schedules the NAVLE® exam.
Job interviews, conferences and other activities do not qualify as excused absences. The clinical year course curriculum provides for seven weeks of unscheduled clinical rotation time, during which time students may plan their personal time as needed.

LMU-CVM maintains, and the student must recognize, that fulfillment of the academic program is the top priority and that it is the students’ responsibility to fulfill all clinical course requirements. Failure to do so may result in the student not graduating on-time.

INSURANCE AND LIABILITY

Health Insurance – students are required to maintain their personal health insurance. A copy of the policy is to be maintained in the student file. It is the students’ responsibility to ensure that their health insurance coverage is acceptable in every state/site where they attend clinical year rotations.

Liability coverage for clinical activity is maintained by LMU-CVM for each LMU-CVM student on approved clinical courses while the student is directly under the supervision of the assigned clinical site supervisor or designee in the U.S. and Canada. The liability coverage does not apply to any unsupervised student clinical activity or to a student’s activity outside of an approved clinical course (such as during a weekend or student self-directed study block). The liability coverage only extends to learning experiences scheduled by the Office for Clinical Relations and Outreach.

STUDENT ACCIDENT REPORTING

Due to the inherent dangers within the profession, injury is always a possibility and every effort must be made to minimize danger and maximize safety for self and others. Students must utilize their veterinary training to properly and humanely approach and restrain animals to avoid both personal injury and injury to personnel or patients. Students are expected to apply the principles of animal behavior learned throughout the pre-clinical curriculum to ensure the safety of themselves and their patients.

If an injury occurs during a clinical rotation, and the injury requires medical attention beyond first aid, the student should immediately obtain help from either 911 or the closest hospital/urgent care facility. Students must complete the Student Report of Accident/Injury Form found in the Appendix.

CHANGE OF ADDRESS

It is important that the Office of Clinical Relations and Outreach be kept up to date on each student’s current contact information. Failure to promptly report a change in mailing address, telephone number or other contact information can result in failure to receive information important to the successful completion of clinical rotations. It is the responsibility of the student to supply current and timely contact information. This information must be updated by
the student in the student’s E*Value™ record. It is the student’s responsibility to provide LMU-CVM with the approval to contact the student’s emergency contact person by signing and returning the appropriate documentation.
Tips on Making the Most of Your Clinical Courses

Be familiar with and be able to apply the core curriculum content of the course discipline. Before your course begins, take time to review one or two relevant text books and other primary resources and go over any notes you may have. Be sure to draw on this body of knowledge as you demonstrate your diagnostic skills. If you know of another student that has taken the rotation at the particular site, you may wish to consult them prior to your attendance.

Read as much as you can about the conditions of the patients you are seeing. Monitor your patients charts daily. Research patient problems using journals, reference manuals and internet sources. Share these in your portfolio for future reference. Ask your clinical site supervisor or LMU-CVM faculty Clinical Course Director to recommend resources to enhance your understanding.

Be a team player, be on time and be enthusiastic. Attitude and appearance count. Take extra care during your clinical courses to look your best. Make sure your style of dress is appropriate for the setting. Showing up early or staying late can also score you points – as long as you are being productive and learning in the process. Finally, in everything you do, show enthusiasm. Treat every clinical rotation as a working interview. The clinical site preceptor undoubtedly knows a veterinarian who is hiring or may be hiring themselves!

Establish a learning contract with your clinical site supervisor at the beginning of each clinical course is required. Students may locate this form in the Appendix. This exercise affords you, and the clinical supervisor, a touchstone for you to learn the clinical reasoning and procedural skills you want from the course rotation. Agreeing on goals and understanding how information will be taught ensures that your clinical experience is valuable.

Learn to ask enough questions to satisfy your hunger for knowledge without monopolizing precious time. You will be expected to do quite a bit of self-discovery, reading and research on topics that come up during the clinical year and share this with the clinical course director in your E*Value™ portfolio. Asking questions at the appropriate time, away from the owner, is an important consideration. Although you don’t want to stifle an important question, it is necessary to make the most of limited time with your mentor. Pay attention to veterinary staff and other students and learn from all of them.

Maximize time spent waiting during courses. Since you never know when you’ll have extra time, don’t go anywhere without something to read or do. Keeping journal articles or reference materials with you will afford you the opportunity to study, read up on a patient, or prepare for your next rounds. Work on your capstone project when time permits.
During down time, resist the urge to engage in excessive non-rotation tasks, such as texting, web surfing, or personal phone calls. Your clinical site supervisor may interpret this as rudeness, boredom, distraction, or disinterest. Instead, check out online resources, complete clinical course assignments, read about your patients or prepare for the NAVLE® or summative examinations. Be sure you check this out with your preceptor to receive permission to do these activities.

Your clinical year experience may bring you an exciting career opportunity such as a position with the clinical site you are rotating through or a valuable recommendation for another veterinary position such as a clinical position, internship or residency. Treat all rotations as a potential job interview. Veterinary medicine is a small profession, and even if you do not wish to work at a clinical site you are doing a rotation at, there is a possibility that the preceptor at that location may know a veterinarian elsewhere where you are looking for a position.
Roles and Responsibilities

**CLINICAL SITE MENTOR – Supervisor - Preceptor**

- Serve as mentor/coach/role model
- Has completed initial required LMU-CVM clinical site training
- Introduces student into the practice
- Informs practice team the role of the student
- Provides student feedback and assessment including weekly and/or mid-clinical course evaluations, as well as end of clinical course evaluation
- Validates student case logs, case reports, check lists, and assignments
- Supervises clinical experience
- Prepares daily schedule and activity in consultation with course director
- Challenges student knowledge
- Provides timely feedback both positive and negative
- Provides study space and protected study time as needed
- Is familiar with LMU-CVM curriculum, learning objectives, student outcomes, and COE accreditation standards
- Knows and understands current course syllabus
- Works to continuously improve student learning experience

**CLINICAL COURSE DIRECTOR - LMU-CVM Faculty Member**

- Designer/author/owner of course syllabus and learning objectives
- Course instructor of record
- Creates course syllabus and submits to curriculum committee for approval
- Utilizes distance tools as part of evaluation and testing such as on-line exams and virtual rounds
- Provides oversight of course content delivery and student requirements – insures adequacy of case load and case diversity
- Sets course expectations with students
- Maintains regular e-mail communication with student
- Reviews student case logs in E*Value™ including presenting complaints, differential diagnoses, SOAPS (medicine) and medical records (surgery), learning issues and patient interactions, clinical skills charting
- Informs students of ancillary resources – resources, books, websites ...
- Assigns final grade
- Participates in fourth year on-campus OSCE and summative assessments which may be taken from case logs and learning objectives
- Responds to feedback regarding course issues
- Assures clinical site supervisors receive current syllabus
- Communicates with other course directors, Associate Dean for Clinical Relations and Outreach regularly to assess and improve the student learning experience
- Communicates immediately unsatisfactory progress of students to Associate Dean for Clinical Relations and Outreach
- Participates in and co-delivers clinical site training
- Provides timely feedback to clinical site supervisors regarding student evaluation of sites
- Visits core clinical site facilities regularly
- Provides input to Associate Dean for Clinical Relations and Outreach regarding clinical sites
- Works to continuously improve student learning experience

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**CLINICAL COURSE STAFF (OFFICE OF CLINICAL RELATIONS AND OUTREACH)**

- Provide administrative support
- Assist in logistical and operational processes including honoraria payment
- Coordinates schedules with students and clinical sites
- Collects required assessments from students, clinical site supervisors, and course directors
- Ensures that all assessment requirements are completed by students, sites, and course directors for timely grading and review by Office of Academic Affairs
- Works to continuously improve student learning experience

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**CLINICAL HUB LEADER - LMU-CVM Faculty Member**

- Recruits, evaluates, inspects and maintains close partnership with clinical sites
- Participates in and co-delivers training of clinical sites and conducts on-site training
- Conducts routine visits to hub sites
- Serves as role model/coach/mentor to students and clinical sites
- Challenges student knowledge
- Provides assessment input to clinical site supervisors
- Provides timely feedback both positive and negative to students and sites
- Is familiar with LMU-CVM curriculum and COE standards
- Insures quality of learning experience for both student and clinical site
- Establishes new affiliate agreements and oversees affiliate relationships
- Key liaison between clinical site supervisors to establish collegial support and best practices amongst LMU-CVM clinical sites
- Works closely with course directors to insure course content delivery
- Works to continuously improve student learning experience
• Coordinates, administers, and leads clinical courses
• Coordinates, trains, and leads hub site leaders
• Recruits clinical affiliate sites
• Visits sites routinely with hub leaders
• Participates in clinical site training
• Reviews and maintains clinical course handbook and clinical site training manual
• Ensures timely and continuous feedback between sites, students and course directors
• Establishes new clinical affiliates
• Manages Dean’s Clinical Affiliate Advisory Board
• Provides overall leadership for the Hybrid Distributive Clinical Education Program
• Provide academic oversight for clinical courses
• Knows the LMU-CVM curriculum and COE standards
• Reviews course syllabus
• Reviews clinical site adjunct training and hub leader training
• Reviews and improves clinical courses handbook
• Coordinates and trains course directors in academic issues
• Convenes meetings with course directors and hub site leaders regularly
• Ensures timely and continuous feedback between hub leaders and course directors
• Determines appropriate response to areas of improvement for clinical site faculty and staff
• Counsels students regarding academic issues
• Responds to clinical sites concerns from students/faculty/administration
• Responds to student/faculty/administration concerns from clinical sites
• Adjudicates disputes arising over grades, site selection, curriculum …
• Assures that all COE standards are met
• Conducts needs assessment with the Dean and the Executive Council making continuous adjustments and improvements
• Insures timely and continuous feedback between all parties
• The Associate Dean of Clinical Relations and Outreach communicates issues regarding student academic progress to the Associate Dean of Academic Affairs
• Works to continuously improve student learning experience
• Students “own” their education and learning experience – are proactive, engaged, ask questions, and actively participate
• Maintains professional appearance and conduct at all times while on rotation at the clinical site and away from the clinical site throughout the clinical year
• Communicates with clinical affiliate supervisor about personal performance on an ongoing basis
• Maintains regular communication with the Office of Clinical Relations and Outreach
• Complete required assignments, case logs, case reports, evaluations and other duties as assigned
• Provide appropriate feedback for continuous improvement of clinical courses learning experience
• Responsible to assure timely completion and return of the evaluation of the student from the clinical affiliate
• Adheres to the LMU-CVM Honor Code and LMU-CVM Student Handbook throughout the entire clinical year
• Maintains confidentiality of patient and practice records
• Works with LMU-CVM to continuously improve the student learning experience
List of Potential Elective Distributive Course Disciplines

