# VETM*3210 Art of Veterinary Medicine I

Fall 2020
Section(s): C01

Ontario Veterinary College (OVC)
Credit Weight: 0.50
Version 5.00 - February 18, 2021

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# 1 Course Details

## 1.1 Calendar Description

In a series of integrated modules, this course will assist students in increasing their self-awareness and comprehension of a range of legal, professional and ethical values and behaviours that are essential and normal components of veterinary medicine. Emphasis will be placed on understanding, evaluating and improving interpersonal relations and oral and written communication skills. The ethical principles that underlie veterinary medicine will be explored in depth. The course will also assist students in understanding their position in the developing history of veterinary medicine and inform them of emerging trends. Issues related to professional development, how other species interact with humans, and the client/patient/veterinarian triad will be introduced. The application of these learned skills in the resolution of problems will be introduced.

**Co-Requisites:** All Phase 1 courses.

## 1.2 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

## 1.3 Final Exam

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

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# 2 Instructional Support

## 2.1 Instructional Support Team

**Course Co-ordinator:** Peter Conlon
**Email:** pconlon@uoguelph.ca
**Telephone:** +1-519-824-4120 x54413

**Office:** OVC 3620
Professor; Department of Biomedical Sciences

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# 3 Learning Resources

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# 4 Learning Outcomes

Competencies are underlying characteristics that improve job performance and are transferable across situations once they have become learned behaviours. They are the activities consistently exhibited by successful members of a profession. The Art of Veterinary Medicine courses have been constructed to ensure that you will learn the appropriate competencies to successfully enter the profession, and that your achievement of these competencies is appropriately evaluated. Art of Veterinary Medicine I is the first in a series of three integrated courses spanning Phases 1, 2 and 3 of the DVM curriculum. This course will assist you in developing the knowledge, skills, and attitudes necessary to achieve competencies required of a veterinarian at graduation. You will develop the competencies in AVM I in three modules:

1. **PERSONAL AND PROFESSIONAL DEVELOPMENT I MODULE (PPD)**
   The lectures and tutorials in this module will enhance your skills and knowledge in self-awareness, self-care and professional behaviour.
2. **HUMAN AND ANIMAL INTERACTIONS I MODULE (HAI)**
   The lectures and laboratory in this module will introduce you to contemporary concepts of animal welfare in a veterinary context and highlight some important ethical issues in veterinary medicine.
3. **COMMUNICATION I MODULE (COM)**
   The lectures, laboratories, and tutorial sessions in this module will help you develop your communication skills and knowledge and demonstrate enhanced interpersonal behaviour.

## 4.1 Course Learning Outcomes

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

1. Identify the desired standards of knowledge, skills, attitudes and behaviours of a veterinarian (PPD)
2. Identify ethics and standards of conduct (PPD)
3. Identify the values and assumptions that may be operative in various contexts (PPD)
4. Describe dimensions of wellbeing and how they are important to student veterinarians

(PPD)
5. Apply ethical principles in veterinary medicine (HAI)
6. Engage in professional behaviour which is consistent with the standards of the veterinary profession (HAI)
7. Recognize factors affecting the welfare of animals and recommended codes of practice (HAI)
8. Promote the welfare of animals (HAI)
9. Identify and articulate your personal value system (HAI)
10. Listen respectfully and comprehend appreciatively (COM)
11. Practice the elements of good interpersonal communication successfully (COM)
12. Communicate effectively in a form appropriate to the context (COM)
13. Understand the importance of feelings, emotions, and values as elements of communication (COM)

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# 5 Teaching and Learning Activities

## 5.1 Lectures and Laboratories

| Lecture or Lab Number | Module | Topic | Instructors | Mode of Presentation (AD-S = Alternative form of delivery - synchronously; AD-A = Alternative form of delivery - asynchronously) |
|---|---|---|---|---|
| 1. | PPD I | Course Introduction & Well-being Overview | Conlon | AD-S |
| 2. | PPD I | Social Well-being 1 – Stages of Being a Student Veterinarian | Jones-Bitton | AD-S |
| 3. | PPD I | Occupational Well-being 1 - | Hanna | AD-A |

