Lincoln Memorial University —
College of Veterinary Medicine
Small Animal Primary Care Shelter Medicine
CVM 772
Summer 2017, Fall 2017, Spring 2018

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Instructors: Young Williams Animal Center Clinician (YWACC), LMU-CVM
Faculty—TBD
Associated shelter veterinarians and staff at the clinical site

Office Hours: Scheduled by appointment

Grading: Credit Hours: 4

At the beginning of each course, faculty members give students, in writing, a brief summary of how grades for the course are determined, detailing the weight assigned to each quiz, examination, or assignment. In addition, the course director designates which activities in the course are deemed to be required exercises. Once this information has been distributed, the faculty is not permitted to alter the requirements of the course or the manner in which grades are determined without expressed written permission of the Associate Dean for Academic Affairs or Dean. If approved, the amended grading policy will be distributed to students. Final letter grades will be determined in accordance with the LMU-CVM Student Handbook.

I. Course Description

Course CVM 772 consists of 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. The YWACC (LMU-CVM
faculty member) works 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 YWACC, 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 YWACC, shelter veterinarians and staff. Students take part in discussions and/or demonstrations in regard to animal behavior problems and potential solutions; including participation in medicine and surgery rounds. Students make formal rounds presentation to other students and staff during the course. The course is composed of hands on medical and surgical care of shelter-owned animals, lectures, self-study, case write ups and presentations.

Prerequisite: clinical year standing

II. Course Goals and Objectives

Goals
After completing this rotation, the student will understand the roles and functions of a veterinary team in a primary care, shelter-based practice. The student will recognize the various professional skills utilized in this type of clinical setting. The student will become acquainted with routine care techniques and options associated with primary care in a shelter-based setting. The student must attain competency in order to pass this rotation.

Course Objectives
By the end of this course:

1. Under the supervision of YWACC (LMU-CVM faculty) as well as shelter veterinarians and staff, students will demonstrate competency, through hands-on approach of performing physical examinations, diagnostic procedures and clinical and surgical procedures. Procedures performed may include, but are not limited to: elective surgeries, such as high volume and quality spays, neuters and dental prophylaxis.

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

3. Students will gain increased confidence by actively contributing and administering to the care and management of cases as well as through interaction with clients, the health care team, and staff veterinarians and veterinary technicians.

4. Students will demonstrate appropriate problem-oriented medical record keeping by documenting the history, physical exam findings, laboratory
results of the patient and the medical care both advised and received by the patient (or animal group where applicable).

5. Students will be able to describe career opportunities regarding shelter practice, compensation and career paths including ownership and the business model(s) of shelter practice.

6. Students will gain confidence in communicating the value of all recommended preventive care to new pet families including vaccinations, nutrition, parasite control, dental care, behavior and the importance of lifetime veterinary care.

7. Students will gain knowledge regarding the diagnosis and treatment of common behavioral issues in dogs and cats.

8. Students will become knowledgeable and conversant with staff and the public on animal control, animal regulation, adoption counseling, animal abuse and neglect.

9. Students will learn and appreciate the challenges of the shelter community, and how veterinarians can best partner to reduce euthanasia, help educate society on animal issues, advocate for the value of pets in families and reinforce the value of lifetime veterinary care.

10. Students will become familiar with the non-profit business model utilized in shelter organizations. When able, students may participate with fund raising, pet intake and placement, community education, advocacy and legislative efforts on behalf of unwanted animals.

11. Students will demonstrate effective, professional and appropriate communication skills through interactions with LMU-CVM, the public, clients, staff and veterinarians. It is expected they will continue to build on these skills throughout their clinical year.

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

13. Students will apply concepts and demonstrate familiarity and understanding with various guidelines that MAY include the following:

   a. AAHA Nutritional Evaluation
   b. Vaccination Guidelines – AAHA/AAFP/AAEP/AABP
   c. VECCS Cardiopulmonary resuscitation
   d. AAHA-AVMA Partnership for Healthy Pets Preventive Healthcare guidelines – canine & feline
   e. AAFP Senior Care Guidelines
III. Course Requirements
   A. Class schedule and attendance / participation policy:

   Students should check frequently the LMU-CVM Curriculum Calendar for the lecture dates, times and topics. A tentative list of lectures/activities is provided at the end of this syllabus. Course schedule may change to accommodate the needs of lecturers, students, etc.

   Students should follow the attendance policy in the LMU-CVM Student Handbook. Attendance is mandatory for all activities in the LMU-CVM published schedule. Student requests for excused absences must be made in writing to the Associate Dean of Students and Course Director. Students are responsible for the content of all missed coursework delivered in lecture and laboratory sessions in the case of an absence.