- Acupuncture
- Anesthesia
- Animal Behavior
- Avian/Exotics/Pocket Pet Medicine
- Avian/Poultry Medicine and Production
- Clinical Pharmacology
- Epidemiology
- Equine Practice
  - Surgery
  - Medicine
  - Lameness
  - Other
- Imaging (Radiology, Ultrasound)
  - Nuclear Medicine
  - Small Animal Ultrasound
- International Veterinary Medicine (Medicine, Epidemiology ...)
- Laboratory Animal Medicine
- Large Animal Medicine/Production Medicine and Herd Health
  - Bovine – Beef
  - Bovine – Dairy
  - Feed Lot
  - Swine
  - Small Ruminant
  - Mixed
  - Ovine
  - Other (Camelids, etc.)
- Large Animal Surgery
- Other
  - Chiropractic
  - Holistic
  - Homeopathy
- Pathology
  - Anatomic (Morphologic) Pathology
  - Clinical Pathology
  - Diagnostic Laboratory
- Physical Rehabilitation
- Public Health
  - Regulatory Medicine
- Public Policy
- Research
- Small Animal Medicine
  - Small Animal Medicine – General
  - Small Animal Medicine – Internal Medicine
Elective distributive courses must be selected with approval of the Associate Dean of Clinical Relations and Outreach in any discipline, in any facility, which meets LMU-CVM clinical site criteria. A list of pre-approved elective distributive courses experiences are found in E*Value™. Students are encouraged to schedule elective clinical courses in a variety of sites to further explore opportunities for graduate veterinarians, as well as to further build confidence in areas of professional interest. If an elective distributive course is not pre-approved and found in E*Value™, the elective distributive course may be submitted by the student for approval. The procedure to have an elective clinical experience approved by LMU-CVM is described in the Appendix.
SECTION II: Clinical Course Syllabi
# LMU-CVM Curriculum Digest

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LMU-CVM Curriculum Digest Summary

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Hybrid Distributive Based Clinical Education Program

For the most up-to-date course descriptions visit: Clinical Experience & Course Descriptions

Catalog Course Descriptions – Clinical Courses

**SUMMARY – 52 week year**
- 45 weeks of evaluated clinical year experiences
- 4 weeks of non-credit self-directed study that some may describe as “Vacation”
- 3 weeks off for NAVLE test taking and self-directed study

**CORE CURRICULUM COURSES – 37 weeks - 33 weeks of evaluated experience & 4 weeks not evaluated**
- 8 rotations – 4 weeks each - 32 weeks
- 1 year end assessment rotation – 1 week
- 1 block of non-credit self-directed study that some may describe as “Vacation” – 4 weeks

**ELECTIVE Distributive COURSES – 12 weeks of evaluated experience**

**CORE CURRICULUM COURSES – 37 weeks**

- **CVM 770 Small Animal General Practice** (4 weeks)
- **CVM 770 Small Animal General Practice** or LA, EQ or mixed primary care (*) (4 weeks)
- **CVM 771 Specialty Practice and/or Emergency Critical Care – Small Animal** (4 weeks)
- **CVM 771 Specialty Practice and/or Emergency Critical Care – Small Animal** or LA, EQ or Mixed Animal (*) (4 weeks)
- **CVM 772 Small Animal Primary Care/Shelter Medicine, Surgery & Dentistry** (4 weeks)
- **CVM 773 Diagnostic Pathology** (4 weeks)
- **CVM 774 DVTC Rotation** (4 weeks)
- **CVM 775 Mixed Animal Practice** (4 weeks)
- **CVM 776 NAVLE Review and Administration**
- **CVM 777 Clinical Year Assessment** (1 week)
- **Self-Directed Study** (4 weeks)

(*) Students may substitute, with signature approvals of student’s faculty advisor and the Office of Clinical Relations and Outreach, a Large Animal (LA), Equine (EQ) or mixed animal experience for a SA General Practice or SA Specialty Rotation
CORE CURRICULUM COURSE Descriptions

**CVM 770  Small Animal General Practice (4 credits)** – each rotation 4 weeks
Supervised clinical instruction small animal (canine, feline, pocket pets) medicine and surgery in selected high quality private general practices. 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.

**CVM 771  Specialty Practice – Emergency Critical Care (4 credits)** – each rotation 4 weeks
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.

**CVM 772  Small Animal Primary Care/Shelter Medicine, Surgery & Dentistry (4 credits)** – 4 weeks
Supervised clinical instruction in the medical and surgical areas of a busy community shelter practice. Students perform medical, dental and surgical treatments for the benefit of animals owned by the shelter. LMU-CVM faculty work with the shelter medical and surgical teams in the supervision of students. Students perform physical examinations on dogs and cats, and discuss their findings with LMU-CVM faculty, shelter veterinarians and staff. Students are intimately involved in providing medical, surgical and preventive care to shelter animals. Students are involved in the preparation and performance of elective surgeries (such as ovariohysterectomy, orchietomy, and dentistry) on dogs and cats under the supervision of LMU-CVM faculty, shelter veterinarians and staff.

Students take part in discussions and/or demonstrations in regard to animal behavior problems and potential solutions. Students participate in medicine and surgery rounds. Students make formal rounds presentation to other students and staff during the course and prepare a presentation relevant to the shelter experience with the approval of the course director for presentation at rotation end.

The course is composed of hands on medical and surgical care of shelter-owned animals, lectures, self-study, case write-ups and presentations and team based exercises.

**CVM 773  Diagnostic Medicine including Pathology (4 credits)** – 4 weeks
Supervised clinical instruction in clinical and anatomic pathology at a veterinary diagnostic laboratory. Students are active participants in diagnostic examination of specimens from animal patients and gain experience in necropsy of a variety of animal species under the supervision of veterinary pathologists. Interpretation of gross pathology, clinical pathology, toxicology,
microbiology, serology, and parasitology findings.

**CVM 774 DVTC Rotation (4 credits) – 4 weeks**
Supervised clinical instruction at the LMU-CVM DeBusk Veterinary Teaching Center (DVTC) and surrounding area. The DVTC is located on LMU’s 700 acre complex in Ewing, VA. Students participate in routine individual animal health care as well as population/herd activities that are part of the livestock production cycle in beef cattle, sheep, pigs and other species. Review of basic large animal clinical skills will occur as well as introduction and development of advanced equine and large animal clinical skills. The DVTC anchors clinical year students community ambulatory services, herd health, applied theriogenology, and serves as a center of rural veterinary practice entrepreneurship.

**CVM 775 Mixed Animal Practice – Large Animal Practice – Equine Practice (4 credits) – 4 weeks**
Supervised clinical course with mixed animal practice veterinarians (canine, feline, beef, dairy, equine, small ruminants, swine) working in ambulatory and/or clinic-based practice. 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.

**CVM 776 NAVLE® Administration (3 Credits) – Pass/Fail**
Pre-requisite – 4th year standing in the LMU-CVM program.

Required Course – Students will prepare and sit for the North American Veterinary Licensing Exam (NAVLE®). Students will conduct independent studies and review in order to prepare for the NAVLE®. Students will take the NAVLE® at the location that they applied for during the summer June-August application window. In order to obtain credit, proof will consist of providing a copy of the NAVLE® Scheduling and Admission Permit to the Office of Clinical Relations and Outreach.

**CVM 777 Clinical Year Assessment (1 credit) – 4 weeks**
Description

Self-Directed Study (no credit) - 4 weeks

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**ELECTIVE DISTRIBUTIVE COURSES – 12 weeks**

**Students may retake CORE CURRICULUM rotations as an ELECTIVE.**

**CVM 780.a, 780.b, 780.c  Elective Distributive Courses (4 credits) – 4 weeks**
Supervised clinical instruction in high quality specialized learning experiences available at institutions and practices in North America and around the world, to include specialty practices (such as medicine, surgery, cardiology, dermatology, neurology, oncology, ophthalmology), species-specific practices, other accredited Colleges of Veterinary Medicine, zoos, and other CVM-approved public and private biomedical institutions. Information on sites available for student’s selection is available online at Clinical Affiliates

Elective distributive clinical courses for each student must be approved individually and in total by the Clinical Relations and Outreach faculty.
**CVM 782 NAVLE Preparation Course (4 credits) – 4 weeks**
A minimum of (80) hours of review in preparation of the NAVLE® exam. Course will occur prior to the November-December NAVLE® exam window on the LMU-CVM campus.

**CVM 781.a, 781.b Elective Externships (opt) (2 credits) – 2 weeks**
Supervised clinical instruction in high quality learning experiences available at institutions and practices in North America and around the world, to include specialty practices (such as medicine, surgery, cardiology, dermatology, neurology, oncology, ophthalmology), species-specific practices, other accredited Colleges of Veterinary Medicine, zoos, and other CVM-approved public and private biomedical institutions that are two weeks in length. Externship rotations must be proposed by students and accepted as an externship rotation prior to the student attending the externship. Externships must be approved individually and in total by the Clinical Relations and Outreach faculty. A maximum of 2 externship rotations may be taken by an individual student.
SECTION III: Competencies
## Core Curriculum Competencies and Student Outcomes

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Student Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Core Curriculum Competencies</strong></td>
<td></td>
</tr>
<tr>
<td>1. Comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management</td>
<td>Demonstrate the ability to accurately perform comprehensive and appropriately focused histories, physical examinations and appropriate diagnostic testing with an appreciation of patient signalment, behavior, and presenting complaint.</td>
</tr>
<tr>
<td>2. Comprehensive treatment planning including patient referral when indicated</td>
<td>Demonstrate the ability to appraise, prioritize and synthesize biomedical concepts and clinical findings to formulate appropriate diagnoses, treatments and management plans for specific clinical presentations.</td>
</tr>
<tr>
<td>3. Anesthesia and pain management, patient welfare</td>
<td>Demonstrate the ability to deliver anesthesia and analgesia to patients of multiple species for procedures common to general practice.</td>
</tr>
<tr>
<td>4. Basic surgery skills, experience, and case management</td>
<td>Demonstrate the ability to perform surgery and deliver surgical patient care to patients of multiple species for procedures common to general practice.</td>
</tr>
<tr>
<td>5. Basic medicine skills, experience, and case management</td>
<td>Demonstrate the ability to provide health-care services and client education aimed at preventing disease and maintaining animal health.</td>
</tr>
<tr>
<td>6. Emergency and intensive care case management</td>
<td>Demonstrate the ability to perform emergency and critical care assessments and procedures common to general practice.</td>
</tr>
<tr>
<td>7. Health promotion, disease prevention/biosecurity, zoonosis, and food safety</td>
<td>Demonstrate the ability to apply knowledge of disease prevalence, prevention, zoonotic diseases, food safety and risk factors.</td>
</tr>
<tr>
<td>8. Client communication and ethical conduct</td>
<td>- Demonstrate the ability to effectively communicate with clients about health issues and quality of life concern regarding their animal.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate the appropriate veterinary/client/patient relationship in professional and non-professional situations.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate the ability to effectively communicate orally and in writing with clients and other health-care professionals using language appropriate to their developmental, educational and/or emotional status.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate compassionate behavior and good listening skills in controlled environments and actual clinical situations.</td>
</tr>
<tr>
<td>9. Strong appreciation for the role of research in furthering the practice of veterinary medicine</td>
<td>Demonstrate the ability to effectively integrate clinical questions and research findings into patient diagnostic and therapeutic techniques and into client education communication.</td>
</tr>
</tbody>
</table>
## One Health Competency

10. One health knowledge that integrates animal, human and environmental health

Demonstrate the ability to use veterinary and one health concepts and principles to assess, diagnose and treat animal species as they interact with humans and the environment.

## Professional Core Competencies

11. Collaboration

- Demonstrate an understanding of the contribution that a veterinary professional can make to other professions when collaboration occurs.
- Demonstrate an ability to effectively work with different health care providers, state and federal agencies, public health stakeholders in preventing zoonotic disease.
- Demonstrate understanding regarding the role and responsibilities of paraprofessionals in caring for patients.

