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Instructors: Clinical site preceptors, doctors & staff at clinical affiliate

Office Hours: By personal or virtual appointment. Email for availability.

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
Course CVM 780 consists of 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 LMU-CVM approved public and private biomedical institutions. Students are active participants in their elective rotations,
participating in the wide variety of cases with instructive learning issues and situations they will be exposed to. Elective clinical rotations can either be selected from a preapproved list or a proposal can submitted and approved through the Clinical Relations Office on E*Value.
Prerequisite: successful completion of pre-clinical course work, clinical year standing.

II. Course Goals and Objectives

Goals
After completing this rotation, the student will have a better understanding of the roles and functions of a veterinarian in various settings and practice types. The student will recognize the various professional skills utilized in this type of clinical setting. The student will become acquainted with various techniques and options associated with their rotation’s setting. The student must attain competency in order to pass this rotation.

Course Objectives
By the end of this course, students will:

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

2. Where applicable, 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.

3. Where applicable, 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).

4. Where applicable, students will investigate career opportunities in the elective field course of study that includes: compensation and career paths including ownership, additional educational options (internships, residencies), corporate veterinary medicine, academia, and the business model(s) of practice.

5. Where applicable, students will document research and self-discovery as it may pertain to a research project.

6. 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.
7. Students will become familiar with the veterinary practice act of the state where the clinical rotation occurs. Students will also become familiar with any local, state or national laws that impact their elective clinical rotation course of work.

8. Students will learn to collaborate with and to delegate tasks to appropriate individuals and recognize and demonstrate the importance of a coordinated team-based approach.

9. Where applicable, 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. AABP Guidelines [http://www.aabp.org/about/AABP_Guidelines.asp]
   k. AAEP Guidelines & Recommendations - [http://www.aaep.org/info/guidelines]
   l. Exam room management
   m. Other guidelines as identified

III. Course Requirements

A. Class schedule and attendance / participation policy:

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 affiliate 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.

While on clinical rotations, students should confirm with the clinical affiliate what the clinical affiliate policy is in regards to cell phone and electronic device use. The student is expected to follow the clinical affiliate policy regarding phone and electronic device use. This includes photography and videography and respecting client/patient confidentiality on social media.

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 textbooks (textbooks and scientific journals)
      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. References provided by clinical affiliate is encouraged for review.
   3. Equipment
      a. As identified by the clinical affiliate site

IV. Format and Procedures

The course syllabus is available on Blackboard and on the LMU-CVM website listed under the Clinical Year heading. Other supporting documentation is found in E*Value and the LMU-CVM website listed 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. During orientation, the clinical affiliate should review with the student appropriate dress for the clinical rotation. Appropriate dress may include: clean lab coats, clean scrubs, clean overalls, and clean boots. 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 affiliate 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. Clinical Course Directors will instruct students from a distance using E*Value and email as an instructional tool. Active student participation is required, including case discussions and rounds.

C. Student Supervision
   While at a clinical affiliate location, the student will be assigned a supervisor (preceptor) that will be responsible for overseeing the student during the clinical rotation. This will be discussed during the Orientation on day one of the rotation held at the clinical affiliate location. Approval of a supervisor will be by the Clinical Course Director in consultation with the Associate Dean of Clinical Relations and Outreach.

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 receive a formal orientation of the clinical affiliate on day 1 of the rotation. Students are required to document this in their electronic portfolio.

      c. Students are required to share with the preceptor their resume and career goals. Students are required to present a Learning Agreement (contract) to their preceptor at the end of orientation. This Learning Agreement must be approved by the preceptor and the student is required to add this to their electronic portfolio. The Learning Agreement may be updated at any time during the rotation upon discussion between the student and the preceptor. Any updated Learning Agreement must be shared by the student in their electronic portfolio.

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

e. Students will critically reflect upon their experience (thoughts, observations, etc.) gained at the facility and will electronically document these experiences in their portfolio.

f. Critical reflection on exposure to One Health concepts as they apply to this clinical rotation will be highlighted and documented in case logging and portfolio reflection.

2. Capstone Project
The capstone project is a focused study and presentation of a topic encountered during the course of the rotation. Upon approval by the clinical course director, with input of the supervising veterinarian, the project will be performed by the student towards the end of the rotation. This capstone project is to be included in the student’s portfolio and may be shared with the supervising veterinarian, clinical course director and clinical faculty. Over the course of the clinical year, a total of five Capstone Projects need to be completed. Rotations that can be used for the project are: CVM 770, 771, 775, 780 or 781. It is the student’s responsibility to select and design the project as well as ensure all five are submitted in order to meet graduation requirements.

