



UNIVERSIDADE DE LISBOA
Faculdade de Medicina Veterinária

Small Animal Clinics

Curricular Year: 5th

Duration: Annual

Credits: 18 ECTS

Teachers: Ana Mafalda Lourenço (CCP e R), Ana Reisinho, António Ferreira, Esmeralda Delgado, Gonçalo Vicente, Lisa Mestrinho, Luísa Mateus, Maria Joana Gomes Dias, Rodolfo Leal, Rui Lemos Ferreira, Rui Máximo, Sandra Jesus, Solange Gil.

Contact Hours: 450H Total.

46H Lectures; 312H Practical and laboratory teaching.

Learning objectives:

The CU program will include clinical rotations in various hospital services, providing comprehensive experience in patient care and client communication. Under clinical supervision, students will actively participate in medical histories, diagnoses, clinical procedures, therapeutic interventions, medical records, and communication with colleagues and pet owners, and will:

- Improve their ability to conduct medical histories, clinical examinations, and differential diagnoses.
 - Demonstrate clinical reasoning in making evidence-based medical decisions.
 - Recognize the main pathologies of companion animals/Exotic species and their treatment.
 - Know how to communicate effectively with colleagues and pet owners
 - Perform accurate clinical records and procedures.
 - Acquire the ability to assess and stabilize emergency patients
 - Enhance practical clinical skills
- Recognize when cases exceed their own capabilities, knowing when to refer.
- Critically evaluate relevant literature.

Program contents:

The practical syllabus of this course takes place at the HEV for companion animals, while theoretical-practical sessions occur in the classroom through seminars. Rotations in the hospital will include clinical work, didactic teaching, thematic debate sessions, and autonomous research/study. Students will have 10 main rotations of 4 days each (6 hours per day), one overnight (12 hours), and two weekend rotation (12 hours), covering various areas, from Primary Care and Emergency to Advanced Internal Medicine, Dermatology, Ophthalmology, Oncology, Cardiology, Neurology, Diagnostic Imaging, General Hospitalization/ Infectious disease unit and Exotic clinics. Elective rotations (up to two weeks) offer opportunities to explore areas of interest, such as Dentistry, Behaviour, Nutrition, Shelter Medicine, or Rehabilitation. Given its inherently practical nature, only theoretical-practical seminars (46 hours) will be conducted, primarily corresponding to Real Cases based learning and PBL.



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Bibliography:

- Ettinger, S. J. e Feldman, E. C. (2024). Textbook of Veterinary Internal Medicine: Diseases of the Dog and Cat, 6ª edição, W.B. Saunders Company.
- Gough, A. (2015). Differential Diagnosis in Small Animal Medicine, Blackwell Publishing.
- David Gould & Gillian Mclellan (2014). Manual of Small Animal Veterinary Ophthalmology. 3ª edição. British Small Animal Veterinary Association.
- BSAVA Manual of Canine and Feline Dermatology, 4th Edition, 2021
- "Performing the neurological examination" – 2nd Chapter – in Practical Guide to Canine and Feline Neurology, 3rd Edition
- Lesion Localization: Functional and Dysfunctional Neuroanatomy" – 3rd Chapter - in: Practical Guide to Canine and Feline Neurology, 3rd Edition
- Ware, W.A., & Bonagura, J.D. (2021). Cardiovascular Disease in Companion Animals: Dog, Cat and Horse (2nd ed.). CRC Press. <https://doi.org/10.1201/9780429186639>
- BSAVA Manual of Canine and Feline Oncology, 3rd Edition, 2016

Assessment:

The assessment method of this course unit consists of two main components: continuous evaluation and final theoretical-practical evaluation.

Continuous evaluation (CE) with feedback & feedforward constitutes a significant part of the assessment process throughout the year, accounting for 40% of the final grade (FG). It includes assessment during clinical rotations (CR = 20% of FG) and the case log (CL = 20% of FG). It evaluates not only students' knowledge and technical skills but also their involvement, dedication, understanding, and professionalism.

- After each rotation, students are evaluated using a set of attributes aligned beforehand in a competency framework (both general criteria and specific to the rotation in question) on a five-point scale for providing immediate feedback/feedforward to the student: Level 1: Inappropriate; Level 2: Emerging; Level 3: Advancing; Level 4: Competent; Level 5: Proficient. Additionally, these qualitative evaluations are also recorded and transmitted to the lead professor in the form of scores ranging from 1 to 20 for future calculations of the final grade (average) obtained after all rotations. Students must successfully complete all rotations (obtain > level 3). In the unlikely event of an unsuccessful rotation, the student will be required to undertake an additional rotation to fulfill the necessary requirements.
- Keeping a case log of clinical cases is mandatory, with all cases encountered during rotations being recorded, with the student being the primary student (PS) in 25 of them, as identified in their logbook. It includes details such as case number, species/age/reproductive status, date, student involvement (observer or primary caregiver), case type (e.g., cardiology, neurology, endocrinology), chief complaint, differential diagnosis, recommended diagnostic workflow, procedures performed for diagnosis and treatment, follow-up, and additional case notes. The selected PS cases should demonstrate the student's competence in managing a variety of common conditions or situations within their practice area. The case log table used is shared with equine and ruminant species, with some specific adaptations as necessary.



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The theoretical-practical assessment (Final Exam-FE) represents the remaining 60% of the final grade and includes a multiple-choice theoretical exam (TE = 50%) and a practical exam (PE = 50%) involving clinical cases and medical scenarios. These exams test the understanding of the overall knowledge acquired throughout the course. Throughout the year, at least two mock tests will be conducted to better prepare the students.

The final grade is determined by the following formula:

$$0,4 \text{ CE } [(CR (50\%) + CL (50\%))] + 0,6FE [(TE (50\%) + PR (50\%))] = NF$$

Student assessment is important to evaluate the effectiveness of the teaching-learning methodologies used and to make appropriate adjustments in the future.