12. Management (self, team, system)

- Demonstrate an ability to effectively and efficiently lead and work within a veterinary health care team.
- Demonstrate an ability to balance work-life as a professional student and later as a professional graduate.
- Demonstrate an understanding of the veterinary health care team concept and the role of the veterinarian as head of the medical team.

13. Leadership and lifelong learning

- Demonstrate a commitment to the habits of lifelong learning.
- Demonstrate the ability to appropriately apply ethical principles governing veterinary medicine.
- Demonstrate an understanding of legal issues related to veterinary medicine.
- Demonstrate an understanding of the practice act and the ethical principles governing veterinary medicine.
- Demonstrate an understanding of public regulatory veterinary medicine.

14. Diversity and multicultural awareness

- Demonstrate knowledge of and respect for differences in clients and colleagues’ gender, race, culture, age, socio-economic status, sexual orientation, and physical or mental abilities.
- Demonstrate the ability to apply the impact of culture and socioeconomics on veterinary care.
- Demonstrate the ability to appropriately address cultural attitudes and beliefs.

15. Adapt to changing environments

- Demonstrate an ability to appropriately respond and assist in natural disasters.
- Demonstrate a quick ability and readiness to respond to changing environments due to weather, stress, conflict, etc.
SECTION IV: Clinical Course Sites
Clinical Course Sites

A complete list of core curriculum and some available elective clinical sites including site descriptions, directions and website links can be found in E*Value™ at www.e-value.net under the <Sites & Affiliations> tile. In E*Value™ quite a bit of detail as supplied by the clinical affiliate is shared about each clinical affiliate site including case load and student experience descriptions.

A general overview of clinical affiliate partner sites may be found at: clinical affiliates

Elective sites may be proposed by students. A proposal form is found in the Appendix.
SECTION V: Clinical Course Scheduling
Scheduling

E*Value™ Healthcare Education software is used to schedule LMU-CVM Community Based Veterinary Teaching Program clinical courses, record student evaluations, and manage clinical experiences of students. E*Value™ employs an optimized scheduling algorithm to best insure the statistically most satisfying student placements. The scheduling selection considers four variables:

(i) curricular requirements,
(ii) adjunct/site availability and capacity
(iii) student preference, and
(iv) custom rules (e.g. geographic location of affiliate) may be considered.

Students will receive information regarding all areas of scheduling including instructions, log in, user name and password to gain access in the fall of their third year. Course scheduling is done with the advice of the student’s assigned LMU-CVM faculty advisor, select LMU faculty career advisors and the Clinical Relations and Outreach team. LMU-CVM faculty must approve the students’ schedule and this is verified by faculty signature.

The LMU-CVM academic calendar does not apply to students on clinical rotations. Each clinical training site sets its own schedule. Night calls, weekend coverage and holiday assignments are at the discretion of the training site. Time commitments will vary by clinical course but will typically require 35 to 40 hours/week of contact time and 10 – 20 hours/week of self-directed study time.

LMU-CVM students in the LMU-CVM Clinical year program are required to be on campus for one week prior to graduation for summative assessments on dates and time to be scheduled.

Self-directed study blocks (your 4 week vacation block) are highly encouraged for the well-being of the student, however, if necessary these times may be used to remediate an unsatisfactory grade.
SECTION VI: Appendix
Clinical Affiliate Student Orientation Checklist

For a printable copy visit: Student Orientation Checklist

**STUDENT**

- **Student Name:** ____________________________
- **Email Address:** ____________________________ **Cellular:** ____________________________

**CLINIC**

- **Clinic:** ____________________________
- **Phone:** ____________________________ **Supervisor Name:** ____________________________
- **Email Address:** ____________________________ **Cellular:** ____________________________

**ROTATION DATES:** ____________________________

<table>
<thead>
<tr>
<th>Orientation checklist</th>
<th>Preceptor initials</th>
<th>Student initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Supervisor and Clinic Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of staff roles and hierarchy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of office etiquette (answering phone, taking messages, making appointments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of general safety rules – radiation safety, isolation, first aid, ID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiation Safety Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations regarding start times - Discussion and agreement on hours to be worked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion of appropriate dress standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formalize when and where feedback is to be obtained/discussed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion on internet access during and after business hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion regarding students role in client interactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion and agreement of Duty Roster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exchange of contact information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tour of facility including safety items (eyewash, fire extinguishers, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of written material/expectations, where provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Contract - signed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss last day of rotation – ½ day and reviewing formal evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Signature of Immediate Supervisor) ________________ (Date) ________________

_I, ____________________________ (print name) have reviewed and completed the above orientation process and understand my role and as a fourth-year student of the LMU-CVM_

(Signature of Student) ____________________________ (Date) ________________
Students are responsible to **upload** this document ASAP to their E*Value™ student portfolio - sending a jpeg photo is acceptable.
LEARNING CONTRACT – to be discussed, agreed to and completed Day 1 of the rotation.

It is the Student’s responsibility to complete and obtain a signature and submit to LMU-CVM. Upon mutual agreement of student and preceptor, this agreement may be changed at any time during the rotation.

For a printable copy click: Learning Agreement

Student Learning Agreement

Prior to the student’s first day on the rotation, the student should look at the course syllabus and description of the clinical affiliate site. After the orientation at the site, the student is asked to complete this agreement with the student supervisor at the site on Day 1 of the rotation. A short 3 to 5 sentence in each of the areas below: goals, discussion and opportunities. This agreement should then be uploaded at the end of Day 1 of the rotation as a document or photo into the student’s E*Value™ MyFolio in the appropriate sub-folder and a copy shared with the rotation supervisor.

Student name: Rotation: CVM___

Rotation Site:

Student’s overall career goals/objectives:

Overview of orientation discussion - student’s goals for this rotation - what is realistic (expectations of rotation)

1.

2.

3.

Options/opportunities in the workplace for student

1.

2.

3.

Action Plan - activities w/ approximate dates for completion

1.

2.

3.

Signed: ______________________ (Supervisor) Date: __________

Signed: ______________________ (Student) Date: __________
Student Evaluations - RIME Scheme for Student Clinical Training


The reporter, interpreter, manager, educator (RIME) framework, developed by Louis Pangaro, MD, offers a descriptive evaluation that provides a systematic set of global terms used to assess the progression of students’ clinical skills competence.

This scheme lines up nicely with Miller’s Pyramid of Assessment, discussed above.

![RIME Scheme Diagram]

**Reporter**
The student accurately gathers and communicates the clinical facts about his or her patients. A Reporter is able to develop systematic history and physical skills and discusses them with confidence and organization. At this stage, the student asks such questions as, “What is the B/P?” and “What does the extremity look like?” Reporters can answer the “what” questions about the case. In addition, at this level we see mastery of obtaining history, performing physical examinations, and knowing what to look for in a particular clinical situation. A good bedside manner is seen and a clear demonstration of the “veterinary client-patient-provider” relationship is developing. The student performs consistently on a daily basis and is able to identify new patient problems and distinguish normal from abnormal conditions.

**Interpreter**
At this level, the student creates an organized list of problems and a differential diagnosis of at least three items. Understanding and integration of laboratory data and diagnostic test results are demonstrated. The student develops confidence and emotionally converts from observer to participant. An Interpreter answers the “why” questions: “My assessment of this patient is sepsis and here is why . . . .”

**Manager**
The Manager demonstrates an enhanced command of medical knowledge and exhibits the needed confidence and ability to make decisions on patient management. The Manager-level student
proficiently tailors individualized patient plans and demonstrates sound interpersonal and procedural skills. Students at this level show increasing confidence, skill, organization, and maturity.

**Educator**
This student functions beyond the basics. She must be able to read deeply and share new learning with others. The student can derive relevant clinical questions and find the best evidence to answer the question and analyze and apply the information to his/her patients. There is a level of maturity and the confidence needed to lead and educate the other members of the health care team.

A video overview of this evaluation scheme can be seen at: [https://vimeo.com/76308600](https://vimeo.com/76308600)

The RIME schema methodology will be used in the evaluation of students in the LMU-CVM program.

### Quick Reference Chart of Pangaro’s RIME Framework for Student Progress

<table>
<thead>
<tr>
<th>RIME Schema</th>
<th>Reporter</th>
<th>Interpreter</th>
<th>Manager</th>
<th>Educator</th>
</tr>
</thead>
</table>
| **Reporter** | • Developing proficient history taking  
• Developing proficiency examination  
• Good problem identification  
• Normal versus abnormal  
• Good interpersonal skills  
• Able to communicate clinical findings  
• *Expected level*  
  – beginning 3rd to 4th year student | • In addition to Reporter characteristics:  
• ID an analyzes patient problems  
• Able to create differential diagnosis list  
• Prioritize problems  
• Suggest potential follow-up tests  
• *Expected level*  
  – beginning 4th year student | • In addition to Reporter & Interpreter:  
• Consistently selects appropriate diagnostic tests  
• Consistently proposes reasonable options  
• Finds common ground with patient & client (customizes therapy)  
• *Expected level*  
  – day 1 veterinary graduate | • Demonstrates consistent level of knowledge of current medical evidence  
• Is able to critically apply knowledge to specific patients & clients  
• Demonstrates leaderships  
• Identifies own knowledge gaps  
• Plans continuing education  
• Teaches students, peers, faculty  
• *Expected level*  
  – The ideal graduate |
Clinical Affiliate Assessment of Student – Week 1

For a printable copy click:  Week 1 Student Evaluation

End of week 1 clinical rotation assessment of student by preceptor

Please discuss the student with the appropriate individuals at your facility in order to evaluate each student as thoroughly as possible. This evaluation should be shared with the student. Anything on this evaluation should not come as a surprise to the student. Any areas of concern should be addressed with the student.

Proficiency rating: The following categories are used to evaluate student performance at the end of the clinical rotation.

0. Not Observed - Not Applicable - Cannot evaluate.
1. Reporter - Lacks Competency – Very Problematic. An area of grave concern. Performance is consistently poor for a fourth year veterinary student in this part of the clinical year.
2. Interpreter - Developing Entry Level Graduate Veterinarian Competency – Performance needs improvement. Student performance shows that the student has not yet gained personal command of the skill that is needed for a fourth year veterinary student in this part of the clinical year.
3. Manager - Attainment of Entry Level Graduate Veterinarian Competency - Performance of skill meets those of a new graduate veterinarian. Performance is good, solid and done most of the time as normally expected.
4. Educator - Exceeds Entry Level Graduate Veterinarian Competency – Performance of skill exceeds expectations, is consistently excellent and above average.

Prior to completing this evaluation, please verify that the evaluation is for the correct student.

(Question 1 of 4 - Mandatory)

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>Reporter Lacks</th>
<th>Interpreter Developing</th>
<th>Manager Attaining</th>
<th>Educator Exceeds</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Base</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
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</tbody>
</table>
### Application of Knowledge

<table>
<thead>
<tr>
<th></th>
<th>1.0</th>
<th>2.0</th>
<th>3.0</th>
<th>4.0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Skills</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Problem Solving Skills</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

(Question 2 of 4 - Mandatory)

### Interpersonal Skills and Professionalism

<table>
<thead>
<tr>
<th></th>
<th>Reporter Lacks</th>
<th>Interpreter Developing</th>
<th>Manager Attaining</th>
<th>Educator Exceeds</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Conduct</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
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<tr>
<td>Communication Skills</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

(Question 3 of 4 - Mandatory)

**Comments:** Please elaborate on all "Lacks Competency (Reporter)" and "Developing Competency (Interpreter)" noted above. (Use additional pages if necessary and notify LMU-CVM Course Director). Feel free to commend student in areas that they excel. (Question 4 of 4)

Please share & discuss this evaluation with the student.

