Lincoln Memorial University –
College of Veterinary Medicine
DVTC Rotation
CVM 774
Summer 2017, Fall 2017, Spring 2018

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Dr. Robert (Randall) Thompson – Robert.Thompson@lmunet.edu
DVTC Small Animal Clinician
DVTC Large Animal Clinician

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 are 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

Students will be introduced to more advanced diagnostic and therapeutic procedures for small and large animals including ophthalmology procedures, diagnostic imaging, equine lameness examination, reproductive technology, bandaging and wound care, dental procedures, anesthesia, and general surgical procedures using a combination of live animals, models, and cadavers. Students will demonstrate continued communication skills development including communication with owners through written discharge instructions and communication with colleagues via referral letters.

II. Course Goals and Objectives

Goals

The goal of the CVM 774 course is to provide students a means to acquire and practice crucial clinical and professional skills that they will need upon graduation from veterinary school.

Course Objectives

By the end of this course, students will be able to demonstrate skills in the following domains:

1. The student will be able to accurately produce a differential diagnosis list, diagnosis, treatment plans, and prognosis for a variety of common large and small animal cases. Students will be able to prioritize the clinical problem list from the most significant to the least significant clinical finding.

2. The student will gain confidence by actively contributing and administering to the care and management of small animals from shelters and the bovine and equine herds at the DVTC.

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

4. Students will demonstrate effective, professional and appropriate communication skills through interactions with LMU-CVM, the public, clients, staff, and veterinarians.

5. 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. ACVIM Canine Valvular Disease Consensus Statement
   e. ACVIM Hypertension Consensus Statement – canine & feline
   f. AAHA-AVMA Partnership for Healthy Pets Preventive Healthcare Guidelines – canine & feline
   g. AAFP Senior Care Guidelines
   h. Compendium of Animal Rabies Prevention and Control
i. Calgary-Cambridge & FRANK communications for client communications

j. Exam room management


l. AAEP Guidelines & Recommendations - [http://www.aaep.org/info/guidelines](http://www.aaep.org/info/guidelines)

m. Other guidelines as identified

6. Students will become proficient in clinical skills for small and large animal practice required of a newly graduated veterinarian as dictated by the AVMA COE (Council on Education).

### III. Course Requirements

#### A. Class schedule and attendance / participation policy:

Students will receive their schedule specific to the clinical year rotation during orientation. *During the course of a rotation, course schedule may change to accommodate the needs of instructors, animal usage, students, etc.*

Attendance at the DVTC for all hours scheduled is mandatory. Students must attend four 7-day weeks and the minimum amount of time required is 35 hours per week. There will be some amount of after hour and weekend duties associated with the rotation. 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, the Friday of the last week of the rotation will be a half-day, with the last Saturday and Sunday of the rotation being unscheduled. This day will include a face-to-face private review of the student’s final evaluation with at least one of the course directors.

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. With the instructor’s permission, the use of cellphones or other computer technology (laptops, notepads) may be permitted when it assists the student in performing laboratory tasks (e.g. calculating drug dosages, watching instructional videos).

While on clinical rotations, students should confirm with the clinical affiliate the policy in regards to cell phone and electronic device use. The student will follow the clinical affiliate policy regarding phone and electronic device use. This includes photography and videography and strict adherence to clinical affiliate rules and guidelines protecting client/patient confidentiality. Under no circumstances will students post on social media photographs or videos obtained...
on property of the clinical affiliate without express consent by an attending veterinarian or hospital manager.

B. Course materials:
1. Required text
   a. None - reference links provide on E*Value
2. Recommended text
   a. Access to all textbooks that were required and/or recommended during the pre-clinical curriculum is highly recommended. References provided by LMU-CVM and located at the DVTC is encouraged for review.
3. Required equipment
   a. All components: watch, stethoscope, thermometer, clipboard, pens, calculator
   b. Food animal component: Coveralls, rubber boots or over-boots, thermometer
   c. Equine component: Scrub top or polo shirt, sturdy pants, leather or rubber boots
   d. Small animal component: 2 pairs of scrubs, white lab coat, shoes for surgery, closed toe shoes
   e. Winter weather: Work coat, insulated coveralls, winter hat, gloves

IV. Format and Procedures
All course materials are available on the course Blackboard page, including the syllabus, lecture notes, PowerPoint slides, assignments, study guides, and class announcements.

