Year 5
Extramural Rotations
VETS 5358 - Rural Public Practice Extramural
Summary Information Sheet
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Overview

Introduction to Year 5 & the Purpose of this Unit of Study Guide

This Unit of Study Guide gives Year 5 students (veterinary interns) a general overview of Extramural Rotations and provides forms, guides and Unit of Study outlines for extramural placements. Unit of Study outlines are also available to interns through WebCT, the Virtual Veterinary Campus and to Extramural Supervisors through the Partners in Veterinary Education website www.vetsci.usyd.edu.au/partners

Extramural rotations will be completed in small animal and rural mixed practices, government agencies (such as Rural Lands Protection Boards in NSW or Department of Primary Industry sites), and other approved locations for your Electives. Regardless of what area of veterinary science or practice you hope to enter, we encourage you to look at these experiences in the broad context. Discover the careers open to veterinarians.

The Year 5 Extramural Program is an educational partnership between the Faculty and veterinarians from many sectors of our profession. It is designed to foster your personal, professional development and to ease the transition from university to veterinary practice – so that you will graduate as competent and confident veterinarians.

This program:

1. Encourages and enables you to take more responsibility for your learning

Regardless of what you get to see or do, keep asking yourself basic questions and try to answer them in different ways. Rely less on Faculty or lecture notes; be more strategic with resources at each extramural placement – e.g. veterinarians, their staff and library, on-line information networks and databases, and ‘local’ people.

2. Provides clear outcomes (Graduate Attributes) expected by the time of graduation

For the extramural Units of Study listed below, Unit of Study Co-ordinators have identified relevant learning outcomes in the respective Unit Outlines. Use these and the Graduate Attributes listed in appendix section of this Handbook to focus your activities and discussions with your Extramural Supervisor. Regularly check your skill levels and work hard at overcoming any obvious deficiencies (Intern Skills Form self assessments).

3. Offers great opportunities to pursue personal, professional interests

Elective rotations (and additional elective placements) offer unique opportunities to sample not only the diverse range of veterinary practice and careers, but also to develop advanced competencies prior to graduation. Many industry-based, commercial and government organisations are now offering to support interns showing interest in these directions.

Content of Extramural Rotations

Each intern will complete a program of at least 5 Extramural Rotations based around 5 Intramural Rotations (10 Units of Study). Due to resource restrictions and personal preferences, the sequence of rotations is different for each of the 12 groups of approximately 10 interns. This means that intern groups begin any given rotation period with different prior experience, skills and self-confidence.

Extramural rotations are a crucial part of your professional education, extending your learning beyond the University. At these Extramural Placements you will see a wide range of disease conditions in, and treatments for, local and common species – including Australian wildlife. Not only will you become familiar with the most common diseases in domestic and production animals, but you will also gain insight into how these are managed by veterinarians operating in different roles at local, regional and State levels.

At each extramural placement one veterinarian will generally be assigned as your Extramural Supervisor (ES) during the rotation. The roles of the ES are described below, but think of him/her as your mentor and colleague, even though you may work with or visit other veterinarians during the rotation.

The Unit of Study Co-ordinator is responsible for liaising with each ES on student welfare issues and your learning experience and is also responsible for all assessment matters (e.g. marking assignments, reviewing the Supervisor Report on your educational development and behaviour, and deciding your academic result for the rotation).

Veterinary interns are advised to take every reasonable precaution when on extramural placements, because as future employees and employers themselves they should be aware of safety. They should also be aware of what vaccinations are required.

By the start of the rotation, interns must discuss with the Extramural Supervisor and other appropriate personnel at each placement the nature of their experience in veterinary science, and in particular with respect to handling each species and the use of equipment likely to be encountered during the rotation.

As per the OHS Disclosure Form, interns should advise the Faculty and their supervisors regarding the implications of any illness, disability or circumstances such as pregnancy or medication that may impact upon their capacity to safely fulfil inherent tasks or physical or cognitive demands found typically during the completion of Units of Study, or which may impact upon the safety of others during completion of Units of Study. Interns should not participate in activities they believe will endanger their personal safety or that of others as a consequence.