In any area that the student is evaluated at the “Reporter” or “Interpreter” level, please discuss areas for improvement with the student and have the student submit a plan for improvement to LMU-CVM.

Please refer to this document and use it as a guideline to deliver feedback to students on a regular and on-going basis.
Clinical Affiliate Assessment of Student - Week 4

Clinical Year – Evaluation of Student – Week 4
For a printable copy visit link: Week 4 Student Evaluation

| Subject: |  
| Evaluator: |  
| Site: |  
| Period: |  
| Dates of Course: | Evaluation Form Setup and Review  
| Course: | Clinical Year - Evaluation of Student - Week 4  
| Form: |  

Proficiency rating: The following categories are used to evaluate student performance at the end of the clinical rotation.

0. Not Observed - Not Applicable - Cannot evaluate.
1. Lacks Competency – Reporter - Very Problematic. An area of grave concern. Performance is consistently poor for a fourth year veterinary student in this part of the clinical year.
2. Developing Entry Level Graduate Veterinarian Competency – Interpreter - Performance needs improvement. Student performance shows that the student has not yet gained personal command of the skill that is needed for a fourth year veterinary student in this part of the clinical year.
3. Attainment of Entry Level Graduate Veterinarian Competency - Manager - Performance of skill meets those of a new graduate veterinarian. Performance is good, solid and done most of the time as normally expected.
4. Exceeds Entry Level Graduate Veterinarian Competency – Educator - Performance of skill exceeds expectations, is consistently excellent and above average.

Students are evaluated in the following areas:

- KNOWLEDGE
- CLINICAL SKILLS
- INTERPERSONAL SKILLS and PROFESSIONALISM

**KNOWLEDGE Comments** *(Question 1 of 16 - Mandatory)*

Student knows how and willingness to show how. Please provide comments concerning the student’s overall subject knowledge. Be sure to note areas of strength and areas of weakness. Please be as specific as possible.
**Proficiency rating:** The following categories are used to evaluate student performance at the end of the clinical rotation.

0. **Not Observed** - Not Applicable - Cannot evaluate.
1. **Reporter** - Lacks Competency — Very Problematic. An area of grave concern. Performance is consistently poor for a fourth year veterinary student in this part of the clinical year.
2. **Interpreter** - Developing Entry Level Graduate Veterinarian Competency — Performance needs improvement. Student performance shows that the student has not yet gained personal command of the skill that is needed for a fourth year veterinary student in this part of the clinical year.
3. **Manager** - Attainment of Entry Level Graduate Veterinarian Competency - Performance of skill meets those of a new graduate veterinarian. Performance is good, solid and done most of the time as normally expected.
4. **Educator** - Exceeds Entry Level Graduate Veterinarian Competency — Performance of skill exceeds expectations, is consistently excellent and above average.

**Skill Category**
- Category 1 (1): LMU-CVM deems these items to be very important skills or skills that will not be evaluated as often as Category 2 skills.
- Category 2 (2): skills that students will have multiple evaluations over many rotations.

**Skill Category evaluation**

**PLEASE BE AWARE**

Depending on the timeframe of the clinical year that a student is evaluated, evaluating a student as a Reporter (1) or Interpreter (2) may result in the student needing to retake this rotation and/or an academic warning.

(Question 2 of 16 - Mandatory)

<table>
<thead>
<tr>
<th>KNOWLEDGE - Student knows how and willingness to show how</th>
<th>Reporter</th>
<th>Interpreter</th>
<th>Manager</th>
<th>Educator</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits core knowledge of basic sciences (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Exhibits basic knowledge of clinical material pertinent to rotation (e.g. pathophysiology, etiology, epidemiology, immune response, etc.) (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to interpret &amp; apply knowledge to clinical case management (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to create relevant differential diagnoses (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to formulate appropriate therapeutic plans (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Understands when referral may be appropriate (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>
Is able to locate, gather and utilize new information to supplement case management (Category 2)

<table>
<thead>
<tr>
<th></th>
<th>1.0</th>
<th>2.0</th>
<th>3.0</th>
<th>4.0</th>
<th>0</th>
</tr>
</thead>
</table>

**END OF KNOWLEDGE PORTION OF EVALUATION**

**CLINICAL SKILLS Comments:** (Question 3 of 16 - Mandatory)

Student applies the know-how in the clinical setting - Please provide comments concerning the student’s overall clinical skills preparation and mastery. Be sure to note areas of strength and areas of weakness. Please be as specific as possible.

---

**Proficiency rating:** The following categories are used to evaluate student performance at the end of the clinical rotation.

0. Not Observed - Not Applicable - Cannot evaluate.
1. Reporter - Lacks Competency - Very Problematic. An area of grave concern. Performance is consistently poor for a fourth year veterinary student in this part of the clinical year.
2. Interpreter - Developing Entry Level Graduate Veterinarian Competency - Performance needs improvement. Student performance shows that the student has not yet gained personal command of the skill that is needed for a fourth year veterinary student in this part of the clinical year.
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**Skill Category**
- Category 1 (1): LMU-CVM deems these items to be very important skills or skills that will not be evaluated as often as Category 2 skills.
- Category 2 (2): skills that students will have multiple evaluations over many rotations.

**Skill Category evaluation**

**PLEASE BE AWARE**

Depending on the timeframe of the clinical year that a student is evaluated, evaluating a student as a Reporter (1) or Interpreter (2) may result in the student needing to retake this rotation and/or an academic warning.

(Question 4 of 16 - Mandatory)
<table>
<thead>
<tr>
<th>CLINICAL SKILLS - Student applies the know-how in the clinical setting</th>
<th>Reporter</th>
<th>Interpreter</th>
<th>Manager</th>
<th>Educator</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is able to gather appropriate history (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to perform a thorough, technically accurate physical exam (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to accurately record information in a systematic and organized fashion (SOAP notes, record keeping) (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Displays suitable animal handling skills (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates adequate technical ability (non-surgical) (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Problem solving - Demonstrates good analytical skills, interpretation of findings and able to suggest diagnostic procedures (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates the ability to critically appraise resources pertinent to case management and treatment planning (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Offers adequate quality of patient care (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Patient Care - Addresses analgesia/pain management (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Surgical Skills &amp; acumen (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

<p>| Non-surgical / Medical Skills (Category 2) | 1.0 | 2.0 | 3.0 | 4.0 | 0 |
| Emergency &amp; Intensive Care Case Management (Category 1) | 1.0 | 2.0 | 3.0 | 4.0 | 0 |
| EMERGENCY - Familiar with disaster management principles, terminology, disaster preparedness, risk assessment and hazard identification (Category 1) | 1.0 | 2.0 | 3.0 | 4.0 | 0 |
| PREVENTIVE CARE - Is well versed in preventive care techniques &amp; guidelines (e.g. vaccinations, testing) (Category 2) | 1.0 | 2.0 | 3.0 | 4.0 | 0 |
| HERD HEALTH MANAGEMENT - Has knowledge and understands agricultural practices and productivity requirements in making recommendations of treatment, housing, nutrition (Category 1) | 1.0 | 2.0 | 3.0 | 4.0 | 0 |</p>
<table>
<thead>
<tr>
<th>BIOSECURITY - SAFETY AWARENESS</th>
<th>1.0</th>
<th>2.0</th>
<th>3.0</th>
<th>4.0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>- appropriate hand washing &amp; instrument care, personal protective equipment use and is able to identify the biohazard level of the patients and follow hospital protocols</td>
<td>Category 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTH PROMOTION - Well versed in Zoonotic diseases and prevention</td>
<td>Category 2</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>FOOD SAFETY &amp; SECURITY - Well versed in food safety &amp; security</td>
<td>Category 1</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>FOOD SAFETY &amp; SECURITY - Well versed in withdraw times and appropriate drug and antimicrobial use</td>
<td>Category 1</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>ANESTHESIA - Knowledge Base &amp; Treatment Planning</td>
<td>Category 2</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>ANESTHESIA - Shows adequate Pre-Anesthetic Evaluation/Problem Solving</td>
<td>Category 2</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>ANESTHESIA - Shows adequate Anesthesia/Analgesic Planning</td>
<td>Category 2</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>ANESTHESIA - Shows adequate Anesthetic Case Preparation</td>
<td>Category 2</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>ANESTHESIA - Shows adequate Anesthetic Management</td>
<td>Category 2</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>ANESTHESIA - Knows control substance/drug laws &amp; regulations</td>
<td>Category 1</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>DIAGNOSTIC IMAGING - Able to acquire diagnostic quality diagnostic images/radiographs</td>
<td>Category 1</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>DIAGNOSTIC IMAGING - Able to assess quality &amp; interpret diagnostic images</td>
<td>Category 1</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>NECROPSY - Necropsy skills &amp; Acumen - able to describe &amp; perform a necropsy</td>
<td>Category 1</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>NECROPSY - Able to discuss gross necropsy results and suggest further testing</td>
<td>Category 1</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>ANIMAL WELFARE - Is well versed in animal welfare considerations</td>
<td>Category 1</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
</tbody>
</table>
END OF CLINICAL SKILLS PORTION OF EVALUATION

INTERPERSONAL SKILLS - INTERPERSONAL SKILLS AND PROFESSIONALISM Comments:  (Question 5 of 16  
- Mandatory )

Please provide comments concerning the student’s overall interpersonal skills. Be sure to note areas of strength and areas of weakness. Please be as specific as possible.

Proficiency rating: The following categories are used to evaluate student performance at the end of the clinical rotation.

0. Not Observed - Not Applicable - Cannot evaluate.
1. Reporter - Lacks Competency – Very Problematic. An area of grave concern. Performance is consistently poor for a fourth year veterinary student in this part of the clinical year.
2. Interpreter - Developing Entry Level Graduate Veterinarian Competency – Performance needs improvement. Student performance shows that the student has not yet gained personal command of the skill that is needed for a fourth year veterinary student in this part of the clinical year.
3. Manager - Attainment of Entry Level Graduate Veterinarian Competency - Performance of skill meets those of a new graduate veterinarian. Performance is good, solid and done most of the time as normally expected.
4. Educator - Exceeds Entry Level Graduate Veterinarian Competency – Performance of skill exceeds expectations, is consistently excellent and above average.

Skill Category
• Category 1 (1): LMU-CVM deems these items to be very important skills or skills that will not be evaluated as often as Category 2 skills.
• Category 2 (2): skills that students will have multiple evaluations over many rotations.

Skill Category evaluation

PLEASE BE AWARE

Depending on the timeframe of the clinical year that a student is evaluated, evaluating a student as a Reporter (1) or Interpreter (2) may result in the student needing to retake this rotation and/or an academic warning.