Dress Code & Professional Conduct:
Students are expected to keep a professional attitude and appearance in didactic sessions as well as in clinical situations. As a safety precaution, when around live animals, dangling jewelry must be removed. Non-slip, closed-toe foot wear must be worn in all areas of the DVTC. Please refer to the LMU-CVM Student Handbook and DVTC Procedures and Policies Manual for additional dress code and professional conduct guidelines.

Student Assignment to Groups:
Students are randomly assigned to their specific group for the rotation. Students are not permitted to change groups without the permission of the course director. Students will be exposed to small animal, food animal and equine didactic and skills learning modules.

Methods of Instruction:
Methods of instruction will include:
1. Didactic presentations
2. Open topic and case management discussions (rounds)
3. Videos and demonstration of assorted clinical skills
4. Performance of clinical skills on cadavers, models, and live animals
5. Simulated and real client communication encounters
6. Group work/questions/instruction
7. Off-campus visits to farms and animal shelters
8. Review of radiographic images from on-line sources available to LMU-CVM
   http://www.veterinaryradiology.net/
   http://us13.campaign-archive2.com/home/?u=1846979cac11e5e08a71501cb&id=7d7153e0be

It will be assumed that students have prepared in advance for each DVTC module.

**Required Coursework**

1. **E*Value Electronic Portfolio**
   a. Students will electronically log their case exposure, procedures performed, and procedures 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.

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 (70%).
   The Clinical Course Evaluations will be performed through E*Value, using the standardized clinical year evaluation forms.
   a. Anesthesia skills
   b. Surgical skills
   c. Medical record keeping
   d. Patient care, including afterhours care
   e. Non-surgical clinical skills
f. Case management

g. Knowledge

h. Professional and interpersonal skills

2. Student’s logging of procedures in E*value (10%)  
3. Student’s Grand Rounds Presentation (20%)

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass 70% or higher</td>
</tr>
<tr>
<td>F</td>
<td>Fail Below 70%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>R</td>
<td>Repeated</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Passing</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal Prior to Examination</td>
</tr>
</tbody>
</table>

**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).
### Table A) RIME Schema

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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</thead>
</table>
| **Reporter** | - Proficient history taking and examination  
                        - Problem identification  
                        - Normal versus abnormal  
                        - **Expected level**  
                            - beginning 3rd to 4th year student |
| **Interpreter** | - Create differential diagnosis  
                           - Prioritize problems  
                           - Follow-up tests  
                           - **Expected level**  
                            - beginning 4th year student |
| **Manager** | - Select appropriate diagnostic tests  
                           - Finds common ground with patient  
                           - (customizes therapy)  
                           - **Expected level**  
                            - day 1 veterinary graduate |
| **Educator** | - Identifies knowledge gaps  
                           - Plans continuing education  
                           - Teaches students, peers, faculty  
                           - **Expected level**  
                            - The ideal graduate |

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 3 skills (see below).

Competency assessment is broken down into three categories as described below:

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.

3) **Category 3 Skills**

These are listed in the professional and interpersonal skill set. They occur regularly through multiple rotations and are also considered to be highly important by LMU-CVM.

- 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.

Students falling short of minimum standards as signified as being required to remediate a 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.

Should a Clinical Affiliate request that a student not return to their clinical rotation location during a schedule clinical rotation for training for whatever reason, the Clinical Affiliate and the Student involved, are required to contact the Associate Dean of Clinical Relations and Outreach as soon as possible.
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 on MyLMU at [LMU-CVM Student Handbook](#).

Students should review closely the following policies in the handbook:
1) Instructional Continuity in Case of Temporary Campus Closure
2) Academic Integrity
3) Cheating
4) Plagiarism
5) Missed Examinations
6) Remediation Policy

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**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 to be essential personnel during times of extreme weather conditions. If attendance is not possible at the clinical site due to inclement weather, arrangements with the supervising clinician at the clinical site must be made to make up any missed duties and hours.

