Pre-Clinical Curriculum (Yrs 1–3)

Academic Year 2023–2024

Term	Number	Course	Credit Hrs
Fall Year 1	VMP 801	Application-Based Learning Exercise (ABLE–All SA)/Clinical Exposure (CE)	1
2023	VMP 810	Veterinary Anatomy I (All SA)	4
Freshman (Class of 2027)	VMP 811	Bacteriology and Mycology	2
Total hrs: 16	VMP 812	Professional Skills, Wellness, & Ethics I	1
	VMP 813	Immunology	2
	VMP 814	Physiology and Microscopic Anatomy I	4
	VMP 815	Introduction to Animal Behavior	1
	VMP 816	Physical Diagnosis I (All SA)	0.5
	VMP 817	Normal Radiology I (All SA)	0.5
Spring Year 1	VMP 802	ABLE (All LA)/ CE	1
2024	VMP 820	Veterinary Anatomy II (All LA)	3
Freshman (Class of 2027)	VMP 821	Virology	2
Total hrs: 18–20	VMP 822	Professional Skills, Wellness, and Ethics II	1
	VMP 823	Parasitology	2
	VMP 824	Physiology and Microscopic Anatomy II	4
	VMP 825	General Pathology	2
	VMP 826	Physical Diagnosis II (All LA)	0.5
	VMP 827	Normal Radiology II (All LA)	0.5
	VMP 828	Pharmacology	2
	*	Elective I/II	0–2
Fall Year 2	VMP 803	ABLE and CE III	2
2023	VMP 831	Clinical Pathology	2
Sophomore (Class of 2026)	VMP 832	Professional Skills, Wellness, & Ethics III	0.5
Total hrs: 18–19	VMP 833	Public Health and Epidemiology	3
	VMP 834	Anesthesiology	2
	VMP 835	Principles & Practice of Surgery	2
	VMP 841	Respiratory System	3
	VMP 845	Cardiovascular System	2
	VMP 846	Business Management	0.5
	*	Elective I/II/III/IV	1–2
Spring Year 2	VMP 804	ABLE and CE IV	2
2024	VMP 830	Alimentary Systems	3
Sophomore (Class of 2026)	VMP 837	Endocrine System	2
Total hrs: 18–20	VMP 838	Dentistry	0.5
	VMP 840	Musculoskeletal System	3
	VMP 842	Professional Skills, Wellness, & Ethics IV	0.5
	VMP 843	Integumentary System (Dermatology)	2
	VMP 844	Veterinary Ophthalmology	2
	VMP 853	Oncology	2
	*	Elective II/III/IV/V	1–3
Fall Year 3	VMP 836	Toxicology	2
2023	VMP 850	Reproductive System	3
Junior (Class of 2025)	VMP 851	Urinary System	2
Total hrs: 17–19	VMP 852	Nervous System	3
	VMP 854	Multispecies Medicine	2
	VMP 855	Radiology/Ultrasound	3
	VMP 856	Veterinary Nutrition	1
	*	Elective III/IV/V	1–3
Spring Year 3	VMP 860	Transition & Accreditation Seminars	2
2024			
Junior (Class of 2025)			
Total hrs: 2			

*Multiple possibilities. 5 elective credits must be accumulated across the pre-clinical years.