(Question 6 of 16  - Mandatory )

<table>
<thead>
<tr>
<th>INTERPERSONAL SKILLS - INTERPERSONAL SKILLS AND PROFESSIONALISM</th>
<th>Reporter</th>
<th>Interpreter</th>
<th>Manager</th>
<th>Educator</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates effective verbal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills with Clients (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>---</td>
</tr>
<tr>
<td>Demonstrates effective verbal communication skills with veterinarians and staff (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates effective written communication skills with clients, veterinarians &amp; staff (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to present written information in an accurate, logical and organized manner (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates compassion (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is accepting of instruction and constructive feedback (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates teamwork skills (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Respects and demonstrates empathy with clients of various backgrounds in regards to educational level, gender, race, culture, age, socioeconomic status and physical &amp; mental abilities. Is able to communicate well with various groups of people (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

**PROFESSIONALISM - INTERPERSONAL SKILLS AND PROFESSIONALISM Comments:** (Question 7 of 16 - Mandatory)

Please provide comments concerning the student’s overall professional skills. Be sure to note areas of strength and areas of weakness. Please be as specific as possible.

**(Question 8 of 16 - Mandatory)**

<table>
<thead>
<tr>
<th>Professionalism - Interpersonal Skills and Professionalism</th>
<th>Reporter Lacks</th>
<th>Interpreter Developing</th>
<th>Manager Attaining</th>
<th>Educator Exceeds</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is reliable, responsible and punctual - follows through (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Professional dress and appearance (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Displays motivation to learn (initiative), with enthusiasm and perseverance as demonstrated in oral &amp; written communications - displays life-long learning characteristics - a &quot;can-do&quot; spirit, commitment &amp; dedication (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to relate to clients, staff and peers (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is honest, trustworthy and exhibits appropriate ethical and professional conduct - takes responsibility for own action (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Adapts to changing schedules/environments - demonstrates an ability to respond to and assist in emergencies, natural disasters, weather, stress, conflict, euthanasia and other stressful situations (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

**END OF INTERPERSONAL SKILLS AND PROFESSIONALISM PORTION OF EVALUATION**

**GLOBAL ASSESSMENT Comments:** *(Question 9 of 16 - Mandatory)*

Please provide comments concerning your overall impression of the student. Be sure to note areas of strength and areas of weakness. Please be as specific as possible.

<table>
<thead>
<tr>
<th>OVERALL ASSESSMENT</th>
<th>Reporter Lacks</th>
<th>Interpreter Developing</th>
<th>Manager Attaining</th>
<th>Educator Exceeds</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In review of the above, at this time of the student’s fourth year studies I believe that overall this student is evaluated as a:</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

*(Question 11 of 16 - Mandatory)*
<table>
<thead>
<tr>
<th>Question 12 of 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you answered No or Not sure, why would you not consider hiring this student?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 13 of 16 - Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you provide regular feedback to student?</td>
</tr>
<tr>
<td>Did you provide the student with weekly feedback during the rotation?</td>
</tr>
<tr>
<td>Did you share this evaluation with the student and spend some time going over it together?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 14 of 16 - Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO YOU RECOMMEND ADDITIONS TO THIS FORM?</td>
</tr>
<tr>
<td>Are there any other questions that you would like to see added to this evaluation document?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 15 of 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, what questions do you recommend be added to this evaluation?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 16 of 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments - What can LMU-CVM do to improve this program? Any thoughts or ideas are welcomed.</td>
</tr>
</tbody>
</table>

Thank you for partnering with LMU-CVM on the education of the next generation of veterinarians.

*Questions on this evaluation? Please contact John Weale:
john.weale@lmunet.edu
855-585-2037*
Student Assessment of Clinical Experience – Affiliate & Staff

For a printable copy visit link: Student Assessment of Clinical Experience

End of rotation - 4 week clinical rotation assessment of the Clinical Rotation BY STUDENT

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Evaluator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site:</td>
<td></td>
</tr>
<tr>
<td>Dates of Course:</td>
<td></td>
</tr>
<tr>
<td>Course:</td>
<td>ClinYR-CVM 770-Small Animal General Practice</td>
</tr>
<tr>
<td>Form:</td>
<td>Clinical Year - Evaluation of Clinical Experience</td>
</tr>
</tbody>
</table>

This Clinical Affiliate will be evaluated in the following areas:

- OVERALL EVALUATION
- SITE
- STAFF

(Question 1 of 7 - Mandatory)

OVERALL EVALUATION OF THE CLINICAL EXPERIENCE

<table>
<thead>
<tr>
<th>Valid Responses: Not Applicable or Unable to Assess / Strongly Disagree (1) / Disagree (2) / Neutral (3) / Agree (4) / Strongly Agree (5)</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable / Unable to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall education experience in this clinical rotation met or exceeded my expectations.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>I would recommend this clinical experience at this location to other students.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The description found of this clinical rotation at this facility found on Educator Value was an accurate description of the experience.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>If looking for a position upon graduation in the field of study that the rotation covers, I would consider working as a member of the organization.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Overall Clinical Experience: Comment and give specific examples for any instance above concerning your overall clinical experience where you evaluated at a 1, 2 or 3 level (Strongly Disagree, Disagree, Neutral). (Question 2 of 7)

(Question 3 of 7 - Mandatory)

CLINICAL SITE

This part of the evaluation is for the clinical site. You will complete an evaluation of the clinical site supervisor on a separate evaluation.

<table>
<thead>
<tr>
<th>Valid Responses: Not Applicable or Unable to Assess / Strongly Disagree (1) / Disagree (2) / Neutral (3) / Agree (4) / Strongly Agree (5)</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable / Unable to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Clinical Site provide an orientation at the beginning of the rotation.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The orientation provided me with a good background to start the rotation.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>My role and responsibilities were well defined in the orientation and throughout the rotation.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The learning contract, completed on the first day of the rotation, was honored as best as possible during this rotation.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The facility was clean and well maintained.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The facility maintained adequate safety. I felt safe.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The facility was professional and provided an excellent example of veterinary ethics.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Clinical Site:** Comment and give specific examples for any instance above concerning clinical site where you evaluated at a 1, 2, or 3 level (Strongly Disagree, Disagree, Neutral). (Question 4 of 7)

(Question 5 of 7 - Mandatory)

**CLINICAL SITE STAFF EVALUATION**

This part of the evaluation is for the clinical site staff. You will complete an evaluation on the clinical site supervisor on a separate evaluation form.

Valid Responses: Not Applicable or Unable to Assess / Strongly Disagree (1) / Disagree (2) / Neutral (3) / Agree (4) / Strongly Agree (5)

<table>
<thead>
<tr>
<th>The clinical site staff (those besides the clinical site supervisor) demonstrated knowledge and competence in their discipline.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable / Unable to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>The clinical site staff (those besides the clinical site supervisor) provided well supervised guidance while allowing me to maintain responsibility for patient care on selected cases.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site staff (those besides the clinical site supervisor) provided me with adequate opportunity to develop my own technical skills.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site staff (those besides the clinical site supervisor) provided me with adequate opportunity to develop my communication skills.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site staff (those besides the clinical site supervisor) provided me feedback in a timely, specific and constructive manner to allow improvement throughout the rotation.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site staff (those besides the clinical site supervisor) treated me in a professional and respectful manner.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site staff (those besides the clinical site supervisor) were available and approachable when I requested assistance.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site staff (those besides the clinical site supervisor) treated me well as a team member and welcomed colleague.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Clinical Site Staff:** Comment and give specific example for any instance above concerning clinical site staff where you evaluated at a 1, 2 or 3 level (Strongly Disagree, Disagree, Neutral). (Question 5 of 7)

Any other comments about this clinical experience or ideas on how to improve the experience? (Question 7 of 7)
### Student Assessment of Clinical Supervisor

Clinic Year – Evaluation BY STUDENT of CY Supervisor – Week 4

For a printable copy visit link: [Student Assessment of Clinical Supervisor](#)

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Evaluator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site:</td>
<td></td>
</tr>
<tr>
<td>Period:</td>
<td></td>
</tr>
<tr>
<td>Dates of Course:</td>
<td>Course: ClinYR-CVM 770: Small Animal General Practice - Elective</td>
</tr>
<tr>
<td></td>
<td>Form: Clinical Year - Evaluation of Clinical Site Supervisor</td>
</tr>
</tbody>
</table>

(Question 1 of 2 - Mandatory)

**CLINICAL SITE SUPERVISOR EVALUATION**

<table>
<thead>
<tr>
<th>Valid Responses: Not Applicable or Not Able to Assess / Strongly Disagree (1) / Disagree (2) / Neutral (3) / Agree (4) / Strongly Agree (5)</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable / Unable to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical site supervisor demonstrated knowledge and competence in her/his discipline.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site supervisor provided well supervised guidance while allowing me to maintain responsibility for patient care on selected cases.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site supervisor provided me with adequate opportunity to develop my own technical skills.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site supervisor provided me with adequate opportunity to develop my communication skills.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site supervisor provided me feedback in a timely, specific and constructive manner to allow improvement throughout the rotation.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site supervisor treated me in a professional and respectful manner.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site supervisor was available and approachable when I requested assistance.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>The clinical site supervisor treated me well as a team member and welcomed colleague.</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Comment and give specific examples for any instance above concerning the clinical site supervisor where you evaluated at a 1, 2 or 3 level (Strongly Disagree, Disagree, Neutral). 

(Question 2 of 2)
Student Self-Assessment

Clinical Year – Evaluation BY STUDENT of Student – Week 4

For a printable copy visit link: Student Self-Evaluation

Proficiency rating: The following categories are used to evaluate student performance at the end of the clinical rotation.

0. Not Observed - Not Applicable - Cannot evaluate.
1. Reporter - Lacks Competency - Very Problematic. An area of grave concern. Performance is consistently poor for a fourth year veterinary student in this part of the clinical year.
2. Interpreter - Developing Entry Level Graduate Veterinarian Competency - Performance needs improvement. Student performance shows that the student has not yet gained personal command of the skill that is needed for a fourth year veterinary student in this part of the clinical year.
3. Manager - Attainment of Entry Level Graduate Veterinarian Competency - Performance of skill meets those of a new graduate veterinarian. Performance is good, solid and done most of
4. Educator - Exceeds Entry Level Graduate Veterinarian Competency - Performance of skill exceeds expectations, is consistently excellent and above average.

Students are evaluated in the following areas:

- KNOWLEDGE
- CLINICAL SKILLS
- INTERPERSONAL SKILLS and PROFESSIONALISM

KNOWLEDGE Comments: (Question 1 of 15 - Mandatory)

Student knows how and willingness to show how - Please provide comments concerning the your overall subject knowledge in this rotation. Be sure to note areas of strength and areas of weakness. Please be as specific as possible.


Proficiency rating: The following categories are used to evaluate student performance at the end of the clinical rotation.

0. Not Observed - Not Applicable - Cannot evaluate.
1. Lacks Competency – Reporter - Very Problematic. An area of grave concern. Performance is consistently
poor for a fourth year veterinary student in this part of the clinical year.

2. Developing Entry Level Graduate Veterinarian Competency – Interpreter - Performance needs improvement. Student performance shows that the student has not yet gained personal command of the skill that is needed for a fourth year veterinary student in this part of the clinical year.

3. Attainment of Entry Level Graduate Veterinarian Competency - Manager - Performance of skill meets those of a new graduate veterinarian. Performance is good, solid and done most of the time as normally expected.

4. Exceeds Entry Level Graduate Veterinarian Competency – Educator - Performance of skill exceeds expectations, is consistently excellent and above average.

Skill Category

- Category 1 (1): LMU-CVM deems these items to be very important skills or skills that will not be evaluated as often as Category 2 skills.
- Category 2 (2): skills that students will have multiple evaluations over many rotations.

