



VETM*4220 Art of Veterinary Medicine III

Fall 2018
Section(s): C01

Department of Population Medicine
Credit Weight: 0.50
Version 1.00 - September 25, 2018

1 Course Details

1.1 Calendar Description

This modular course will require students to apply the knowledge and skills acquired in Phases 1 and 2 to problems that incorporate aspects of one or more of the following areas: communications and conflict resolution, ethics, professional behaviour, human- animal interactions, analysis and planning, and business issues. This course will focus on methods to resolve difficulties in the above areas that are interfering with intrapersonal and interpersonal relationships and with how to return abnormal situations to normal ones. Problem-solving, conflict resolution and stress management through application of innate and acquired knowledge and skills will be expected. The course will be taught primarily through case analysis.

Pre-Requisite(s): All Phase 2 courses.
Co-Requisite(s): All Phase 3 courses.

1.2 Course Description

In a series of integrated modules, the course 'Art of Veterinary Medicine III will build upon, and enhance, the knowledge base and skill set acquired in Phases 1 and 2 in the areas of communications, human animal interactions, professional development, and the client/patient/veterinary triad. The focus in these areas will now move towards recognizing difficulties that may arise and how to differentiate abnormal situations from normal ones. Problem solving, conflict resolution and self management through application of innate and acquired knowledge and skills will be developed. In addition, the course will introduce and emphasize concepts of business and entrepreneurial skills which are required for successful veterinary practice.

The course are based on meeting the Current Phase Learning Outcome Statements. (http://ovc.uoguelph.ca/sites/default/files/users/ovcweb/files/PhaseLearningOutcomes_20150717.pdf) The emphasis will be on helping students achieve the knowledge, skills, attitudes and behaviours necessary to develop the general business, career and veterinary competencies addressed in Phases 1 and 2. Specific outcomes according to module are outlined below in Units of Study.

1.3 Timetable

See Phase 3 schedule for actual dates and times.

1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

2.1 Instructor(s)

Jason Coe

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2.2 Instructional Support Team

Course Co-ordinator: John Tait
Email: johntait@uoguelph.ca

3 Learning Resources

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Unit: Communication Skills

This module will build upon skills developed in Phases 1 and 2 by further assisting students in learning how to access, evaluate, synthesize and communicate information in a complex environment. Additional emphasis will be placed on searching and evaluating electronic resources for information, discussing both the conveniences and the pitfalls of web-based research. Students will also learn how to recognize and avoid plagiarism. This module will build upon the concepts of intrapersonal, interpersonal, intergroup and inter-organisational conflict already introduced in Phases 1 and 2. In addition, students will be reminded of their previously ascertained Myers-Briggs personality types in an attempt to make them more conscious of how personalities will influence their interactions with clients and co-workers of the future. With a movement towards a case-based client/co-worker approach, students will develop skills in dissecting and diffusing difficult situations, where quite often the “difficult person” is oneself. This module will also review and refine clinical interviewing skills covered in Phases 1 and 2 with additional exploration of further skills necessary for conducting the appointment. This module has a strong practical component enabling students to identify communication weaknesses and strengths, necessary

refinement of skills and rehearsal of these skills. Emphasis will be on integrating communication skills, physical examination and problem-solving with technical information students have acquired to date.

2. Unit: Professional Values II

This module will build upon the ethical groundwork laid out in Phases 1 and 2 adding a degree of complexity and real-life application to the basic history and theory already presented. As part of their professional development, students will be provided with the basic skills with which to solve ethical quandaries and be given practice taking a stand on and defending certain ethical issues. In addition, regulatory ethics will be explored in more depth and in Phases 1 and 2, this time not only involving a discussion of pertinent laws and regulations but, also hands-on practice exploring how complaints are received, reviewed and resolved by regulatory bodies such as the College of Veterinarians of Ontario (CVO).

3. Business Management III

This module will also introduce students to the general structures of microeconomics and business in the capitalist economy: the business cycle, the structure of business, macro and microeconomic overviews and considerations in operating a business and a veterinary practice in particular. In addition, the concepts of efficiency, effectiveness, decision-making strategy and situational analysis will be discussed. This module will also consider veterinary-specific issues related to marketing in veterinary medicine, the structure and function of veterinary practice, regulatory veterinary medicine, financial parameters to veterinary practice, customer service, business ethics, personal financial management and planning, client services and current trends and controversies in the veterinary profession. Included in all components of the module will be relevant human resources and ethical issues, text mainly on a case-based concept.

4. Unit: Human-Animal Interactions II

The concept of a “bond-centered” practice and its inherent components will be covered in this module. In addition to the human impact of the bond, this module will also focus on animal rights and animal welfare in the light that they are balanced, enhanced or often conflicted with the interest of veterinary clients.

5 Teaching and Learning Activities

6 Assessments

In this course, Turnitin will be used and integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All assignments submitted to the CourseLink Dropbox tool in this course will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Evaluation will take the form outlined below. Unless approved by the course co ordinator, failure to submit any assignment or failure of any single required evaluation component will require remediation of this section and an “inc” or incomplete grade will be assigned until remediation is complete. If remediation does not result in a passing grade, a grade of 49f will be assigned for the whole course.

6.1 Assessment Details

Midterm or Case/Opinion Presentation (15%)

This project will seek to apply the basic skills and knowledge acquired throughout the Art of Veterinary Medicine Program. There will be a short presentation component.

Final Exam (75%)

Simulated Client Lab (10%)

7 Course Statements

7.1 Administrative Information

For questions regarding academic consideration, continuation of study, academic misconduct, safety, confidentiality, and experiential learning involving use of animals, please refer to the Phase information of the OVC website.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The regulations and procedures for [Academic Consideration](#) are detailed in the Undergraduate Calendar.

8.3 Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

8.6 Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

8.7 Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.