Examples of capstone projects include, but are not limited to, the following:
   a. Medical capstone: case write-up report, formal rounds presentation, medical record review and analysis, client education and compliance work up, electronic medical record (EMR) review and analysis
   b. 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, profit and loss (P&L) review, HR strategies, facilities analysis, service cycles, business SWOT (strength, weakness, opportunities and threat) analysis…
   c. Professional development capstone: community outreach strategies, blog/events/memberships/volunteerism, professional outreach, VMA–state/local/national/world, CE, state board or regulatory activity …
   d. One Health Capstone
   e. Other capstone experiences that lead to student professional awareness and development.

3. Evaluations

Students are required to communicate their clinical year experience with LMU-CVM by completing and submitting evaluations on the supervising veterinarian and clinical site.
V. Grading Procedures

Grading is based upon performance on required course work and will be assigned by the Course Director. The Course Director will assign the grade based on student evaluations from the clinical affiliate preceptor, information provided, completeness and journaling in student electronic portfolio. Individual extra work assignments to improve grades are not permitted.

Breakdown of the student grade assignment is as follows:
1. Clinical Affiliate Clinical Year Evaluations of student (40%). The evaluations will be performed through E*Value, using the standardized clinical year evaluation forms. An example of 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
   g. Knowledge
   h. Professional and interpersonal skills
2. Student’s Portfolio use including Case Logging (40%)
3. Student’s Capstone Project (20%)*

*In cases where the rotation is one in which a Capstone project is not completed, Affiliate Evaluations and Student Portfolio will each be given 50% weight for grading.

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

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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<th><strong>Table A</strong></th>
<th>RIME Schema</th>
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| **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 |
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. Visit the [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
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-
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 Activities

General Information: Course length is 28 days (4 weeks) consisting of being physically at the clinical site for a minimum of 35 hours per week or the amount of time as specified by the clinical site (whichever is more). Forty to fifty hours per week may be expected. Ten to twenty hours of self-directed study and investigation per week is also expected.

A. Day 1 - Orientation
   1. Practice history
   2. Practice philosophy – practice mission
   3. Appropriate clothing – business casual unless otherwise noted
      a. Name Tag
      b. Radiation Monitoring badge
   4. Introduction of staff
   5. Safety procedures - OSHA
   6. Hours of operation – expected dates and hours of attendance shared
   7. State Veterinary Practice Act
   8. Overview of practice management/record management system
      a. Confidentiality
   9. Overview of facility
   10. Tour of facility
   11. LMU-CVM contact review
   12. Learning contract completion and approval
   13. Review and complete E*Value information on rotation
   14. other

B. Daily from Day 1-28
   1. Where applicable, observation of clinical workflow including communication, history taking, examinations, diagnostics and treatment planning and delivery.
   2. Where applicable, with the approval of the clinical supervisor, active participation in communications, history taking, examinations, diagnostics and treatment planning and delivery.
   3. Where applicable and at the appropriate time, discussion with the clinical supervisor and staff concerning the cases presented, course of care and prognosis.
   4. Log procedures and exposure into E*Value.

C. Weekly
   1. More in depth reflective journaling in E*Value Electronic portfolio on what was experienced during the preceding week. Where applicable, this may include observations on how the practice fulfills its mission: discussion on economics of practice, community outreach, practice advertising/web site, social media, inventory management, discussion of selection of products to carry, demographics of clientele, etc. Include what was learned in the past week(s) and hands on experience.
   2. Feedback from the LMU-CVM clinical course coordinator that may include tests, request for reports and other items.
**D. Week 1**

1. Supervising clinician at the site, with other veterinarian and staff input, will evaluate the student.
2. Student will complete the Week One Self-Evaluation and electronically submit to LMU-CVM.

**E. End of the rotation**

1. The site supervisor, with input from other clinical site personnel, will evaluate the student. It is the **responsibility of the student** to ensure that evaluation forms are completed and submitted online or turned into the Office of Clinical Relations and Outreach at the completion of the rotation. Students should inform the Office of Clinical Relations and Outreach of any difficulty in obtaining an evaluation by the preceptor at the end of the rotation.
2. Student will evaluate the elective site & staff.
3. Student will evaluate the site supervisor.
4. Student will evaluate themselves.