(Question 2 of 15 - Mandatory)

<table>
<thead>
<tr>
<th>KNOWLEDGE - Student knows how and willingness to show how</th>
<th>Reporter</th>
<th>Interpreter</th>
<th>Manager</th>
<th>Educator</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits core knowledge of basic sciences (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Exhibits basic knowledge of clinical material pertinent to rotation (e.g. pathophysiology, etiology, epidemiology, immune response, etc.) (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to interpret &amp; apply knowledge to clinical case management (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to create relevant differential diagnoses (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to formulate appropriate therapeutic plans (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Understands when referral may be appropriate (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to locate, gather and utilize new information to supplement case management (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

END OF KNOWLEDGE PORTION OF EVALUATION

CLINICAL SKILLS Comments: (Question 3 of 15 - Mandatory)

Student applies the know-how in the clinical setting - Please provide comments concerning your overall clinical skills preparation and mastery. Be sure to note areas of strength and areas of weakness. Please be as specific as possible.
Proficiency rating: The following categories are used to evaluate student performance at the end of the clinical rotation.

0. Not Observed - Not Applicable - Cannot evaluate
1. Lacks Competency - Reporter - Very Problematic: An area of grave concern. Performance is consistently poor for a fourth year veterinary student in this part of the clinical year.
2. Developing Entry Level Graduate Veterinarian Competency - Interpreter - Performance needs improvement. Student performance shows that the student has not yet gained personal command of the skill that is needed for a fourth year veterinary student in this part of the clinical year.
3. Attainment of Entry Level Graduate Veterinarian Competency - Manager - Performance of skill meets those of a new graduate veterinarian. Performance is good, solid and done most of the time as normally expected.
4. Exceeds Entry Level Graduate Veterinarian Competency - Educator - Performance of skill exceeds expectations, is consistently excellent and above average.

Skill Category

- Category 1 (1): LMU-CVM deems these items to be very important skills or skills that will not be evaluated as often as Category 2 skills.
- Category 2 (2): skills that students will have multiple evaluations over many rotations.

(Question 4 of 15 - Mandatory)

<table>
<thead>
<tr>
<th>CLINICAL SKILLS - Student applies the know-how in the clinical setting</th>
<th>Reporter Lacks</th>
<th>Interpreter Developing</th>
<th>Manager Attaining</th>
<th>Educator Exceeds</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is able to gather appropriate history (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to perform a thorough, technically accurate physical exam (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to accurately record information in a systematic and organized fashion (SOAP notes, record keeping) (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
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<tr>
<td>Displays suitable animal handling skills (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates adequate technical ability (non-surgical) (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Problem solving - Demonstrates good analytical skills, interpretation of findings and able to suggest diagnostic procedures (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
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<tr>
<td>Demonstrates the ability to critically appraise resources pertinent to case management and treatment planning (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Offers adequate quality of patient care</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
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<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
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<tr>
<td>2</td>
<td>Patient Care - Addresses analgesia/pain management (Category 2)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Surgical Skills &amp; acumen (Category 2)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Non-surgical / Medical Skills (Category 2)</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Emergency &amp; Intensive Care Case Management (Category 1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>EMERGENCY - Familiar with disaster management principles, terminology, disaster preparedness, risk assessment and hazard identification (Category 1)</td>
<td></td>
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<tr>
<td>2</td>
<td>PREVENTIVE CARE - Is well versed in preventive care techniques &amp; guidelines (e.g. vaccinations, testing) (Category 2)</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>HERD HEALTH MANAGEMENT - Has knowledge and understands agricultural practices and productivity requirements in making recommendations of treatment, housing, nutrition (Category 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BIOSECURITY - SAFETY AWARENESS - appropriate hand washing &amp; instrument care, personal protective equipment use and is able to identify the biohazard level of the patients and follow hospital protocols (Category 2)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>HEALTH PROMOTION - Well versed in Zoonotic diseases and prevention (Category 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>FOOD SAFETY &amp; SECURITY - Well versed in food safety &amp; security (Category 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>FOOD SAFETY &amp; SECURITY - Well versed in withdraw times and appropriate drug and antimicrobial use (Category 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ANESTHESIA - Knowledge Base &amp; Treatment Planning (Category 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ANESTHESIA - Shows adequate Pre-Anesthetic Evaluation/Problem Solving (Category 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ANESTHESIA - Shows adequate Anesthesia/Analgesic Planning (Category 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ANESTHESIA - Shows adequate Anesthetic Case Preparation (Category 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANESTHESIA - Shows adequate Anesthetic Management (Category 2)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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<td>---</td>
</tr>
<tr>
<td>ANESTHESIA - Knows control substance/drug laws &amp; regulations (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>DIAGNOSTIC IMAGING - Able to acquire diagnostic quality diagnostic images/radiographs (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>DIAGNOSTIC IMAGING - Able to assess quality &amp; interpret diagnostic images (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>NECROPSY - Necropsy skills &amp; Acumen - able to describe &amp; perform a necropsy (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>NECROPSY - Able to discuss gross necropsy results and suggest further testing (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>ANIMAL WELFARE - Is well versed in animal welfare considerations (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

END OF CLINICAL SKILLS PORTION OF EVALUATION

INTERPERSONAL SKILLS - INTERPERSONAL SKILLS AND PROFESSIONALISM Comments: (Question 5 of 15 - Mandatory)

Please provide comments concerning your overall interpersonal skills. Be sure to note areas of strength and areas of weakness. Please be as specific as possible.

Proficiency rating: The following categories are used to evaluate student performance at the end of the clinical rotation.

0. Not Observed - Not Applicable - Cannot evaluate.
1. Lacks Competency – Reporter - Very Problematic. An area of grave concern. Performance is consistently poor for a fourth year veterinary student in this part of the clinical year.
2. Developing Entry Level Graduate Veterinarian Competency – Interpreter - Performance needs improvement. Student performance shows that the student has not yet gained personal command of the skill that is needed for a fourth year veterinary student in this part of the clinical year.
3. Attainment of Entry Level Graduate Veterinarian Competency - Manager - Performance of skill meets those of a new graduate veterinarian. Performance is good, solid and done most of the time as normally expected.
4. Exceeds Entry Level Graduate Veterinarian Competency – Educator - Performance of skill exceeds expectations, is consistently excellent and above average.

Skill Category
- Category 1 (1): LMU-CVM deems these items to be very important skills or skills that will not be evaluated as often as Category 2 skills.
- Category 2 (2): skills that students will have multiple evaluations over many rotations.

(Question 6 of 15 - Mandatory)

<table>
<thead>
<tr>
<th>INTERPERSONAL SKILLS - INTERPERSONAL SKILLS AND PROFESSIONALISM</th>
<th>Reporter Lacks</th>
<th>Interpreter Developing</th>
<th>Manager Attaining</th>
<th>Educator Exceeds</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates effective verbal communication skills with clients (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates effective verbal communication skills with veterinarians and staff (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates effective written communication skills with clients, veterinarians &amp; staff (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to present written information in an accurate, logical and organized manner (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates compassion (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is accepting of instruction and constructive feedback (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrates teamwork skills (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Respects and demonstrates empathy with clients of various backgrounds in regards to educational level, gender, race, culture, age, socioeconomic status and physical & mental abilities. Is able to communicate well with various groups of people. (Category 1)

PROFESSIONALISM - INTERPERSONAL SKILLS AND PROFESSIONALISM Comments: (Question 7 of 15 - Mandatory)

Please provide comments concerning your overall professional skills. Be sure to note areas of strength and areas of weakness. Please be as specific as possible.
### PROFESSIONALISM - INTERPERSONAL SKILLS AND PROFESSIONALISM

<table>
<thead>
<tr>
<th></th>
<th>Reporter Lacks</th>
<th>Interpreter Developing</th>
<th>Manager Attaining</th>
<th>Educator Exceeds</th>
<th>Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is reliable, responsible and punctual - follows through (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Professional dress and appearance (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Displays motivation to learn (initiative), with enthusiasm and perseverance as demonstrated in oral &amp; written communications - displays life-long learning characteristics - a &quot;can-do&quot; spirit, commitment &amp; dedication (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is able to relate to clients, staff and peers (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Is honest, trustworthy and exhibits appropriate ethical and professional conduct - takes responsibility for own action (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Adapts to changing schedules/environments - demonstrates an ability to respond to and assist in emergencies, natural disasters, weather, stress, conflict, euthanasia and other stressful situations (Category 1)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>0</td>
</tr>
</tbody>
</table>

### END OF INTERPERSONAL SKILLS AND PROFESSIONALISM PORTION OF EVALUATION

**GLOBAL ASSESSMENT Comments:** (Question 9 of 15 - Mandatory)

Please provide comments concerning your overall impression of yourself in this rotation. Be sure to note areas of strength and areas of weakness. Please be as specific as possible.

---

### (Question 10 of 15 - Mandatory)

**GLOBAL ASSESSMENT**

<table>
<thead>
<tr>
<th></th>
<th>Reporter Lacks</th>
<th>Interpreter Developing</th>
<th>Manager Attaining</th>
<th>Educator Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Option</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Was feedback provided to you during the rotation? (Question 11 of 15 - Mandatory)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Selection Option</strong></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes: (Question 12 of 15 - Mandatory)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Selection Option</strong></td>
<td>Multiple times daily</td>
<td>Daily</td>
<td>Multiple time weekly</td>
<td>Weekly</td>
</tr>
<tr>
<td>Did the supervisor at the site share their 4 week evaluation of you with you and did you spend some time going over it together? (Question 13 of 15 - Mandatory)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Selection Option</strong></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Question 14 of 15 - Mandatory)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DO YOU RECOMMEND ADDITIONS TO THIS FORM?**

Are there any other questions that you would like to see added to this evaluation document?

**If yes, what questions do you recommend be added to this evaluation?** (Question 15 of 15)
Clinical Site Radiation Safety Protocol

All users must follow these procedures when using x-ray equipment:

1. The student should know and become familiar with the Radiation Quality Control Officer or similar designee for each clinical site. **Discuss this during orientation.**
2. All students must wear their LMU-CVM supplied dosimeter when conducting radiographic examination.
3. All students in the area of a radiation producing device/x-ray machine must wear lead apron, gloves and thyroid protector, and eyewear (as available and as the laws corresponding to the geographic area of practice require) or be outside the room, when using exposing radiographs. Dental radiograph exposure requires a minimum of 6 feet clearance from the radiation source.
4. Collimator must be in place.
5. Pregnancy: It is recommended that women that are pregnant should not participate in radiation producing procedures. Refer to LMU-CVM student handbook on policies concerning pregnancy.
6. Equipment must be annually inspected or as required by the governing legal body for the facility site and pass the Radiation Safety Board or similar regulatory group requirements.
7. Radiation Safety Certificate must be displayed.
8. Documented Radiation Quality Assurance Program must be in place.
9. Record all radiographs taken in a log.
Student Leave of Absence Request Form

For a printable copy visit link: Leave of Absence Request
Send to Julie Iliff at Julie_Iliff@LMUnet.edu or FAX ATTENTION CLINICAL RELATIONS & OUTREACH 423-869-6393

Student Name: ______________________________ Class Year: ______________________________

Student ID: ______________________________ Date: ______________________________

Leave Type (Personal/Medical): _________________________________________________________

Requested Start Date: _________________________ End Date: _______________________________

Total Number of Days Missed: __________ Number of hours missed: _________________

Hours needed to be made up: ______________

Reason for Absence:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Clinical Courses/Activities Missed: ______________________________________________________

Course Make-up Plan (Attach separate sheet if necessary):

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Clinical Site Supervisor Signature: ______________________________ Date: _______________

Clinical Relations and Outreach Signature: ______________________________ Date: _______________
Student Report of Accident / Injury

For a printable copy visit link: Report of Accident/Injury

**Notice:** Student injuries regardless of the extent are to be reported within 24 hours of occurrence.

As a student in the clinical program at Lincoln Memorial University-College of Veterinary Medicine, you are required to maintain a health insurance policy for the duration of your education. If you are injured on rotation or during programmed school hours and require medical attention; provide the treating facility with your insurance information. Your primary insurance is to be billed first; the University’s Student Accident Insurance is billed secondary for non-covered services.