**STUDENTS WITH DISABILITIES POLICY:** LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability that may affect your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom and exam accommodations cannot be provided prior to the course instructor’s receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

**COUNSELING:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

**MANDATORY REPORTING FOR TITLE IX SEX DISCRIMINATION AND HARASSMENT:** LMU is committed to providing a campus environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based bullying and stalking, etc.). As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the
campus as a whole. As a member of the University community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination of which I become aware. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or state or federal law, I am required to share the information with my supervisor and/or the University’s Title IX Coordinator. If you would rather share information about sexual harassment, sexual violence, or sex discrimination with an employee confidentially who does not have this reporting responsibility, you may share the information with campus counselors at the Office of Counseling Services.

If you have experienced any form of gender or sex-based discrimination or harassment and would like to file a complaint, please contact the Title IX Coordinator, Jeana Horton, at jeana.horton@lmunet.edu or titleixcomplaints@LMUnet.edu or by phone at 423-869-6586. Know that help and support are available. LMU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

*This syllabus is subject to change with approval of the Curriculum Committee and notification to the class.*
Tentative Course Schedule and Activities
Course schedule may change to accommodate the needs of lecturers, students, etc.

Small Animal Activities
1. Experience clinical cases through community practice
2. Perform surgery on dogs and cats to include: spay and neuter and other minor surgeries
3. Perform dental examinations and procedures on live patients
4. Take and interpret radiographs
5. Perform ultrasound
6. Perform and interpret diagnostic laboratory procedures
7. Complete medical records

Large Animal Activities
1. Perform lameness examination on horses to include: nerve blocks, joint injections, radiographs, ultrasonography
2. Perform clinical procedures on horses to include: abdominocentesis, nasogastric intubation, bronchoalveloar lavage, intravenous catheterization, rectal palpation, bandaging
3. Perform herd health work on horses
4. Perform bovine breeding soundness exams on bulls and cows
5. Perform routine work on dairy cattle to include: pregnancy evaluation, surgery, foot care, herd health
6. Perform routine work on beef cattle to include: pregnancy evaluation, surgery, foot care, herd health
7. Perform routine work on sheep to include: herd health
## Small Animal Week 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>7:00</td>
<td>Animal Care: Dogs and Cats Including case rounds @8:30 am</td>
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<tr>
<td>8:00</td>
<td>Small Animal Preventive Care Rounds</td>
<td>Ophthalmology Procedures and Rounds</td>
<td>Small Animal behavior and welfare</td>
<td>SA Clin Path Rounds</td>
<td>SA case presentations or Grand Rounds</td>
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<tr>
<td>9:00</td>
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<tr>
<td>10:00</td>
<td>Small Animal Preventive Care Rounds</td>
<td>Ophthalmology Procedures and Rounds</td>
<td>Small Animal behavior and welfare</td>
<td>SA Clin Path Rounds</td>
<td>SA case presentations or Grand Rounds</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00</td>
<td>Orthopedic Exam</td>
<td>X-ray Procedures Lab-equipment use and postioning</td>
<td>Ultrasound Procedures Lab-abdominal/FAST exam</td>
<td>Pathology Rounds/Necropsy Lab</td>
<td>Student's choice or end of rotation</td>
</tr>
<tr>
<td>13:00</td>
<td>Orthopedic Exam</td>
<td>X-ray Procedures Lab-equipment use and postioning</td>
<td>Ultrasound Procedures Lab-FAST exam/abdominal</td>
<td>Pathology Rounds/Necropsy Lab</td>
<td>Student's choice or end of rotation</td>
</tr>
<tr>
<td>14:00</td>
<td>Small Animal Procedures lab</td>
<td>Radiology Rounds</td>
<td>SA Internal Medicine Rounds</td>
<td>Pathology Rounds/Necropsy Lab</td>
<td>Student's choice or end of rotation</td>
</tr>
<tr>
<td>15:00</td>
<td>Small Animal Procedures lab</td>
<td>Radiology Rounds</td>
<td>SA Internal Medicine Rounds</td>
<td>Pathology Rounds/Necropsy Lab</td>
<td>Student's choice or end of rotation</td>
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<tr>
<td>16:00</td>
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*Procedures labs to include those procedures chosen by instructor and students*
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<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>10:00</td>
<td>Farm Animal Clin Path rounds</td>
<td>Small ruminant production medicine rounds</td>
<td>Bovine procedures lab - GI</td>
<td>Bovine procedures lab - Repro</td>
<td>Small ruminant procedures lab</td>
</tr>
<tr>
<td>11:00</td>
<td>Farm Animal Clin Path rounds</td>
<td>Camelid production medicine rounds</td>
<td>Bovine procedures lab - GI</td>
<td>Bovine procedures lab - Repro</td>
<td>Small ruminant procedures lab</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:00</td>
<td>Dairy production medicine rounds</td>
<td>Swine production medicine rounds</td>
<td>Work Beef cows</td>
<td>Dairy herd visit</td>
<td>Students' choice</td>
</tr>
<tr>
<td>14:00</td>
<td>Dairy production medicine rounds</td>
<td>Farm animal anesthesia &amp; analgesia</td>
<td>Work Beef cows</td>
<td>Dairy herd visit</td>
<td>Students' choice</td>
</tr>
<tr>
<td>15:00</td>
<td>Beef production medicine rounds</td>
<td>Review bovine handling and restraint -</td>
<td>Work Beef cows</td>
<td>Dairy herd visit</td>
<td>Students' choice</td>
</tr>
<tr>
<td>16:00</td>
<td>Beef production medicine rounds</td>
<td>Review bovine handling and restraint -</td>
<td>Work Beef cows</td>
<td>Dairy herd visit</td>
<td>Students' choice</td>
</tr>
</tbody>
</table>