Year Five Units of Study

VETS 5345 - Primary Accession Medicine & Surgery (UVTHS)
VETS 5346 - Referral Medicine (UVTHS)
VETS 5347 - Anaesthesia & Intensive Care (UVTHS)
VETS 5348 - Small Animal Surgery (UVTHS)
VETS 5350 - Elective Rotation 1
VETS 5351 - Elective Rotation 2
VETS 5356 - Rural Mixed Practice Intramural (UVTHC)
VETS 5357 - Rural Mixed Practice Extramural
VETS 5358 - Rural Public Practice Extramural
VETS 5359 - Small Animal Practice Extramural

Aim & Objectives of Extramural Rotations

The broad aim of these rotations is to help you (as veterinary interns) to utilise and extend your present knowledge, skill levels and professional behaviour – not just in the Graduate Attributes developed while at University, but also in mutually-agreed specialty areas of particular veterinary practices or organisations that employ veterinarians. This should occur in a collegial work environment, emphasise learning by doing, and give timely and constructive
feedback on your progress and performance. The Faculty has asked each participating Extramural Practice to:

- Introduce you directly to, and provide experience in the diagnosis and treatment of a wide range of disease conditions of the main domestic animal species
- Enable you to see, or gain practical experience in many aspects of veterinary work including basic practice and business management, case reporting and professional communication, and proficiency in routine techniques and animal handling
- Talk to you about veterinarian/client relationships and the economics of the animal industries
- Show you the importance of animal welfare in animal production and in the practice of veterinary medicine
- Encourage you to develop and demonstrate professional attitudes and capabilities – e.g. a lifelong approach to learning, personal health maintenance, teamwork, and responding appropriately to personal advice in a work context

The Faculty Graduate Attributes for Veterinary Science are available in this Unit of Study Guide and via the Faculty homepage www.vetsci.usyd.edu.au

Attributes of particular importance to each rotation type are given in the respective Unit Outlines.

Role of the Extramural Supervisor

Each Extramural Placement will identify one veterinarian as your Extramural Supervisor (ES). The ES will coordinate your activities at that location and liaise with the Unit of Study Co-ordinator and Faculty Office. A member of Faculty will contact your placement at around the mid-point of your rotation.

The role of the Extramural Supervisor is to assist the Faculty in guiding your transition from university student to graduate. This will be achieved through a number of tasks including:

- Providing appropriate feedback on your progress and performance during the rotation and by completing a Supervisor Report Form at the end of the rotation
- Introducing you, under practice or organisation conditions, to the wide range of veterinary opportunities and conditions, in a mentoring context
- Supervising your experience in handling routine procedures relevant to this organisation and your development
- Encouraging you to relate to clients and/or staff as much as possible, in a professional way and in realistic contexts
- Encouraging you to become familiar with the use of relevant equipment and software required to complete day to day activities typical of a veterinarian in that organisation
- Instructing you in areas such as Occupational Health and Safety, and the limitations that may be placed on work experience in a commercial situation
- Demonstrating the importance of professional behaviour and ethics
- Providing you with an appreciation of business management as appropriate

The ES will contact the Co-ordinator of Extramural Placements or the respective Unit of Study Co-ordinator (contact details in the front of this Unit of Study Guide) if he or she has any concerns regarding the intern placement.

Responsibilities During Extramural Rotations

Readiness for Professional Practice

There are two broad (inter-related) areas of responsibility for interns on extramural rotations. One is your readiness for professional practice. Think of yourself as both veterinary intern and a team-member at your extramural placement.

1. Initiating and maintaining communication with your Extramural Supervisor:
   a) Provide your Extramural Supervisor with an introductory letter 4 weeks prior to commencing your placement to provide contact details (mobile and email), confirm that you will be contacting them by telephone in 2 weeks and to thank them for providing you with this opportunity;
   b) Contact your Extramural Supervisor by telephone 2 weeks prior to commencing your placement.

2. Refresh your basic animal handling and procedural skills. Use the Intern Skills Report to take stock of your strengths and skill deficits, and keep working on these. Also be safety-conscious; wear appropriate clothing and footwear.

3. Plan your rotation well by viewing relevant resources provided by the Year 5 Virtual Veterinary Campus and through WebCT.

4. Read and comprehend the Site Contract for your placement. Many organisations adopt performance contracts for new employees. Most extramural sites have agreed to use a common Site Contract for veterinary interns on extramural rotation, but some may ask you to sign and abide by their own version.

5. Act in a manner that upholds the good standing and reputation of the Extramural placement, the University and your profession.

6. Attend all activities and complete required tasks on time. This will require both effective time management and stamina, so pace yourself, and let your supervisor know how you’re doing. It is also your responsibility to get to and from the placement each day at the arranged times, and to advise your supervisor immediately if you cannot attend.

