Animal Disease Case Study
Location: COS, Tulare Center, Building B

Chairman
Nichole Gregory
ngregory@lindsay.k12.ca.us
Lindsay High School

CHECK IN: 8:30 am  CONTEST BEGINS: 9:00 am

ELIGIBILITY:
Eligibility is limited to teams of 2-4. No individual entries are allowed.

EXPECTATIONS:
Students are responsible for addressing the following questions in their presentation.
1. Patient (animal) history: Age, breed, species, sex, spayed, neutered, and temperament
2. Patient symptoms: Vitals, behavior, animal presence
3. Normal vitals
4. Normal Organ function
5. Diagnostics
6. Treatments/Therapy
7. Prognosis

SCOPE OF CONTEST:
In this project students apply what they learn from anatomy and physiology in veterinary sciences to present an in-depth case study that informs clients (i.e. classmates) of a particular system or organ failure that will contribute to their patients (i.e. animal) care and quality of life. The case study presentation is a daily procedure in small and/or large animal practices. Students present the description of the animal, how the animal is presenting, symptoms, diagnostics, treatments and prognosis of the animal. In a formal setting students stage a presentation of their chosen system or organ failure to an authentic audience of veterinarians, registered veterinary technicians, industry professionals, pharmaceutical companies, and school administrators.

The students work cooperatively in small groups. Each group chooses an animal system or organ failure to address. All group members should have an equal part in the presentation. Professional dress is preferred.

Driving Question: “How do you effectively evaluate an animal to be able to present a possible diagnosis to a veterinarian?”

IMPORTANT INFORMATION:
Suggested research options
1. Liver failure
2. Kidney failure
3. Fatty liver
4. Heart failure
5. Hemorhographic HMV
6. Anemia
7. Autoimmune
8. Diarrhea
9. Cancer

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11. Prolapse 13. Spider Syndrome

**EQUIPMENT AND MATERIALS:**
Aside from the items listed above, all material and equipment will be supplied by the chairperson.
A computer with a projector, whiteboard with a black, red and green pen will be provided by the chairperson. All other materials will be provided by the contestants. All multimedia presentations must be saved to a removable storage device and brought to the contest.

Contestants will have 5 minutes to set up their presentation materials.

**TIME:**
Roll will be taken at 9 a.m. Contestants will draw numbers to determine the order of presentations. The presentations should be between 5-10 minutes. Judges will be allowed 5 minutes for questions.

**TIE BREAKER:**
In case of a tie, contestants will be presented with an animal, do an examination of the patient’s history and present it to the judges. The contestants will have 10 minutes to prepare an impromptu presentation.
<table>
<thead>
<tr>
<th>Score</th>
<th>Overall understanding of physiological functions</th>
<th>Organization</th>
<th>Eyes and Body</th>
<th>Presentation Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Standard 0-3</td>
<td>presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow</td>
<td>meets most requirements for what should be included in the presentation</td>
<td>makes infrequent eye contact; reads notes or slides most of the time</td>
<td>keeps eye contact with audience most of the time; only glances at notes or slides</td>
</tr>
<tr>
<td>Approaching Standard 4-7</td>
<td>presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4)</td>
<td>has an introduction and conclusion, but they are not clear or interesting</td>
<td>uses natural gestures and movements</td>
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</tr>
<tr>
<td>At Standard 8-10</td>
<td>selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4)</td>
<td>generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea</td>
<td>shows some poise and confidence, (only a little fidgeting or nervous movement)</td>
<td>looks poised and confident</td>
</tr>
</tbody>
</table>

- Symptoms are directly tied into the disease or organ failure
- Makes some attempt to wear clothing appropriate for the occasion
- Keeps eye contact with audience most of the time; only glances at notes or slides
- Uses natural gestures and movements
- Looks poised and confident
- Wears clothing appropriate for the occasion

- Does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning
- Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach)
- Does not correlate symptoms to diagnosis of the diseases or organ failure
- Makes some attempt to wear clothing appropriate for the occasion
- Keeps eye contact with audience most of the time; only glances at notes or slides
- Uses natural gestures and movements
- Looks poised and confident
- Wears clothing appropriate for the occasion

- Does not meet requirements for what should be included in the presentation
- Does not have an introduction and/or conclusion
- Uses time poorly; the whole presentation, or a part of it, is too short or too long
- Makes some attempt to wear clothing appropriate for the occasion
- Keeps eye contact with audience most of the time; only glances at notes or slides
- Uses natural gestures and movements
- Looks poised and confident
- Wears clothing appropriate for the occasion

- Meets all requirements for what should be included in the presentation
- Has a clear and interesting introduction and conclusion
- Organizes time well; no part of the presentation is too short or too long
- Keeps eye contact with audience most of the time; only glances at notes or slides
- Uses natural gestures and movements
- Looks poised and confident
- Wears clothing appropriate for the occasion

- Meets most requirements for what should be included in the presentation
- Has an introduction and conclusion, but they are not clear or interesting
- Generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea
- Keeps eye contact with audience most of the time; only glances at notes or slides
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- Makes infrequent eye contact; reads notes or slides most of the time
- Uses a few gestures or movements but they do not look natural
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| Uses audio/visual or media, but is distracting or irrelevant to the project goals |
| Has trouble with audio/visual aids or media |
| Uses audio/visual or media to enhance understanding of findings, reasoning, and evidence |
| Smoothly brings audio/visual aids or media into the presentation |
| Uses well-produced audio/visual or media to enhance understanding of findings, reasoning, and evidence |
| Smoothly brings audio/visual aids or media into the presentation |
| Images are clear and concise |

<table>
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<th>Response to Questions</th>
<th>/10</th>
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<tr>
<td>Answers audience questions, but not always clearly or completely</td>
<td></td>
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<td>Explains how they will go about finding the answer</td>
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| Total Score |
| 50 Points Possible |

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