Contact Office of Clinical Relations and Outreach for further information.

Student’s Name: ___________________________ Date of Injury: __________ Time: AM __ PM __

Nature of injury: ______________________________________________________________________

College /Department: ___________________________ Grade/Year: _________ On Rotation: YES __ NO __

Student’s contact No. Home: ______________ Mobile: ______________ Other: ________________

Name of Insurance Company: ___________________________ Policy No. ____________________________

Location of accident/injury: __________________________________________ On Campus: YES __ NO __

Was 911 Called: YES __ NO __

Who witnessed the accident/injury: ___________________________ Position/Title: ______________________

Name of attending Supervisor/Instructor: ______________________________________________________

Were you performing a procedure: YES __ NO __ Type: __________________________

Was protective equipment used (if applicable): YES __ NO __ Type: __________________________

Was aid/treatment given: YES __ NO __ Type: __________________________

Name of Treating Facility: ________________________________________________________________

Name of Treating Facility: ________________________________________________________________
DETAILS OF THE INCIDENT / ACCIDENT:

Student’s Signature: __________________________ Date: ____________________________________

Clinical Relations and Outreach Signature: ______________________ Date: ______________________

Student’s Signature: __________________________ Date: ____________________________________

Clinical Relations and Outreach Signature: ______________________ Date: ______________________
LMU-CVM E*Value™ MyFolio Information

1. Welcome

Welcome to the Lincoln Memorial University-College of Veterinary Medicine (LMU-CVM) Clinical Year! This document is an overview of the use of MyFolio found in the E*Value™ program. The MyFolio tool provides an essential link between students in the LMU-CVM clinical year program and LMU-CVM.

Copies of this document are available from the students’ E*Value™ homepage and in the Main MyFolio Folder.

2. Log in to E*Value™

In order to use MyFolio, one must first log into E*Value™. Go to www.e-value.net and click on the [LOGIN] button in the upper right hand corner.

Use your E*Value™ Login Name and Password in the requested fields and click the [Login] button. If you are having trouble logging in, please contact John.Weale@LMUnet.edu

3. MyFolio

MyFolio is an electronic document storage system. Think of it as an electronic filing cabinet with various folders to store coursework and other information about the LMU-CVM clinical year and the LMU-CVM clinical year student. The student and select LMU-CVM faculty members, including the Clinical Course Director, will have access to the students’ materials in MyFolio.

To access MyFolio, after logging onto E*Value™, click on the [My Profile] icon. Below the [My Profile] icon you will find “MyFolio”, click on “MyFolio” to gain access to your MyFolio (see Figure A).

Figure A. - Access to MyFolio found in My Profile.
To open up MyFolio, Click on <MyFolio> under <MyFolio-View> (Figure B.).

You can bookmark the MyFolio page in E*Value™ by clicking on the [My E*Value™] button in the left column of E*Value™ and click “Add to My E*Value™” (Figure C.). Bookmarking makes MyFolio available from the Left column or Top of page [My E*Value™] button.

MyFolio not working/not displaying?

One of the most common causes of users not able to open MyFolio is their browser setup. MyFolio opens in a "pop-up" window to facilitate toggling back and forth between the portfolio and E*Value™. However, most browsers have pop-up blockers that may prevent the window from displaying unless the site is authorized to allow pop-ups. Be sure to have the browser in use set to allow pop-ups.

MyFolio filing system

The students’ MyFolio storage system consists of the following folders & sub-folders:

- CY-LMU-CVM Clinical Year MyFolio MAIN FOLDER
  - CY-Instructions Folder - Overview of LMU-CVM MyFolio-Links-Syllabi-Evaluations
  - CY-A. Student Info - Contact info-CV/Resume-Goals
  - CY-1. CVM770 SA General Practice #1 w/ a. Rotation Sub-folder
  - CY-2. CVM770 SA General Practice #2 w/ a. Rotation Sub-folder
  - CY-3. CVM771 Specialty Practice #1 w/ a. Rotation Sub-folder
  - CY-4. CVM771 Specialty Practice #2 w/ a. Rotation Sub-folder
  - CY-5. CVM772 SA Primary Care/Shelter w/ a. Rotation Sub-folder
  - CY-6. CVM773 Diagnostic Pathology w/ a. Rotation Sub-folder
It is helpful for users to learn to click the “Open All” link at the bottom of the folder list. This will display the entire folder structure, and all folders will be one click away (see Figure D.)

Figure D. Display all Folders and subfolders.

MyFolio Folders - Up Close

- **CY-LMU-CVM Clinical Year MyFolio MAIN FOLDER**

The Main Folder has background material on the student, the LMU-CVM clinical year program and information on the use of MyFolio in the clinical year. Some of the students’ information is shown in this folder. Students should check the information for accuracy and completeness. It is extremely important to keep this information up-to-date. If additions or corrections need to be made, students should go to the bottom of their E*Value™ home page and click on the [Edit] button and provide the corrected information (See Figure E).

Figure E. Access Homepage and Edit Student information

1. Click on the [Home] Button at the top of the E*Value™ page.
2. Update student information at the bottom of the Homepage - click [Edit]
The student should upload a current close-up photo of themself, if one is not currently available in E*Value™. To upload a photo, click on the photo icon located next to “Student Photo - Please provide if none noted above.” Can’t add an item? See Adding & Updating items to MyFolio below.

- **CY-Instructions Folder - Overview of LMU-CVM MyFolio-Links-Syllabi-Evaluations**
  In a sub-folder of the main folder, is found the CY-Instructions Folder - Overview of the LMU-CVM MyFolio-Links-Syllabi-Evaluations. Found in this subfolder are links to the following:
  - This document.
  - Video on MyFolio Use.
  - How to Submit an Elective Distributive Course proposal.
  - Curriculum Syllabi for the LMU-CVM Clinical Year Rotations.
  - Information on Evaluations
    - Evaluation of Student by Clinical Affiliate at 1 week and the end of the rotation.
    - Evaluation of Clinical Affiliate site and supervisor at the end of the rotation.

- **CY-A. Student Info - Contact info-CV/Resume-Goals**
  In the folder, CY-A. Student Info - Contact info-CV/Resume-Goals, one will find the ability for the student to upload information on the following:
  - Student Biography
  - Student Resume
  - Student Career Goals
  This information should be prepared by the student and uploaded by the student shortly after starting the clinical year. Updates should be made to these documents by the student throughout the clinical year when necessary.

  By providing this important career information to LMU-CVM, the student’s needs, career goals and aspirations are known and the appropriate mentorship and career opportunities may be discussed and offered when available.

**Adding & Updating items to MyFolio**

To update items, one must be in the “edit” mode of MyFolio. This is where multiple gear images are visible in the selected folder (see Figure F). To access the edit mode, click on the gear next to the title of the folder/subfolder, then click on “Edit MyFolio.”

**Figure F.** Turn on Edit mode to add items.

Once the student is in the “edit” mode, multiple “gears” will be available throughout the folder. To input text information, click the gear to the right of where the information is requested. To input photos, click on the small photo icon. To input documents, click on the gear to the right of the request and browse to find and upload the desired document. Individual files are limited to 100MB. This size should
accommodate most files. Video files may exceed this limit; in which case it is recommended to upload
the file to YouTube and link this to MyFolio.

○ **CY-1-12. Folders for each LMU-CVM Clinical Year Rotation**

Twelve folders are provided, one for each LMU-CVM Clinical Year Rotation. LMU-CVM students will participate in 11 rotations and SGU students will participate in 12 rotations. In the LMU-CVM clinical year program, there are eight (8) core curriculum 4 week rotations. Additionally, there are three (3) Elective/elective 4 week rotations for LMU-CVM students and four (4) Elective/elective 4 week rotations for SGU students in the LMU-CVM clinical year program.

Inside each clinical year rotation folder and subfolder will be found what is discussed in each course syllabi. Review the course syllabus for each corresponding rotation folder prior to starting the rotation. Links to syllabi are found in the CY-Instructions Folder - Overview of LMU-CVM MyFolio-Links-Syllabi-Evaluations folder.

The following information is found in each clinical year rotation folder:
- Rotation dates of attendance
  - Planned start date
  - Planned end date
  - Actual start date
  - Actual end date
- Rotation information - confirm LMU-CVM course number
- Site information - name & address
- Primary contact information - name, email address, phone number
- Secondary contact information - name, email address, phone number

○ **CY-Xa. Rotation Sub-folder** in each Rotation Folder

Found in each CY-Xa. Rotation Sub-Folder for each rotation folder, will be found the following:
- Daily Reflections with date entered, day of rotation, date for reflections, short comment, document upload for reflection,
- Weekly Reflections with date entered, day of rotation, date for reflections, short comment, document upload for reflection,
- Photos - ability to upload photos for case discussion
- Document library - student ability to upload documents for future use
- Rotation Capstone Project Proposal Request Form
- Rotation Capstone Project completed submission

Each item above is discussed in the course syllabus.

**Evaluations/Grades**

Please see the course syllabi for information on evaluations and grades. Copies of evaluations are available in the sub-folder: Instructions Folder - Overview of LMU-CVM MyFolio-Links-Syllabi-Evaluations.

**Example reflections** Found elsewhere in Appendix.
Elective Proposal Form

For a printable copy visit: http://vetmed.lmunet.edu/2017-2018-lmu-cvm-clinical-year-forms-important-information/
Clinical Site Information

**Doctor/Supervisor - Primary contact**
- Doctor/Supervisor name: 
- Email address of Doctor/Supervisor (personal email preferred - required) 
- Phone number of Doctor/Supervisor (personal/private number preferred - required) 
- Boarded Specialty (if any): 
- Special Interests: 

**Practice/Facility**
- Practice/Facility name: 
- Practice/Facility address: 
- Practice/Facility City: 
- Practice/Facility State: 
- Practice/Facility Zip Code: 
- Practice email address: 
- Practice website address: 

If not in the U.S., please provide country of where facility is located/where experience will occur: 
If not in the U.S. or Canada, please verify, by signature, that the student will provide the necessary veterinary liability insurance for this rotation. Signed: 

**Other Personnel at the Practice Facility**
- Name of secondary contact personnel at site (e.g. staff/office personnel required): 
- Secondary contact email address (required): 
- Phone number of secondary contact (personal/private number preferred): 

**Discipline/Description of proposed selective experience (Please circle)**
- Feline Practice Exclusive
- Canine Practice Exclusive
- Small Animal Exclusive – Canine/Feline (> 90%)
- Small Animal Predominant – Canine/Feline (>50%)
- Mixed Animal
- Food Animal – Beef
- Food Animal – Dairy
- Food Animal – Poultry
- Food Animal – Other
- **OTHER (please describe):** 

Brief description of experience proposed at the facility (attach additional sheet if necessary – address how attending this facility helps the student reach their career goals): 

Please verify that this selective will consist of a minimum of 40 hours per week at the facility noted above [Y/N]
A typed name will be accepted as your acknowledgement of the above and submission of this proposal.