Clinical Curriculum

2023–2024

Number	Course		Credit Hours
Required Core Rotations/Courses—38 credit hours (weeks) required for all students (including externships)			
VMC 800	Clinical Rotation in Pathology		2
VMC 801	Diagnostic Skills		2
VMC 802	Clinical Rotation in Diagnostic Imaging		4–6
VMC 803	Clinical Rotation in Anesthesiology		4–8
VMC 810	Clinical Rotation in Small Animal Medicine		4
VMC 811	Clinical Rotation in Community Practice		2–6
VMC 812	Clinical Rotation in Shelter Medicine–Spay/Neuter		2–6
VMC 813*	Clinical Rotation in Small Animal Soft Tissue Surgery		2–6
VMC 814†	Small Animal Emergency Medicine		2–6
VMC 820	Clinical Rotation in Equine Medicine		2–6
VMC 821	Clinical Rotation in Farm Animal Medicine & Surgery		2–8
VMC 823*	Clinical Rotation in Equine Surgery, Lameness, & Rehabilitation		2–6
VMC 824†	Large Animal Emergency Medicine and Critical Care		2–4
VMC 825	Clinical Rotation in Farm Animal Field Services		2–6
VMC 826	Clinical Rotation in Equine Field Services		2–6
VMC 890	Externship (Off-campus veterinary educational experience)		2–8
Selective/Elective Rotations/Courses—24–30 credit hours (weeks); assigned to and selected by the student			
VMC 830	Veterinary Dermatology	Service Elective	2–4
VMC 831	Veterinary Ophthalmology	Service Elective	2–4
VMC 832	Veterinary Neurology	Service Elective	2–4
VMC 840	Small Animal Orthopedic Surgery	Service Elective	2–6
VMC 841	Small Animal Physical Rehabilitation	Service Elective	2–6
VMC 842	Veterinary Cardiology	Service Elective	2–4
VMC 843	Veterinary Oncology	Service Elective	2–6
VMC 844	Avian and Exotic Medicine & Surgery	Service Elective	2–4
VMC 891	Externship (Off-campus veterinary educational experience)	Service Elective	2–6
		Electives	
VMC 850	Advanced Pathology		2–4
VMC 852	Clinical Rotation in Laboratory Animal Medicine		2–6
VMC 853	Advanced Veterinary Anesthesiology		2–8
VMC 860	Advanced Veterinary Dermatology		2–4
VMC 861	Advanced Small Animal Medicine		2–6
VMC 862	Shelter Medicine		2–6
VMC 863	Small Animal Nutrition & Animal Behavior		2–4
VMC 864	Zoological Medicine		2–4
VMC 865	Small Animal Dentistry		2–4
VMC 871	Clinical Rotation in Swine Medicine Production (IA State–Consent of SMEC faculty required)		2–8
VMC 872	Clinical Rotation in Bovine Production Medicine (2 rotations per year)		2
VMC 873	Clinical Rotation in Theriogenology		2–4
VMC 874	Equine Performance Medicine & Rehabilitation		
VMC 880	Elective Clinical Rotation I (Special Topics in Veterinary Medicine)		1–4
VMC 880	Special Topics: Argentina Rural Veterinary Medicine (study abroad)		2
VMC 880	Special Topics: Belize Zoo Medicine (study abroad)		2
VMC 880	Special Topics: Clinical Rotation in Equine Podiatry and Farrier Sciences (limited availability)		2
VMC 880	Special Topics: Small Ruminant and Camelid Health (limited availability)		2
VMC 880	Special Topics: Equine Practitioner		2
VMC 881	Special Topics: Intensive Care of Small Animals		2
VMC 881	Elective Clinical Rotation II (Special topics in veterinary medicine)		1–4
Vacation	6 weeks: An initial 2-week block and then 1- or 2-week blocks selected by the student		0

Clinical year includes partial spring (3rd year), summer, fall, and full spring (4th year) semesters.

*Either rotation may be used to fulfill core requirement. †Either rotation may be used to fulfill core requirement. ‡Any one of these rotations may be used to fulfill core requirement.

MINIMUM OF 153 CREDIT HOURS REQUIRED FOR GRADUATION (62 during final four semesters)

Effective Summer Semester 2023 (revised 08/22/2023 mrb)

Application-Based Learning Exercises (A.B.L.E.)

PURPOSE

The UTCVM curriculum includes ABLEs during semesters 1–4. The goals of these sessions include increasing student responsibility for learning, integrating basic and clinical information, developing increased problem solving and student communication skills, and providing the opportunity for students to find information on their own from a variety of sources. It is generally accepted that these skills are essential for success in both clinical practice and research. Material incorporated in ABLEs will relate *backward and forward* in the curriculum, becoming reinforcement of previously acquired knowledge, and first-time exposure to some new information. Activities will develop foundational knowledge in non-technical skills, including POMR, SOAPs, client communication, and clinical research. These 3 weeks represent a highly student-centered, student-driven portion of our current didactic teaching.