7. Adjust your learning approach to the workplace environment. A big advantage of extramural placements is your one-to-one relationship with a practitioner, but the organisation’s first priority is its customers, clients and animals. You may do a lot of observing initially, but pitch in and help – even with basic tasks. Staff appreciate and will ‘reward’ such efforts.

8. Regularly discuss your work schedule with your Extramural Supervisor. Clarify your weekly or fortnightly ‘work roster’ with your ES. No two placements are the same, nor will veterinarians’ work schedules be identical. Aim to see their various roles and contribute optimally to the work of the organisation under effective supervision.

9. If you experience any problems during your rotation or have any concerns please contact the Co-ordinator of Extramural Placements (details provided under Contact Information within this Unit of Study Guide).

Readiness for Self-Directed and Experiential Learning

Your other main challenge is to be an effective adult learner in different veterinary contexts and in particular you will need to demonstrate more initiative in defining and pursuing your learning goals compared to earlier studies. In order to meet personal, placement and Faculty requirements you will need to carefully prepare for each rotation.

1. Draft your Learning Agreement Form. First, review which Graduate Attributes are identified in the respective Unit of Study Outline. Then, on the Learning Agreement Form, write down the particular learning outcomes you hope to achieve. This forms the basis for discussing your plans with the Extramural Supervisor - initially and mid-way through the rotation.

2. Plan and manage your time effectively. Assignment tasks must be completed and sent by the last day of the rotation. Allow about an hour each day to write up and reflect upon case work and your learning. Capitalise on ‘down time’, and don’t leave everything to the last week. Identify case-related topics early on and talk to other staff or clients; research and discuss veterinary-related issues with other veterinarians.

3. Check out the various learning resources available to you. Most organisations have their own small libraries and desktop computers with Internet access. If this is not an option, explore others (e.g. town library, TAFE College, Internet café).

4. Build on previous learning. At the end of each rotation you should reflect on, and seek feedback about all aspects of your performance. Do not ignore deficiencies – especially if you get the same feedback or remedial advice on consecutive rotations.

Do not interpret this feedback as a criticism to be explained or justified, but as an opportunity for you to learn.
Contact Information

Administration

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Welcome

Unit of Study Co-ordinator: Associate Professor Peter Windsor
Prerequisites: Veterinary Science Years 1-4
Assessment: Continuous, practical and written.

Unit of Study Description

Rural Public Practice Extramural involves a month rotation at a NSW Rural Lands Protection Board, NSW Department of Primary Industries facility or other Faculty approved livestock health and production agency, including pre-approved overseas locations such as government agencies and laboratories servicing the rural livestock industries. The rotation will provide practical opportunities to build on and apply knowledge acquired in semester 8, particularly in veterinary public health management, livestock industry legislation, quarantine, food production and hygiene, livestock disease control and prevention, herd health, animal welfare and relevant basic and clinical veterinary science disciplines.

Students will be under the supervision of District Veterinarians or Veterinary Officers and as veterinary interns, can be involved in ongoing RLPB, NSW Agriculture or other approved agency projects, including implementation of regional animal health plans and veterinary diagnostic, surveillance, extension and regulatory work. During the rotation, students are required to complete a Written Report (2,000 words submitted via WebCT), a Reflective Journal (500 words submitted via WebCT) and undertake a Communication Task. The topics for these are to be negotiated with host DV or VO who may suggest relevant local issues for these tasks. Examples of the communication task could include active participation in field days, media releases, education pamphlets or information handouts, radio interviews, phone surveys, and short training sessions or demonstrations to a target livestock industry stakeholder group, such as livestock farmers.

Unit of Study Aims & Learning Outcomes

This Unit of Study enables student interns to identify the importance of veterinarians outside of ‘clinical practice’ in contributing to the global livestock industries through providing support to rural communities.

On completion, student interns should be able to describe the key roles of ‘rural public practice’ veterinarians as global citizens. Interns are expected to:

1. Apply field or laboratory skills in pathology, epidemiology and medicine to improve production animal biosecurity, food safety and welfare;
2. Reflect on and discuss the unique role of veterinarians involved in rural public practice agencies in contributing through global citizenship to the international livestock industry;
3. Communicate to rural communities through extension and education programs;
4. Design and implement a disease investigation and present this in a professional scientific report.