*Production medicine class to include herd health care, routine procedure*

*Procedures labs to include those procedures chosen by instructor and students*
## Equine Week

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>Animal care: horses &amp; Jerseys Including case rounds @ 8:30 am</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>Equine Clin Path rounds</td>
<td>Equine procedures lab - cardiopulmonary</td>
<td>Equine procedures lab - dental</td>
<td>Equine Imaging lab - U/S</td>
<td>Equine case discussion or Grand Round</td>
</tr>
<tr>
<td>9:00</td>
<td>Equine Clin Path rounds</td>
<td>Equine procedures lab - cardiopulmonary</td>
<td>Equine procedures lab - farrier</td>
<td>Equine Imaging lab - U/S</td>
<td>Equine case discussion or Grand Round</td>
</tr>
<tr>
<td>10:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:00</td>
<td>Equine Preventative Care rounds</td>
<td>Equine procedures lab - lameness</td>
<td>Equine procedures lab - GI</td>
<td>Equine Imaging lab - Radiology</td>
<td>Student's choice or end of rotation</td>
</tr>
<tr>
<td>12:00</td>
<td>Equine Preventative Care rounds</td>
<td>Equine procedures lab - lameness</td>
<td>Equine procedures lab - GI</td>
<td>Equine Imaging lab - Radiology</td>
<td>Student's choice or end of rotation</td>
</tr>
<tr>
<td>13:00</td>
<td>Review equine handling and restraint</td>
<td>Equine procedures lab - lameness</td>
<td>Equine procedures lab - urogenital</td>
<td>Equine Imaging lab - Radiology (&amp; farm animal?)</td>
<td>Student's choice or end of rotation</td>
</tr>
<tr>
<td>14:00</td>
<td>Review equine handling and restraint</td>
<td>Equine procedures lab - lameness</td>
<td>Equine procedures lab - urogenital</td>
<td>Equine Imaging lab - Radiology (&amp; farm animal?)</td>
<td>Student's choice or end of rotation</td>
</tr>
<tr>
<td>15:00</td>
<td>Review equine handling and restraint</td>
<td>Equine procedures lab - lameness</td>
<td>Equine procedures lab - urogenital</td>
<td>Equine Imaging lab - Radiology (&amp; farm animal?)</td>
<td>Student's choice or end of rotation</td>
</tr>
</tbody>
</table>

Procedures labs to include those procedures chosen by instructor and students