



SEMESTER 7 LEARNING AND FOCUS GROUP DISCUSSION

STUDENT BOOK



**UNIVERSITAS GADJAH MADA
FACULTY OF VETERINARY MEDICINE**

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Learning and Focus Group Discussion Guidelines Semester 4
Third Edition
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FGD Book for Student

Semester 7

Scenario 1-4

Integration and Synergy Courses:

- Veterinary Legislation
 - Food Hygiene
- Veterinary Formulation and Pharmacy Science
 - Veterinary Obstetrics and Gynecology
 - Veterinary Basic Surgery
 - Large Animal Internal Diseases

**Third Edition
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PREFACE

The educational goal of the UGM Faculty of Veterinary Medicine is to produce veterinarians who have high competencies who have a leadership spirit and are able to develop themselves to face global changes in the field of animal health which is very rapid at this time. For this reason, a Higher Education curriculum is needed that is constantly adapted and harmonized with existing needs and developments, reviewed periodically for at least 5 (five) years to suit the needs and demands of the users of Higher Education graduates. The main competencies of graduates of the UGM Faculty of Veterinary Medicine Study Program developed in the curriculum are adjusted to the mutual agreement in the Decree of the Assembly of Veterinary Professional Education in the Indonesian Veterinary Association (9 competencies), plus 9 supporting competencies which are the development and competency of the UGM Faculty of Veterinary Medicine.

The harmonious relationship between lecturers and students was created from the beginning of the lecture through interaction in class and more focused through tutorials in Focus Group Discussion (FGD), and coupled with the guidance to students to become learners throughout life (long life learner).

The method of delivering lectures in the classroom is done by cooperative learning methods, the lecturers convey the material and discussion, convey what will be learned and why students need to learn. The delivery method in the FGD in the first semester was done by collaborative learning method, while for the next semester it could be done by competitive learning, case-based learning, research-based learning, problem-based learning, and other ways used in accordance with the learning objectives.

This learning manual and FGD is a guidebook compiled by MK lecturers in the related semester that is always updated

according to the needs in the field, scientific development and input from stakeholders.

Hopefully this guidebook can be useful for all parties.

September, 2018
Dean

INTRODUCTION

Focus Group Discussion is done through discussion inside small classes to discuss existing tasks in a designed scenario so that students can understand significantly, deeply, not only in the form of theory but more realistic in the form of scenario through synergy and integration of Veterinary Legislation, Food Hygiene, Veterinary Formulation and Pharmacy Science, Veterinary Obstetrics and Gynecology, Veterinary basic Surgery, and Large Animal Internal Diseases. Integral discussion from various course aims to support achievement of curriculum learning competency of Faculty of Veterinary Medicine.