A.B.L.E. SESSIONS

Each ABLE session is focused on a clinical case or other clinical situation. Students are assigned to groups of 6–7, with one faculty member functioning as their facilitator. Faculty provide guidance and direction, but not factual information, and thus need not be content experts themselves. Students are expected to identify the limits of their own knowledge and seek out the majority of new information on their own or in small groups. After formulation of initial learning objectives, students request and are given additional historical and physical exam findings and results of further ancillary diagnostic tests that were performed. They then refine and prioritize learning issues based on this information. From this point on, they decide how to proceed, making use of a wide variety of supporting materials, such as additional laboratory data, radiographs, results of other diagnostic tests, anatomic specimens, printed materials (journal articles, texts, etc.), and computerized or other multimedia materials. Information and data should be pursued by students in a sequential manner, allowing the case to develop naturally. Cases are designed so that a logical ending point is reached by students at the end of the week. This need not always be complete resolution of all clinical problems.

Most ABLE periods will begin in the late morning on a Monday, allowing 8:00–10:00 AM to be used for exams in didactic courses. Daily *required* meetings between students and their facilitators will be scheduled, totaling about 2–4 hours of each day. The group has some say in setting these times, providing them a sense of control over the pace of the learning process. Some groups may decide to meet twice a day (morning session followed by a brief late afternoon session). The role of facilitators in these sessions is very different from that in typical didactic teaching situations. The faculty will help maintain group dynamics, help students identify new learning issues, help focus and summarize discussions, and guide students to sources of information. Facilitators are not responsible for teaching new material, nor is it expected that facilitators necessarily be experts in any aspect of the case being discussed. During the week, class-wide meetings with other faculty members *may be* scheduled if this is deemed desirable (an example might be for a physiology demonstration). A final 8:00–10:00 AM session on the following Monday may be used to bring all students and facilitators together to summarize the case and to answer any lingering questions. This time may also be used for appropriate student assessment activities. Group hands-on learning activities may be scheduled within certain case examples, as appropriate.

Students will be actively evaluated by facilitators during the ABLE sessions and a final grade assigned. The format and emphasis of all assessment activities will be consistent with the goals of facilitated learning, which are very different than in the didactic parts of the curriculum. The evaluation process is primarily subjective (student participation, preparation, completion of assignments, answers to verbal questioning, etc.). *Self-assessment and peer evaluation* have been shown to be important components of the overall assessment plan for small group learning situations.

O.V.M.E. - August 2002

Clinical Exposure (CE)

PURPOSE

The UTCVM curriculum includes CE in conjunction with ABLE studies during semesters 1–4. The goals of these sessions is similar to ABLEs, but they extend the learning environment to include a greater responsibility for experiential learning in the clinical environment. Learning objectives include increasing student responsibility for learning, integrating basic and clinical information into case management, and developing increased problem solving, student communication, organizational, and practice skills. Students will have the opportunity to practice complete history taking and physical exam skills. The student will practice the behaviors of professionalism including teamwork, patient responsibility, and confidentiality. They will learn the organization of clinical teaching within the hospital, rounds participation, medical records management, and writing SOAPs, as well as be able to practice preliminary technical skills.

The CE Experience

The CE experience is organized in the same fashion as standard rotations. When possible, students should attend orientation or meet with the service technicians. Students are paired with a senior student and participate in each case evaluation and workup (history, physical exam, diagnostic planning, etc.). They should fully participate in clinical rounds discussion while practicing the integration of didactic knowledge with clinical case discussions. Topic rounds are available on some services, but many services reinforce learning through case rounds. Clinical service organization is dependent upon the specialty. Review of the department handbook and service rotation learning objectives should be completed prior to arrival to each service.

For week-long CE experiences, students are expected to arrive on clinical rotations beginning Monday at 8:00 am, or following the conclusion of morning didactic courses or exams. Week-long CE experience continues through the completion of Friday afternoon or evening shift/duties. This may require work into the early morning hours on Saturday for overnight services. Students may continue to participate and follow cases on Saturday and Sunday, at will. Unlike senior clinical duties, weekend duty is not required during CE. The weekend should be used to review course-work in preparation for didactic courses and exams that may be scheduled the following week.

CE grading is based on active participation, attendance, professionalism, and clinical development noted during each period. Grading is Satisfactory/No Credit.