   Judicious use of electronics is expected during course sessions. Students should refrain from using social media, texting, and browsing the Internet during course sessions. If use of an electronic device by a student is considered disruptive to a class session, the student may be asked to leave and forfeit credit for that course session. At any time, course instructors may require removal or storage of electronic devices during a class session if deemed necessary. While on this rotation, students should confirm with the clinical site and course director, what the policy is in regards to cell phone and electronic device use. The student is expected to follow this policy regarding phone and electronic device use. This understanding includes photography and videography and respecting client/patient confidentiality on social media.

   Courses that students take during their clinical year DO NOT conform to the LMU-CVM Campus Curriculum Calendar. Students will receive their schedule specific to the clinical year rotation during orientation at the clinical site.

   Attendance at the clinical site for all hours scheduled at the affiliate is mandatory. Students must attend four full weeks at the clinical affiliate site for instruction as required by the clinical site. The minimum amount of time required at the clinical site is 35 hours per week or as required by the clinical site (whichever timeframe is more) along with 10 to 20 hours per week of self-directed study, electronic portfolio maintenance and investigation. Thirty-five (35) to forty (40) hours per week is the expected amount of time that a student should physically be at a site over one week (7 days). Students will not be given credit for more than 1 week
attendance over a 7 day span of time (i.e. a student will not receive credit for two weeks for working 70 hours in one week).

In order to accommodate student travel, it is requested of the clinical affiliate that the Friday of the last week of the rotation be a half-day, with the last Saturday and Sunday of the rotation being unscheduled. The last day should include a face-to-face private review of the student’s final evaluation with the preceptor (if available) or appropriate doctor or staff.

B. Course materials:
   1. Required textbooks
      a. None - reference links provide on E*Value
   2. Recommended textbooks (textbooks and scientific journals)
      a. Access to all textbooks that were required and/or recommended during the pre-clinical curriculum is highly recommended.
   3. Equipment
      a. Stethoscope, watch, thermometer, clipboard, pens, calculator
      b. Two pairs of scrubs, white lab coat, shoes for surgery
      c. As identified on day one during orientation

IV. Format and Procedures
The course syllabus is available on Blackboard and the LMU-CVM website under the Clinical Year heading. Other supporting documentation is found in E*Value and the LMU-CVM website under the Clinical Year heading. Preclinical course materials including lecture notes, PowerPoint slides, assignments and study guides may be found on Blackboard.

A. Professional Expectations
   1. Students are expected to keep a professional attitude and appearance during clinical rotations. As a safety precaution, exposed jewelry must be removed. Non-slip, closed-toe foot wear must be worn in clinical situations.
   2. Please refer to the LMU-CVM Student Handbook for additional dress code and professional conduct guidelines.
   3. Students will be expected to follow all rules and regulations of the clinical site and respect all clients, doctors and staff throughout the clinical year rotation and after the rotation is completed.

B. Student Instruction
   Student instruction will be observational and interactive with clinicians and staff during patient history, patient exam, patient diagnostics treatment planning and patient treatment implementation. Based on history and physical exam, the ability to provide a complete differential diagnosis will be stressed. Selecting appropriate diagnostic tools in order to arrive at a diagnosis will also be communicated and discussed. Active student participation is required, including case discussions and rounds.

C. Student Supervision
While at this rotation, the student will be directly overseen by the Young Williams Center Clinician (YWACC) who is a LMU-CVM faculty member. The student may also be supervised or interact with other shelter veterinarians and staff.

D. Required Course Work
   1. E*Value Electronic Portfolio
      a. Students will electronically log their case exposure including procedures performed and observed during the rotation. Included will be confirmed diagnoses and differential diagnoses. These logs may be shared with the clinical site for verification.
      
      b. Students will critically reflect upon their experience (thoughts, observations, etc.) gained at the facility and will electronically document these experiences in their portfolio.
      
      c. Exposure to with critical reflection on One Health concepts as they apply to this clinical rotation will be highlighted and documented in case logging and portfolio reflection.
      
      d. A minimum of 4 case SOAPs are to be uploaded into the students portfolio over the course of the rotation.
   
   2. Grand Rounds Presentation
      The grand rounds presentation is a focused study and presentation of a topic encountered during the student’s clinical year. Upon approval of the subject content by the course director, the presentation will be performed by the student on the final day of the rotation.
      
      Examples of grand rounds presentations include, but are not limited to, the following:
      a. Clinical case study
      b. Practice management case study
      c. One Health case study

V. Grading Procedures
   Grading is based upon performance on required course work and will be assigned by the Course Directors. Individual extra work assignments to improve grades are not permitted.
   