Learning Situations

RPP Extramural has been developed in consultation with the NSW Rural Lands Protection Board (RLPB) Executive and its District Veterinarians (DV’s) and senior staff from NSW Agriculture, as a means to allow veterinary interns to better comprehend the roles of District Veterinarian’s with the RLPB’s and Veterinary Officers with NSW Agriculture. However as placement opportunities are reasonably limited, this rotation does allow placements with other Faculty approved agencies including overseas locations, on the proviso that the veterinary intern is able to meet the learning aims and outcomes of the rotation. This requires that the potential host agency is able to offer an experience that will contribute to an understanding of the diverse and important roles that veterinarians in these agencies have in rural communities, by servicing local, regional, state and international livestock industry interests in food and fiber production.

There are several factors affecting when the RPP Extramural Rotation will provide the best all-round learning experience. Firstly, in RLPB offices, DV’s work is highly seasonal in nature and intensity and in NSW this is during autumn (March-May) and/or spring (July-September), and so RLPB rotations are being offered during those high-intensity periods. Secondly, veterinary interns can learn much and greatly assist the DV in this busy period. You may be assigned to specific parts of ongoing RLPB projects (e.g. completing local farm surveys or stock and pasture trials, drafting or presenting small reports to local Boards). On such projects interns will expect to initially work closely with, and be supervised by, the DV. At other times, interns may accompany other RLPB staff such as rangers or inspectors on inspection patrols or stock assignments, visit nearby rural mixed practices or stud farms, or local animal-derived food production centres. There is no shortage of tasks during the high-intensity periods when DV’s have many field trips, meetings and other commitments.

However, there may also be inevitable ‘down-times’ for interns on a RPP Extramural Rotation, including periods of low farm-focused activity, or when the host is preoccupied with office-work or travel. On such occasions the intern is to work on specific learning exercises or independent research tasks (IRT) based on common scenarios relating to particular needs of that agency office, which may also draw on some of the other Graduate Attributes required of interns (information literacy, presentation, research or communication skills).

Examples of appropriate topics for the independent research task might include the following animal health and production scenarios:

- high marking to weaning mortalities in sheep or cattle
- management of emerging drench resistance
- diagnosis of sudden death in sheep or cattle
- investigation of low lambing or calving percentages
- investigation of poor pregnancy rates in sheep or cattle
- abortions in sheep or cattle
- disease exclusion programs (e.g. TSE monitoring)
- surveillance activities (e.g. National Arbovirus Monitoring Program)
- cost-effective vaccine programs in various districts
- flock and herd management strategies (e.g. time of calving, lambing)
- specific district programs (e.g. wasting-ill-thrift, diarrhoea)
- poor flock/ herd production scenarios (e.g. low twinning rates, ill-thrift)
- pest control scenarios (drought, wild dogs, kangaroos)
- specific RLPB program activities (e.g. footrot, OJD, lice)
- controlling emerging trace element deficiency (e.g. Selenium)
- relative costs of health problems to different sectors (e.g. OJD)
- total quality management in food production (e.g. pork)
- improving uptake of QA programs (e.g. vendor declarations etc)
- enhancing Market Assurance Programs (e.g. for JD etc)
- breeding management or enhanced production (e.g. AI)
- safe disposal of animal carcasses in event of an emergency
- residue management in livestock systems; extension programs
- diagnosis & treatment of common plant poisonings of the district
Interns might be asked to consider certain aspects (e.g. economics, advantages and disadvantages, availability and feasibility) and completion of any learning exercise is the intern’s responsibility. However, these efforts may provide fresh insights or assist the hosts in other ways, and such exercises may well contribute to the intern’s personal, professional development in this rural context. With permission of the host, the intern may choose to use this material as a basis for his/her written report or reflective journal (see section on assignments below).

As a general guideline the following activities and procedures may be possible on a RPP Extramural Rotation under the following levels of supervision:

Unsupervised

Review the agency Strategic Plan such as an RLPB Animal Health Plan or agency list of priorities, exploring data available to support these priorities and the impact these problems are having in the district. The plan should be discussed extensively with the host and if considered appropriate, other staff and board management personnel.

Supervised by Host

Conduct on-farm investigations of health and production problems at request of client, including sample collection (blood, faeces, FEC, FECRT), necropsies, laboratory submission, extension advice, reporting.

Can I Do this Rotation with a Colleague?

Note that many DV’s will accept two interns per rotation. This may be a distinct advantage to interns and DV’s alike, given that interns’ backgrounds are very different. International may not be familiar with the realities of rural or outback living and some city-based interns may have limited experience with farm animals or rural life. Being in the same area may help interns share living costs and other resources; working together should provide greater support and set realistic expectations; and in general, increase their self-confidence, personal safety and social welfare in rural settings.