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| | | Veterinary Vocabulary | | |
| 4. | PPD I | Emotional Well-being 1 - Emotional Intelligence | Jones-Bitton | AD-S |
| 5. | PPD I | Emotional Well-being 2 – Mind-Body Interactions | Somers | AD-S |
| 6. | PPD I | Emotional Well-being 3 – Growth Mindset | Jones-Bitton | AD-S |
| 7. | PPD I | Emotional Well-being 4 – Thought Distortions | Jones-Bitton | AD-S |
| ***Lab 1*** | ***PPD I*** | ***Well-being Lab 1 – Thought Reframing*** | ***Jones-Bitton*** | AD-S |
| 8. | PPD I | Occupational Well-being 2 - Professionalism | Lissemore | AD-S |
| 9. | PPD I | Occupational Well-being 3 – CVO 1 | Robinson | AD-A |
| 10. | PPD I | Occupational Well-being 4 – CVO 2 | Robinson | AD-S |
| 11. | PPD I | Occupational Well-being 5 – OVMA | D. Raven | AD-A |
| 12. | PPD I | Occupational Well-being 6 – Reflective Practice | Sabatini | AD-A |
| ***Lab 2*** | ***PPD I*** | ***Well-being Lab 2 – Emotional Well-being*** | ***Jones-Bitton*** | ***AD-S*** |

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| 13. | PPD I | Financial Well-being 1 – Veterinary Economics | Tait | AD-A |
| 14. | PPD I | Financial Well-being 2 – Personal Finances | Tait | AD-A |
| 15. | PPD I | Social Well-being 2 - Boundaries | Jones-Bitton | AD-S |
| ***Lab 3*** | ***PPD I*** | ***Well-being Lab 3 - Motivation and Strategy*** | ***Jones-Bitton*** | ***AD-S*** |
| 16. | HAI I | Welfare and Ethics 1 – Introduction to Animal Welfare | Haley | AD-A |
| 17. | HAI I | Welfare and Ethics 2 – Ensuring Animal Welfare | Haley | AD-A |
| 18. | HAI I | Welfare and Ethics 3 – Legislation and Welfare Science | Haley | AD-A |
| 19. | HAI I | Welfare and Ethics 4 – Quality of Life | Niel | AD-A |
| 20. | HAI I | Welfare and Ethics 5 – Euthanasia | Khosa | AD-S |
| ***Lab 4*** | **HAI I** | ***Welfare and Ethics Lab*** | Haley | AD-S |
| 21. | HAI I | Welfare and Ethics 6 – Introduction to Veterinary Ethics 1 | Conlon | AD-S |
| 22. | HAI I | Welfare and Ethics 7 – Introduction to Veterinary Ethics 2 | Conlon | AD-A |

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| 23. | HAI I | Welfare and Ethics 8 – Your Ethics Toolbox | Conlon | AD-A |
| 24. | HAI I | Welfare and Ethics 9 – Your Ethics Toolbox | Conlon | AD-S |
| 25. | HAI I | Welfare and Ethics 10 – Applied Ethics | Conlon | AD-S |
| 26. | HAI I | Welfare and Ethics 11 – Applied Ethics | Conlon | AD-S |
| 27. | COM I | Communication 1 – Introduction 1 | Conlon | AD-S |
| 28. | COM I | Communication 2 – Introduction 2 | Conlon | AD-A |
| 29. | COM I | Communication 3 - Initiating the Interview | Conlon | AD-S |
| 30. | COM I | Communication 4 - Building the Relationship | Conlon | AD-A |
| 31. | COM I | Communication 5 - Gathering Information | Conlon | AD-S |
| 32. | COM I | Communication 6 - Explaining and Planning | Conlon | AD-S |
| 33. | COM I | Communication 7 - Summarizing and Closing | Conlon | AD-S |
| ***Lab 5*** | ***COM I*** | ***Communication Lab 1 - Initiating*** | ***Conlon*** | ***AD-S*** |

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| **6** | | | ***the Interview & Building the Relationship*** | | |
| | ***Lab 6*** | ***COM I*** | ***Communication Lab 2 - Gathering Information, Explaining and Planning, & Summarizing and Closing*** | ***Conlon*** | ***AD-S*** |
| | 34. | COM I | Communication 8 - How Communication Impacts Patient Outcomes 1 | Smith | AD-S |
| | 35. | COM I | Communication 9 - How Communication Impacts Patient Outcomes 2 | Smith | AD-S |
| | 36. | COM I | Communication 10 - Logistics of the Communication Labs | Conlon | AD-S |
| | ***Lab 7*** | **COM I** | ***Communication Lab 3 – Practicing Your Communication Skills*** | ***Conlon*** | ***AD-S*** |
| | ***Labs 8,9,10*** | **COM I** | ***Communication Labs 4, 5, and 6 - Simulated Client Interview Labs*** ***(refer to your schedule)*** | ***Conlon*** | ***AD-S*** |
| | 37. | PPD I | Emotional Well-being 5 - Resiliency Techniques Sharing | Jones-Bitton | AD-S |
| | 38. | All | Course Review and Feedback | Conlon | AD-S |

# Assessments

For Academic Consideration, please contact the Associate Dean, Students and Academic (ovc.dvmacademics@uoguelph.ca).