   Breakdown of the student grade assignment is as follows:
   1. Faculty evaluations of student’s performance during the rotation (50%).
      The course evaluations will be performed through EValue, using the standardized clinical year evaluation forms. See below for details. Areas to be assessed include:
      a. Anesthesia skills
      b. Surgical skills
      c. Medical record keeping
d. Patient care, including afterhours care
e. Non-surgical clinical skills
f. Case management

2. Student’s logging of procedures in E*Value (10%)
3. Student’s Grand Rounds Presentation (20%)
4. Clinical evaluation exercise (20%)
   The clinical evaluation exercise (CEX), is an assessment consisting of a
   pre-planned evaluation of a clinical scenario, such as a patient encounter in
   a clinical setting, a surgical procedure, a diagnostic procedure, etc. A
   rubric will be used to evaluate general core clinical skills, such as
   anesthesia, surgery, taking a history, performing a physical exam, etc.
   Students will have access to the rubrics via Black Board prior to their
   examination.

Numerical scores are rounded to the nearest whole number and are recorded by the
Registrar as follows:

P = Pass 70% or higher
F = Fail Below 70%

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

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

Evaluations

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

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

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

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

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

**Missed Examinations Policy**
There are no scheduled exams for this course.

**Remediation Policy - Course Failure - Clinical Competency Evaluation**

**COURSE FAILURE**

Any student who fails a course will be referred to the Student Progress Committee (SPC). If the student is granted permission to remediate the course, then it is the student’s responsibility to meet with the Course Director and Associate Dean of Clinical Relations and Outreach to discuss the remediation process. The remediation will be comprehensive in nature, encompassing all material that the students were responsible for during the course. Successful remediation consists of achieving a passing grade during remediation. Remediation may occur outside of scheduled clinical rotations. If remediation is successful, the student will be assigned a passing grade of P and a numeric grade of 70%. Remediation grading is completely independent of grades achieved during the course. A failure with subsequent successful remediation of the course will be reported on the student’s transcript as F/P. Under no circumstances will any other grade than F/P with a numeric score of 70% be reported. Failure of a remediation may result in dismissal.

**CLINICAL COMPETENCY EVALUATION**
Direct assessment of clinical skills and LMU-CVM competencies will be performed by LMU-CVM clinical affiliate preceptors. The preceptor will use the RIME model classification method in an attempt to standardize the evaluation of clinical year student learners. The RIME framework is based on the typical developmental process of a medical student or resident and has been used for over a decade in human medical education and has been proven to be reliable, valid and feasible in the assessment of the clinical developmental process of a medical student or resident. The RIME method of evaluation and assessment is a brief, focused method of feedback that reinforces appropriate professional behaviors, and uses a simple schema to guide constructive feedback for improvement. More information may be found in the Clinical Courses Student Handbook.

The RIME schema describes four cognitive levels that reflect common stages in the development of medical skills. The RIME mnemonic aids in the retention of information for the clinical preceptor and student with the letters corresponding to: R - Reporter, I - Interpreter, M - Manager, and E - Educator (see Table A - below).

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<thead>
<tr>
<th><strong>Table A) RIME Schema</strong></th>
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<tbody>
<tr>
<td><strong>Reporter</strong></td>
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<tr>
<td>- Proficient history taking and examination</td>
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<td>- Problem identification</td>
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<td>- Normal versus abnormal</td>
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<td>- <em>Expected level</em></td>
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<td>- <em>beginning 3rd to 4th year student</em></td>
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<tr>
<td><strong>Interpreter</strong></td>
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<td>- Create differential diagnosis</td>
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<td>- Prioritize problems</td>
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<td>- Follow-up tests</td>
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<tr>
<td>- <em>Expected level</em></td>
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<tr>
<td>- <em>beginning 4th year student</em></td>
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The Clinical Year - Evaluation of Student - Week 4 Evaluation (CYE) found in the Clinical Courses Student Handbook will be used to assess students’ competency attainment. Using this evaluation, each question and competency associated with each question will be followed for each student throughout the clinical year. The goal would be for LMU-CVM students, by the time of graduation, consistently attain assessments of Manager and Educator signifying a minimum Day 1 competency in those assessed areas.

