



UNIVERSIDAD DE CORDOBA

FACULTAD DE VETERINARIA
GRADO DE VETERINARIA
2024/25 YEAR
EQUINE MEDICINE



Course details

Course name: EQUINE MEDICINE**Code:** 101509**Degree/Master:** GRADO DE VETERINARIA**Year:** 5**Field:** OPTATIVA**Character:** OPTATIVA**Duration:** FIRST TERM**ECTS Credits:** 3.0**Classroom hours:** 30**Face-to-face classroom percentage:** 40.0%**Study hours:** 45**Online platform:** <https://moodle.uco.es/>

Coordinating teacher

Name: AGUILERA TEJERO, ESCOLASTICO**Department:** MEDICINA Y CIRUGÍA ANIMAL**Office location:** Edificio Hospital Clínico Veterinario**E-Mail:** pv1agtee@uco.es**Phone:** 957218714

Brief description of the contents

This course is oriented to provide a general knowledge of equine diseases with a problem-oriented approach (e.g.

fever, dysphagia, diarrhea, polyuria/polydipsia, anemia, etc.). In addition, the student should acquire experience

with interpretation of the more common diagnostic tests used in equids: ultrasonography, endoscopy, hematology

and blood biochemistry, etc; as well as learning the handling and care of hospitalized horses.

Prerequisites

Prerequisites established in the study plan

English B1 level is required.

Recommendations

It is recommended that the students have attended the following courses: Patología General, Propedéutica y

Diagnóstico por Imagen, Farmacología y Farmacia, Medicina Interna y Patología Quirúrgica. In addition, a basic

knowledge of English language is necessary.

Study programme

1. Theory contents

- Chapter 1. Introduction. Most common drugs used in equine medicine.
- Chapter 2. Fluid therapy.
- Chapter 3. Basic equine nutrition. Main nutritional disorders in horses.
- Chapter 4. Common equine intoxications.
- Chapter 5. Care and handling of hospitalized horses.
- Chapter 6. Protocols for equine vaccination and deworming.
- Chapter 7. Problem-oriented approach to diagnosis in equine medicine.
- Chapter 8. Fever.
- Chapter 9. Epistaxis.
- Chapter 10. Chronic nasal discharge.
- Chapter 11. Dyspnea.
- Chapter 12. Respiratory Noise.
- Chapter 13. Murmurs and arrhythmias.
- Chapter 14. Subcutaneous and cavitory edema.
- Chapter 15. Anemia.
- Chapter 16. Icterus.
- Chapter 17. Acute abdominal pain (colic).
- Chapter 18. Chronic and recurrent colic.
- Chapter 19. Dysphagia.
- Chapter 20. Diarrhea.
- Chapter 21. Chronic weight loss.
- Chapter 22. Polyuria/polydipsia.
- Chapter 23. Epiphora and blepharospasm.
- Chapter 24. Pruritus.
- Chapter 25. Ataxia.
- Chapter 26. Laminitis.
- Chapter 27. Peripartum diseases in mares. Care of the newborn foal.
- Chapter 28. Foal diseases.
- Chapter 29. Reduced athletic performance.
- Chapter 30. Prepurchase exams. Role of the veterinarian in equestrian competitions.

2. Practical contents

Clinical sessions in the Hospital Clínico Veterinario.

Bibliography

- 1. Basic Bibliography
- Reed S.M. (2017). Equine internal medicine. 4 ed. WB Saunders. Philadelphia.

- Robinson N.E. (2014). Current therapy in equine medicine 7 ed. WB Saunders. Philadelphia.
- Smith B.P. (2019). Large animal internal medicine. 6 ed. CV Mosby Co. St Louis.

2. Further reading

- Langdon & Fielding. Equine Fluid Therapy (2015). Wiley Blackell.

Methodology

Methodological adaptations for part-time students and students with disabilities and special educational needs

The peculiarities of these students will be taken into consideration.

Face-to-face activities

Activity	Large group	Medium group	Small group	Total
<i>Information processing activities</i>	5	5	5	15
<i>Reading comprehension, listening, visual, etc. activities</i>	5	5	5	15
Total hours:	10	10	10	30

Off-site activities

Activity	Total
<i>Information processing activities</i>	20
<i>Information search activities</i>	25
Total hours	45

Results of the training and learning process

Knowledge, competencies and skills

- CU1 To accredit the use and proficiency of a foreign language.
- CU2 To know and improve the user level in the field of ICT.
- CU3 To increase the habits of an active searching for employment and the capacity of entrepreneurship.
- CT1 To solve problems.
- CT2 Teamwork.
- CT3 Ability to apply knowledge in a practical way.
- CT4 Decision making.
- CT5 Ethical commitment.

- CT6 Ability for analysis and synthesis.
- CT7 Investigation skills.
- CT8 Motivation for quality.
- CE33 Clinical study, diagnosis and treatment of the sick individual as well as sporadic diseases affecting groups.

Assessment methods and instruments

Intended learning outcomes	Attendance checklist	Examination	Means of practical execution
CE33	X		
CT1		X	X
CT2	X		X
CT3		X	X
CT4		X	X
CT5	X	X	X
CT6	X	X	
CT7	X	X	
CT8	X	X	
CU1	X	X	X
CU2			X
CU3			X
Total (100%)	33%	34%	33%
Minimum grade (*)	3	3	3

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

General clarifications on instruments for evaluation:

In addition to attendance checklist, the students will have to prepare presentations that will be discussed in

class . Means of practical execution will be evaluated based on these presentations and discussion of clinical cases

The marks obtained in each evaluation category (examination, attendance and means of practical execution) will be valid for one academic year.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

The peculiarities of these students will be taken into consideration.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

Extraordinary call is seldom required. Clarifications will be made upon request to those students that may require

extraordinary call.

The extraordinary call for students on 2nd or higher registration will become the September extarordinary call.

Qualifying criteria for obtaining honors:

Students with marks over 9.5

Sustainable development goals

Good health and well-being

Quality education

Responsible consumption and production

Life on land

Partnerships for the goals

The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