Contact Information

Administrative help:

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Library Resources/WebCT/VIP

University Library Services

While you are studying at the University of Sydney you have free access to the largest academic library in the Southern Hemisphere. Badham and Camden Libraries are the specialist libraries for veterinary science and Orange Library may also have resources of interest to you. The Library is happy to transfer items between campuses for you. Resources available include books, journals, videos, research databases, information skills training and access to qualified information specialists. Access to databases and some ejournals is available from locations off campus, please see www.library.usyd.edu.au/databases/wam.html for more information

Web Links

VIP: http://vip.vetsci.usyd.edu.au/

Assessment

Student performance will be assessed by the Unit of Study or Rotation Co-ordinator. This will occur following review of the “written report” and “reflective journal” documentation and the ‘supervisors report’. Grades will be “satisfactory, incomplete or unsatisfactory”. Unsatisfactory performance will require counselling with the Unit of Study Co-ordinator and cessation of the current extramural rotations and a remedial placement, most probably in a University Teaching Hospital.

1. Supervisor’s Report

Guidelines for this report have been provided to both interns and their host (e.g. DV’s), and the actual Supervisor Report Form (SRF) can be completed on-line or downloaded as a hard copy. The Faculty strongly recommends that this form be used at three separate meetings of each intern with the DV/Supervisor during a rotation. At the initial meeting with the supervisor it serves as a useful tool to understand the expectations of your supervisor and how he or she will approach grading you. At the end of the first two weeks, the form will assist with an informal review of progress and areas for further growth or activity. In the last week of the rotation the form will be used to review intern performance. The DV/Supervisor must then complete the SRF on-line or mail it to the Faculty Office immediately.

2. Written Assignments

These are designed to assist the Unit of Study Co-ordinator in recommending to Faculty Board of Examiners whether or not each veterinary intern will progress (pass this unit). The mechanics for doing and submitting these assignments are located in this Unit of Study Guide. Materials for marking are to be submitted to the Co-ordinator for RPP Extramural by the completion of the rotation.

3. Written Report (max. 2,000 words)

Students will have had experience of problem solving in the case-based learning studies introduced in their VETS 4224 course in Ruminant Health and Production, and will be expected to apply the skills learned to a problem identified during their rotation in the RLPB or other agency. Some supervisors will request interns to assist in developing projects or be involved in established projects currently operating. Interns will be expected to be involved closely and reporting of the project according to scientific methodology is encouraged (aims, methods, results, discussion, conclusion). Possible scenarios include:

1. Evaluation of a current animal health control program in the Board District

The topic and outline must be considered appropriate and feasible. It could be either: the whole Animal Health Program for the District;
a component of the plan; or a detailed property disease management plan. The proposed outline for the case report must:

- Specify the RLPB Animal Health Plan and its stated objectives
- Specify the Board resources (budget, personnel, equipment, farmer groups) available to support that program
- Summarise activities or components of the program during a specified time period

2. Preparedness and/or Response to an animal health emergency scenario within the Board District

All RLPB and NSW Agriculture offices and laboratories have emergency disease plans and processes in place, including exotic disease kits. These need to be regularly reviewed, a most suitable task for a veterinary intern.

3. Service delivery by the agency of a specific animal health program and/or other services (e.g. surveillance or extension program)

There are many potential options for interns participating in ongoing Board-related projects. At the DV’s discretion, this could form the basis for the intern’s case report. Examples other than those listed above include:

- Surveys of priority problems (e.g. infertility, footrot, lice, OJD) identified in the Animal health Plan
- Pilot study of potential problem (e.g. Leptospirosis, Macrocyclic Lactone resistance survey)
- Mortality investigation of unrecognised or emerging problems (e.g. reproductive or neonatal losses)
- Investigation of needs of a new industry (e.g. alpaca farm)
- Integrated parasite management at a district or regional level (e.g. fluke/helminth monitoring and control including promotion of testing for anthelminthic resistance)
- OJD risk assessment, property management planning and catchment disease control management (e.g. zoning issues, transmission risks in sale yards)
- Drought management and exceptional circumstances provisions arrangements

Note that a broad range of topics may be acceptable and should be developed in consultation with your host supervisor and the Unit of Study Co-ordinator. These may include:

- Animal health scenario (e.g. anaemia in lambs, diarrhoea in calves)
- Poor herd health production scenario (see examples above)
- Activity related to a particular need in the Board District (e.g. investigation of an emerging trace element deficiency)
- Total Quality Management in production of animal-derived food

Reflective Journal (max. 500 words)

A reflective journal that summarizes activities plus reflections related to particular topics, is required to be loaded in the discussion area of the VETS 5358 WebCT site for review by the Unit of Study Co-ordinator and other interns. Topics could include the most important activities, a record of cases reported to the DV, impressions about the role of the DV and RLPB, difficulties of “regulation” of diseases versus provision of herd health services, economic implications for producers, the impact of ‘down-times’ on the learning experience and assistance “tips” with travel and accommodation for this placement.

**Communication Task**

This task is intended to expand the intern’s confidence and skills in communicating with different public sectors. The intern and DV together identify a relevant local issue for this task. An example is provided at the end of this section. Suggestions for potential tasks include:

- Field day presentation (e.g. overheads, PowerPoint)
- Preparation of written material (e.g. short Newsletter articles or media releases, writing and presenting education pamphlets or information handouts)
- Radio interview on current issue
- Phone or internet survey (e.g. to scope farmer opinion or needs)
- Focus group with farmers (e.g. to listen to their views etc)
- Short training session or demonstration to target group (e.g. stock or animal handling, management or diagnostic procedure, computer use, hygiene or Occupational Health and Safety for food production staff)

**Improving VETS 5358: Feedback from students**

As this is a new Unit of Study there may be many opportunities for improvement in the learning experience. The WebCT site for VETS 5358 has been set up for posting of the reflective journal and students are encouraged to record their impressions of the RPP Extramural location, including tips on accommodation and highlights and lowlights of the rotation experience. Where problems have been identified they should be communicated to the Exural Rotation Co-ordinator, the Unit of Study Co-ordinator or the Year 5 Co-ordinator as soon as possible.

**University Learning Centre**

The Learning Centre www.usyd.edu.au/su/lc/ offers a wide range of workshops and other activities for students to help develop the learning and language skills needed for academic study. The Centre’s workshops are available free of charge to all enrolled students of the University throughout the calendar year. You can choose to participate in a range of workshops, varying in length from 3 to 12 hours, some of them being repeated many times throughout the year. During semester times, workshops usually meet once a week for 2 or 3 hours per session, over several weeks. During vacation, workshops usually meet over 1 to 4 days. The purpose of the workshops is both to teach particular skills and to provide an opportunity for practising those skills in a systematic way. There are also independent learning resources including some specially designed resources for practising reading, writing, speaking and listening skills.

For information and registration for any course contact the Centre:

Telephone: (02) 9351 3853
Location: New Education Building, Level 7, Room 722, A35, next to Manning House.

**Possible Areas of Activity during RLPB/NSW Agriculture rotation:**

In NSW this rotation will be offered to optimise your experience in the peak season.

**Areas of possible activity in this Typical season**

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<thead>
<tr>
<th>State’s RLPB districts</th>
<th>Exotic disease preparedness (ongoing)</th>
<th>High marking to weaning mortalities in sheep</th>
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<tr>
<td></td>
<td>Ongoing</td>
<td>Ongoing</td>
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<tr>
<td>Emerging drench resistance in sheep or cattle</td>
<td>Ongoing</td>
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<tr>
<td>Regulatory diseases (e.g. OJD)</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td>Sudden death in sheep or cattle</td>
<td>Ongoing</td>
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<td>Low lambing or calving percentages</td>
<td>autumn/spring</td>
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<td>Weight loss and ill-thrift in production animals</td>
<td>autumn/spring</td>
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<td>Plant poisonings</td>
<td>Ongoing</td>
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<td>Poor pregnancy rates in cattle</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td>Respiratory examination and diseases</td>
<td>autumn-spring</td>
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<tr>
<td>Abortions in sheep or cattle</td>
<td>winter/spring</td>
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<td>Neurological examination and diseases</td>
<td>Ongoing</td>
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<td>Reproduction problems</td>
<td>autumn-spring</td>
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<td>Saleyard animal health inspection</td>
<td>Ongoing</td>
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<tr>
<td>Local meat inspection</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td>Cost effective vaccine programs</td>
<td>autumn/spring</td>
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<tr>
<td>Management change in farm decision-making</td>
<td>Ongoing</td>
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<tr>
<td>Drought preparedness and management</td>
<td>Ongoing</td>
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