Students early in the clinical year would be expected to attain some Reporter (1) and Interpreter (2) scores, but over the entire length of the clinical year, obtaining scores of Reporter (1) or Interpreter (2) should not occur as frequently towards the end of the student’s clinical year. The exception to this would be in assessment of student interpersonal skills, professional skills and the global assessment. In these three assessment areas, it is thought that throughout the clinical year students should be evaluated at a Manager (3) or Educator (4) level. These are Category 1 skills (see below).
Competency assessment is broken down into two categories: 1) **Category 1 skills** are competencies that are anticipated not having many times to have the skill assessed and critically important skills; and 2) **Category 2 skills** are those skills that will be observed and assessed multiple times across multiple rotations.

1) **Category 1 skills**
   This is a list of skills that LMU-CVM deems very important or will not occur frequently in the clinical year.
   - It is proposed that students will obtain a **warning** for deficient achievement if they obtain one (1) Reporter or Interpreter evaluations on a specific CYE question over their 11 clinical rotations.
   - Students are required to **remediate** and go through individualized reassessment if the student obtains two (2) Reporter or Interpreter evaluations on a specific CYE question over their 11 clinical rotations.

2) **Category 2 skills**
   A list of skills that occur regularly through multiple rotations.
   - It is proposed that students will obtain a **warning** for deficient achievement if they obtain three (3) Reporter or Interpreter evaluations on a specific CYE question over their 11 clinical rotations.
   - Students are required to **remediate** and go through individualized reassessment if the student obtains four (4) Reporter or Interpreter evaluations on a specific CYE question over their 11 clinical rotations.

Students falling short of minimum standards as signified as being required to remediate a Category 1 or a Category 2 skill will need to remediate successfully prior to graduation. Remediation would consist of the student and their advisor, upon consultation with the Associate Dean for Academic Affairs and the Associate Dean of Clinical Relations and Outreach, developing an official remediation plan (Plan) with the goal of the Plan being to gain student improvement in the recognized deficient area where the student has been assessed as needed to remediate. The Plan should take into account those areas that the student is identified as needing remediation and how competence may be assessed. All students that have a warning or that are required to remediate will be referred to the Associate Dean for Academic Affairs and the Associate Dean of Clinical Relations and Outreach.

Once the student’s Plan has been designed as outlined above, the Student Progress Committee will review, and if found acceptable, approve the student’s Plan for remediation. The nature of the deficient competency(ies) will determine the format of the remediation and reassessment. Remediation may include written and/or oral presentation of clinical cases or demonstration of particular skills. On a case-by-case basis, the Plan will be reviewed and potentially approved. The Plan may consist of mentored independent assessment outside of regularly scheduled clinical rotations. An Academic Leave of Absence may be considered for the student to work on outside personal circumstances and/or to focus efforts on knowledge and/or skill improvement.
The student is allowed up to three (3) remediation reassessment attempts. Failure to complete a successful reassessment on the fourth (4) reassessment could result in failure and dismissal from the LMU-CVM program.

VI. **LMU-CVM Policies**
Students are expected to follow all guidelines and policies outlined in the LMU-CVM Student Handbook. The Student Handbook can be found by visiting the CVM web site, clicking on the “Student Life” link, and selecting Student Handbook on the resulting pull-down menu.

*Inclement Weather*
Clinical rotations do not necessarily adhere to campus closure announcements. During inclement weather, it is the students’ responsibility to contact their clinical site for direction. Use discretion for safety and what is deemed essential personnel during times of extreme weather conditions.

*Accommodations for Students with Disabilities*
LMU-CVM is committed to ensuring that otherwise qualified disabled students equally enjoy the benefits of a veterinary education. Upon written request by a student with a disability, the University will make every reasonable accommodation to enable the student to meet the standards as long as such accommodation does not unreasonably interfere with or substantially alter the LMU-CVM curriculum. In compliance with the LMU-CVM policy and equal access laws, students requesting appropriate academic accommodations should meet with the LMU-CVM Associate Dean of Students.

*Academic Integrity*
It is the aim of the faculty of LMU-CVM to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his/her own work that he/she has not honestly performed is regarded by the faculty and administration as a very serious offense and renders the offender liable to severe consequences and possible dismissal from the program.

*Cheating*
Dishonesty of any kind on examinations or written assignments, unauthorized possession of examination questions, the use of unauthorized notes (either written or electronic) during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating. Cell phones, smart phones, and smart watches are not permitted during examinations. A student who is found to have a cell phone or smart device on their person during an examination will receive a zero for that examination and will be subject to dismissal.

*Plagiarism*
Offering the work of another as one's own without proper acknowledgement is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works,
or from the themes, reports, or other writings of a fellow student has committed plagiarism.

*This syllabus is subject to change with approval of the Curriculum Committee and notification to the class.*
## Tentative Course Lectures and Activities

*Course schedule may change to accommodate the needs of lecturers, students, etc.*

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