



UNIVERSIDADE DE LISBOA

Faculdade de Medicina Veterinária

Medicine

Curricular Year: 4th

Duration: Annual

Credits: 15 ECTS

Teachers: Maria Constança Matias Ferreira Pomba (CCP e R); Ana Mafalda Lourenço, António Ferreira de Almeida, Esmeralda Delgado, George Stilwell, Gonçalo Pereira, Gonçalo Vicente, José Henrique Duarte Correia, Luís Lamas, Manuel Ferreira Joaquim, Maria Ana Fidalgo, Maria Joana Dias Azevedo, Mariana Magalhães, Paula Tilley, Ricardo Bexiga, Rui Lemos Ferreira, Sandra Jesus, Rui Máximo, Sandra Jesus, Tiago Grosso.

Contact Hours: 220H Total.

96H Lectures; 124H Practical and laboratory teaching.

Learning objectives:

The syllabus has been designed according to the objectives to be achieved, the skills to be acquired and the progressive development of deductive medical reasoning based on current scientific knowledge and trained to frame, analyse, and solve problems in the various scenarios of Veterinary Internal Medicine for Domestic Animals. With this in mind, the syllabus for the theoretical component is intended to enable students to broaden their scientific background in order to be able to approach clinical cases in the areas of haematology, nephrology, urology, cardiology, gastroenterology, endocrinology, respiratory medicine, neurology, oncology, ophthalmology and dermatology in a systematic and global way in the different animal species (horses, ruminants, pigs, poultry, dogs and cats). As for the practical component, the syllabus is designed so that the student acquires skills by applying the problem-based learning technique to the study of real clinical cases.

Program contents:

Theoretical: haematology, nephrology, urology, cardiology, gastroenterology, endocrinology, respiratory medicine, neurology, oncology, ophthalmology, dermatology, in a systematic and global way, in the different animal species (horses, ruminants, pigs, poultry, canids and felids). The aim is for students to understand the evolution of pathological processes, including their aetiology, pathophysiology, lesions and clinical signs; to correctly interpret environmental data, anamnesis, clinical analyses and other complementary tests, with a view to diagnosis, prognosis and therapeutic decisions.

Practical: The syllabus is designed so that the student acquires the skills to carry out medical procedures proficiently, adapting them to different situations. The learning of deductive medical reasoning is established in each case-problem through the specific objectives listed, common to the different Practical Didactic Units.

Bibliography:

Ettinger, S.J., Feldman, E.C. and Cote E. (Ed.) (2024). Textbook of Veterinary Internal Medicine. Elsevier, 9th ed.

Nelson, R.W. & Couto, C.G. (Ed.) (2019). Small Animal Internal Medicine. Elsevier, 6th ed.

Johnson, L. (Ed.) (2019). Canine and Feline Respiratory Medicine. Wiley and Blackwel, 2nd ed.



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Corley, K. & Stephen, J. (2008). The equine hospital manual. 1st ed. Blackwell Publishing Ltd.

Reeds, S.M., Bayly, W.M. & Sellon, D.C. (2016). Equine Internal Medicine. 4th ed., Saunders Elsevier.

Robinson, N.E. & Sprayberry, K.A. (2014). Current Therapy in Equine Medicine. 7th ed. Saunders Elsevier

Smith, B.P., Large Animal Internal Medicine, 4ª edição, Mosby Company, 2017.

Stilwell G.T. Clínica de Bovinos, Publicações Ciência e Vida, 2013.

Pugh, D.G. Sheep and Goat Medicine, 2ª ed W.B. Saunders, 2012.

Veterinary Medicine: A textbook of the Diseases of Cattle, Horses, Sheep, Pigs and Goats (2016). 11th Ed. Constable, P.D. et al. (Eds). Saunders Elsevier.

Assessment:

The teaching of the Medicine course makes use of oral exposition, presentations, photographs and videos. These serve as a teaching-learning guideline, stimulating scientific curiosity and its practical applications. Interaction and discussion of more complex/multifactorial aspects are always encouraged. Practical classes are based on the presentation, discussion, and resolution of practical cases (case-based learning). Students learn by doing, reflecting, and making decisions on lists of problems and proposed solutions, improving their skills in a proactive way. The theoretical component is assessed through a final written exam with multiple-choice and true-false questions (70 per cent of the exam grade). The practical component will also be assessed in the same test as the theoretical assessment, based on two clinical cases presented for resolution using the problem-based approach (30% out of 100% of the exam grade). Additionally, the practical component will be assessed in a continuous assessment system during the daytime hospital practical classes with verification through an individual record of performance (attendance sheet and logbook), weighing 20% of the final grade will be valued together with the written exam grade. The student's final mark will be obtained using the formula:

$$CF = 0.56 T + 0.24 P + 0.2 \text{ logbook.}$$

Student assessment is also important for gauging the effectiveness of the teaching-learning methodologies used, in compliance with the objectives of the course.