Some examinations in this course may use the Respondus Lockdown Browser + Webcam. **Students who feel they have a human rights issue with Respondus** related to race, gender identification or disability, should consult with either their program counsellor (ovc.dvmacademics@uoguelph.ca), **or preferably** the University of Guelph Cultural Diversity Advisor (Tameera Mohamed tameera@uoguelph.ca), the Sexual and Gender Diversity Advisor (Jarred Sanchez-Cacnio cacnioj@uoguelph.ca), and/or those in Student Accessibility Services (accessibility@uoguelph.ca) for support in this process. After this consultation, the student should submit a request to ovc.dvmacademics@uoguelph.ca to have alternate invigilation put into place. This would include either a Zoom or Teams invigilation of that student as they complete the examination online. **This request must be submitted no later than three (3) business days prior to the examination.**

## 6.1 Assessment Details

**Reflection on Your Simulated Client Interviews (20%)**

**Learning Outcome:** 6, 10, 11, 12, 13

*Overview* - This assignment will help you identify areas of strength and areas for growth in your interactions with clients. The first objective is for you to demonstrate your knowledge of clinical communication skills as they are presented in the course, and that you understand the effective application of each skill. This is accomplished by your identifying specific skills and providing a clear and accurate example of how you used them in your client interaction. The second objective is to foster your self-reflection as a means to ongoing learning and development. This is demonstrated through your statements of self-awareness**.**The third objective is for you to identify your learning goals for further improving your clinical communication skills.

**Well-being Goals Assignments (20%)**

**Learning Outcome:** 4, 9

*Overview* - These assignments will help you explore various well-being activities, identify activities that are most impactful for you, and help you commit to to your well-being by making them a regular part of your routine. The first objective is for you to engage regularly in activities that help boost your personal well-being. This objective is accomplished by exploring various well-being activities of your choosing. It is demonstrated by uploading photo documentation of your well-being practices according to a prescribed schedule and answering questions that require you to reflect on the impact of your activities. The second objective is to reflect on all of the well-being activities you engaged in throughout the course, and the well-being course materials overall, to determine which activities and topics were most impactful for you and how you can incorporate better well-being into your life. This is accomplished by completing a capstone project based on a series of guiding reflection questions. You will have a choice as to how to demonstrate your reflections: via written assignment, blog post, video, or other medium approved by Dr. Jones-Bitton.

**Student Veterinarian Continuing Professional Development Assignment (10%)**
**Learning Outcome:** 1, 3, 6

*Overview* - Upon entry into the profession and throughout their career, veterinarians engage in continuous quality improvement activities. These learning opportunities foster the maintenance and enhancement of your knowledge, skills and judgment. An essential component of effective continuing professional development is reflection on the value of an activity as it relates to your professional development and practice. By critically thinking about a learning experience, reflection promotes deep learning and identification of relevant learning goals. As a student veterinarian, you will benefit from developing critical thinking skills through reflection that you can continue to refine throughout your career as you engage in ongoing learning. For veterinarians, as regulated professionals, tracking learning activities for continuing professional development not only provides you with resources for your own use, it is a requirement of many regulatory bodies. This assignment will assist you in developing the skills described above.

**Final Examination (50%)**
**Learning Outcome:** 1, 2, 3, 5, 7, 8, 9, 11, 12
This will be a written exam in CourseLink using Respondus/LockDown Browser with a combination of short answer and long answer questions.

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# 7 Course Statements

## 7.1 Statement on Session Recordings:

By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other “live” course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

### 7.2 Netiquette Statement Regarding Online Behaviour:

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password
- Recording lectures without the permission of the instructor

## 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 grounds for

Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Graduate Calendar - Grounds for Academic Consideration
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml

## 8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Graduate Calendar - Registration Changes
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml

Associate Diploma Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml

## 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.

For Guelph students, information can be found on the SAS website
https://www.uoguelph.ca/sas

For Ridgetown students, information can be found on the Ridgetown SAS website
https://www.ridgetownc.com/services/accessibilityservices.cfm

## 8.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Graduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

## 8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, 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 that apply to undergraduate, graduate, and diploma programs.

Academic Calendars
https://www.uoguelph.ca/academics/calendars

## 8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

## 8.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

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