Signed: 
Date submitted: 

Questions? Contact the office of Clinical Relations and Outreach or Dr. John Weale [John.Weale@LMUnet.edu]

Submit via E*Value™ MyFolio

This will submit the proposal automatically to the LMU-CVM faculty member overseeing Electives/electives.
Capstone Project Proposal Request

For a printable copy visit: Capstone Project Proposal

Rotation Capstone Project Proposal Request Form

For clinical rotations, as outlined in the course syllabus, a capstone project is submitted for evaluation near the end of the clinical rotation. The capstone project is approved by the clinical course director, with input of the supervising veterinarian, during the first week of the rotation. This project will be completed by the student towards the end of the respective clinical year rotation.

Timeline

During the first week of the clinical rotation requiring a capstone project (see syllabus), the student should submit this completed proposal request form as described below to the clinical course director for the clinical course director to review, and upon acceptance of the proposal, approve the proposal. Ideas for the proposal are noted below.

During the last week of the clinical rotation, the student should submit the completed capstone project to the clinical course director for evaluation as described below. Students will not receive a final grade until a capstone project is completed and submitted for evaluation.

Submission of proposal

This completed form is submitted by uploading the saved proposal document to the student's portfolio, in the appropriate clinical rotation sub-folder (e.g. CY-Xa. Rotation Sub-Folder in the appropriate clinical rotation subfolder). For example, for a student in the CVM770 Small Animal General Practice #2 rotation, the proposal should be submitted in the folder CY-2a. Rotation Sub-Folder. The completed proposal document is submitted in the document field Capstone Project Proposal under Capstone Project Proposal Request. The student may add any comments. The submission will be automatically time stamped. Upon submission, the clinical course director will automatically receive an email regarding the proposal request. Within 72 hours, the clinical course director will either approve the request, or ask for additional information and request resubmission of the proposal. Resubmission will be similar to the process as outlined above.

Submission of completed capstone project

Once the student completes the capstone project, the completed project is submitted by uploading the project document to the student’s portfolio, in the appropriate clinical rotation subfolder (e.g. CY-Xa. Rotation Sub-Folder in the appropriate clinical rotation subfolder as noted above). The completed proposal document is submitted in the document field Capstone Project Completed Document. The student can add any images and comments to the submission. The submission will be automatically time stamped. Upon submission, the clinical course director will automatically receive an email regarding the completed capstone project. Within 72 hours, the clinical course director will act upon the completed capstone project.

Examples

Examples of capstone projects include, but are not limited to, the following:

1. Medical capstone - case write-up report, formal rounds presentation, medical record review and analysis, client education and compliance work up, EMR review and analysis
Rotation Capstone Project Proposal Request Form

2. **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...

3. **Professional development capstone** - community outreach strategies - blog/events/memberships/volunteerism, professional outreach - VMA - state/local/national/world, CE, state board or regulatory activity ...

4. **One Health Capstone**

5. **Ideas from the supervisor at the clinical affiliate site**

The students completed capstone project may be shared with the supervising veterinarian, clinical course director and LMU-CVM faculty and will be included in the student's portfolio.

---

Student Name:

Rotation CVM: 770 771 772 773 774 775

Dates of Rotation:

Site of Rotation:

Primary Supervisor at Site:

---

Type of Capstone Project:

- [ ] Medical
- [ ] Business
- [ ] Professional Development
- [ ] One Health
- [ ] Other

(describe general topic):

---

Brief description of Capstone project and what the intended learning outcome is expected to be.

When complete, save this form & then upload this form to the proper subfolder to your MyFolio in E*Value.

---

When completed, save this form & then upload to your MyFolio in E*Value™.
Reflections - Example

For a printable copy visit: Reflections Examples

**Reflections** “We don’t learn from experience. We learn from reflection.” -- John Dewey

For actual learning to take place reflection must occur. Reflection is the key ingredient to move knowledge from short-term to long-term memory. Reflection is essential to move classroom “covered material” to actual learning.

The student’s structured portfolio, E*Value’s MyFolio, provides a repository for clinical year experiences and allows for access to these materials from a distance by select LMU-CVM faculty members. These clinical year experiences include collections of work, evaluations, clinical year projects, reference documents and similar material the learner collects over time that reflects personal professional development. This collection of experiences not only drives critical learning but also provides a documented inventory of critical learning’s important to prospective employers. This portfolio of validated entry level skills acquired will assist in distinguishing LMU-CVM graduates from other applicants. Included in the MyFolio materials are the student’s reflections on what has occurred during the student’s rotation both on a daily & weekly basis.

It is the student’s responsibility to actively create and manage their portfolio including their own reflections. The ability to think about what has occurred, how one responds to and to think about what could have been done differently is a life-long learning skill and will be put to the test many times both before and after graduation. Reflection should prepare you for continual improvement of your skills and for lifelong professional development and for improved competence. Students may uncover gaps in one’s own knowledge and should document this and provide information on how this was researched and rectified. Student’s sharing their reflections with LMU-CVM faculty will be provided mentorship and guidance throughout their clinical year experience by these LMU-CVM faculty members.

Example reflections - this is not a complete, comprehensive list but only a starting point for students to consider.

In the student’s E*Value MyFolio, the daily reflections could be brief and short bullet type items while the weekly reflections should go into more depth and detail over what is noted in the daily reflections.

- What has been learned in relation to the course learning objectives? (see course syllabus)
- What was I unclear about today (lab tests, procedures, etc.)? What did I do to correct this misconception (reading, texts, on-line research (site)?)?
- Critical incidents of patient/client events? Challenges for today? How were these handled? What could be improved?
  - Communications (economics, euthanasia, staff, phone, mentor, etc.)
- Successes for the day? Why & how did these stand out?
  - Great case workup, awesome communications, example client records, etc.
- Presentation to staff? What went well, what I learned to do better or different.
- Research on knowledge shortcomings or clarification on various topics. Journal/paper storage & summaries in the appropriate MyFolio folder.
- Reflection on communication with site supervisor.
- Reflection on site supervisor evaluations - what is agreed to and how to improve. What was surprising?
- Reflect on communication/feedback from clients.
- Reflect on communication/feedback from staff.
- Writing descriptions of clinical experiences that occurred during the day/week.
• Video recordings (with proper permissions)
• Medical record audits of practice
• Business practices of facility
• Ethical dilemmas & other ethical situations. Describe situation & how worked through.
• Thoughtful "thank yous", thank you notes & cards - how does this make you feel?
Media Release – Video, Audio, Photos

For a printable copy visit: Media Release

LMU

Lincoln Memorial University-College of Veterinary Medicine

Media Release

Lincoln Memorial University (LMU), Lincoln Memorial University-College of Veterinary Medicine (CVM), and [Student] seek the right and permission to take and use photographs, videos, and/or audio (Media) of the care and treatment of the Owner's pet/animal by [Veterinarian/Practice] for clinical education of its students. Media obtained will be stricken of all identifying information and veterinarian/Owner/Pet/Animal confidentiality will be maintained, unless release of identifying information is expressly authorized below. Media obtained may be used, reproduced, and distributed for educational purposes in various formats including, but not limited to, student papers, case presentations, journal articles, and other methods used for transmission of educational materials.

By signing this release, you agree to allow LMU, CVM, and Student to photograph, video, and/or audio record the care and treatment of Owner's pet/animal and to use, reproduce, and distribute the Media as indicated above.

By signing this release, you agree to forever discharge and release Lincoln Memorial University, Lincoln Memorial University-College of Veterinary Medicine, and [Student Name and Email Address] from any and all claims and demands arising out of or in connection with the use, reproduction, and distribution of the Media obtained.

By signing this release, you affirm that you are of full age and have the right to contract in your own name.

I have read the above and fully understand the contents. This release shall be binding upon me, my heirs, assigns, and legal representatives.

Pet/Animal Owner - Print First and Last Name

City and State Zip Code (optional)

Email Address (optional)

* Optional: I give permission to release identifying information of myself and my pet/animal.

Initials: __________________________________________

Pet/Animal Owner Signature __________________________________________ Date

Veterinarian or Authorized Representative - Print First and Last Name

* Optional: I give permission to release identifying information of myself and my clinic.

Initials: __________________________________________

Veterinarian or Authorized Representative Signature __________________________________________ Date

Name Witness: LMU-CVM Student - Print First and Last Name ______________________________ Date ______________________________

LMU Legal/CVM Clinical Year Media Release, eff. 04/16
Travel Safety Tips for Students

When planning your rotation travel, it is advisable that you consult the US Department of State for travel warnings, safety tips, vaccination requirements, and more. The website is: http://www.state.gov/travel/index.htm

The following tips are directed at Hotel Safety and were taken from the USDA website.

When arriving and checking into your hotel room

- Park as close to your room entrance as possible.
- When approaching your car, always have your keys in hand.
- Do not leave valuables in your vehicle.
- Always walk in numbers at night, especially in hotel parking lots.
- Keep a close eye on your personal belongings, including luggage, purse, and computer bag when checking in.
- If the lobby is busy, thieves will often take advantage of the distraction to steal your items.
- Ask the front desk personnel not to announce your room number. Rather, tell them to write it down or point to it.
- Instruct the desk not to give out your name and room number and ask them to call you if someone inquires about you.
- Do not display large amounts of cash.

After checking into a room, examine the following:

- Examine the guest room lock and be sure it is functioning properly.
- Check the closets and bathroom to make sure no one is hiding.
- Check all windows and outside doors to insure they lock and operate properly.
- Check the lock on the adjoining door to insure it is locked and working properly.
- Ensure that the telephone has a dial tone and you know how to make an outside call. Check your cell phone’s power and reception.
- Look for information in the room about fire safety and become familiar with the nearest fire exit/stairway. Locate nearest fire exit. How many doors away? Does the door open easily? Are the exit signs illuminated?
- When you enter your hotel room, make sure the door closes securely and that the deadbolt lock works. Keep the deadbolt locked and safety bar on at all times.
- When inside your hotel room, for whatever length of time, always use the deadbolt. If the room does not have a deadbolt or heavy-duty security clasp but has a chain, twist the chain to take up the slack before latching it.
- When inside your room, use all available door locks when sleeping or in the shower.
- Place your room key in the same place every time, preferably close to the bed.
Radiology Badge information

For instructions and a printable copy visit: Radiology Badge Information

Housing - Lodging

Many Clinical Affiliates offer reduced rates, even free housing. See the E*Value™ website with descriptions of potential housing options offered.

LMU-CVM has obtained discounts from regional and national hotel and extended stay facilities. Students may wish to purchase AAA student membership for travel and reduced rates at hotels.

Students are encouraged to share housing options with current and future LMU-CVM fourth year students. Students are also encouraged to share housing with classmates so as to reduce costs of housing.

For more information on housing that is currently available, the student should visit their E*Value™ home page.