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LEARNING OBJECTIVES

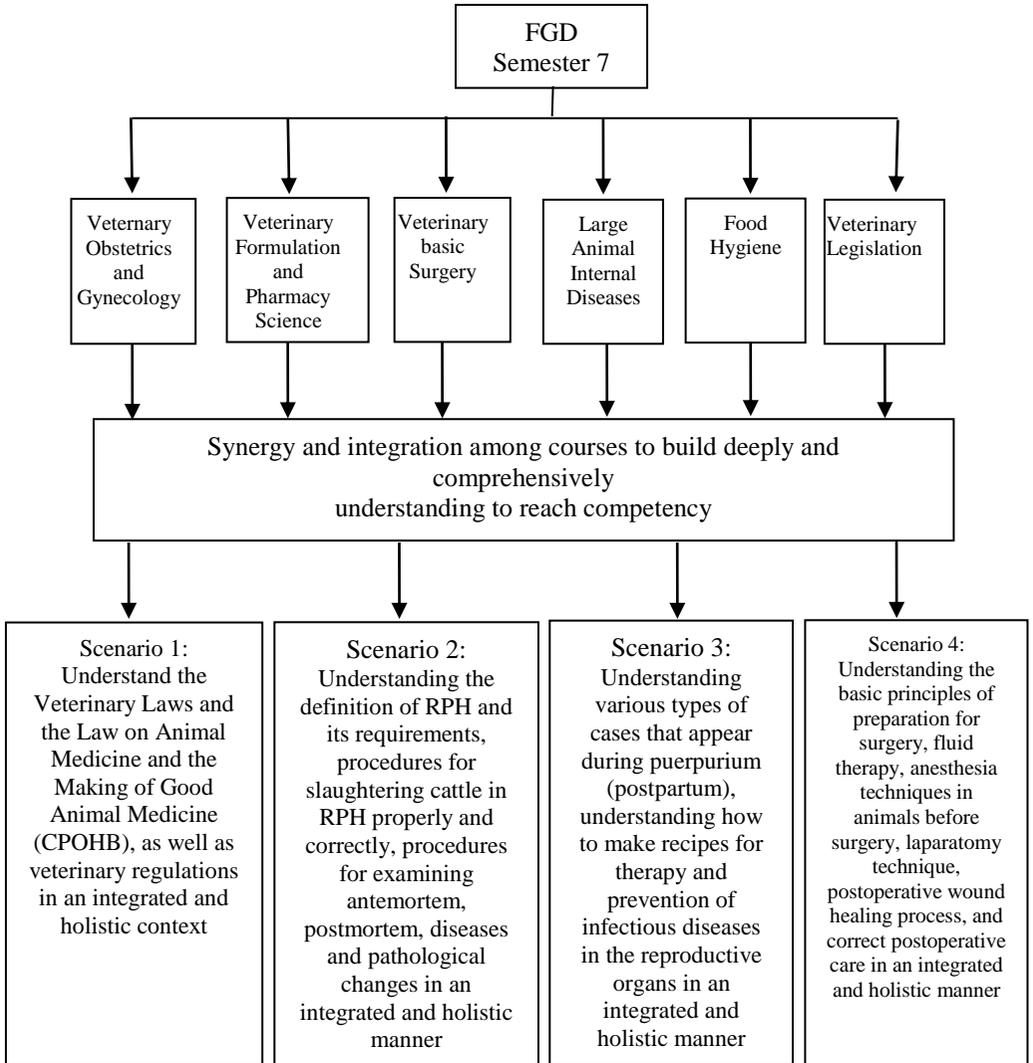
General Instructional Goal

Students are able to understand MK that learned through implementation of integration and synergy among courses to complete/ improve/ sharpen each other and share scientific, skill, and behavior concepts.

Specific Instructional Goal

Students are able to understand significantly of Veterinary Legislation, Food Hygiene, Veterinary Formulation and Pharmacy Science, Veterinary Obstetrics and Gynecology, Veterinary basic Surgery, and Large Animal Internal Diseases courses that mutually synergized and integrated in a scenario to be discussed.

LEARNING SCHEME



LEARNING OUTCOME

Integral discussion from various courses through scenario in FGD aims to support curriculum competency learning achievement of Faculty of Veterinary Medicine.

Learning outcome Veterinary Legislation Course:

Students are able to understand the laws and regulations, policies, norms regarding the protection, utilization and development of animal husbandry, animal health, veterinary public health, veterinary authorities and quarantine traffic.

Learning outcome Food Hygiene Course:

Students are able to explain good manufacturing practices (GMP) and ways to prevent diseases transmitted through animal-derived foods (PAH) and processed products and are able to apply inspection methods and interpretation of results.

Learning outcome Veterinary Formulation and Pharmacy Science Course:

Students are able to understand the philosophy of treatment, selection of drugs and preparations, application techniques, understanding how to prescribe various dosage forms of drugs used in veterinary clinics. Students are able to understand the basic concepts of drug production in accordance with CPOHB, registration and legality aspects, distribution strategies, etc. including introducing veterinary pharmacy management.

Learning outcome Veterinary Obstetrics and Gynecology:

Students are able to explain midwifery and pathology midwifery in livestock as well as efforts to overcome independently.

Learning outcome Veterinary basic Surgery:

Students are able to prepare legeartical operations, including preparation of operators, animals, operating rooms, operating equipment and materials aseptically; able to perform various injection techniques, animal anesthesia (local, regional and general), and fluid therapy; able to perform catheterization, tracheal intubation and resuscitation; able to suture wounds with various stitch patterns and understand the process of wound healing and able to perform wound care.

Learning outcome Large Animal Internal Diseases:

Students are able to understand and identify various types of diseases in large animals and their handling. Students are also able to understand and be skilled in taking anamnesis, physical examination, diagnosis, and providing therapy, as well as advice on various types of diseases in large animals. Students are also able to determine the etiology, pathogenesis, and can recognize various clinical symptoms in various diseases in large animals.

This learning activities series is prepared to direct the students reach learning objectives:

1. Learning method

Learning method used is through Student Teacher Aesthetic Rolesharing (STAR), by combining proportionally between teacher centered learning (TCL) and student centered learning (SCL) according to learning outcome that will be achieved.

STAR principle is harmonious relationship between lecturers and students, enhancement of reciprocal learning partners between students and lecturer, so *Patrap Triloka* is created, *ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayani*, lecturers properly becomes an example in front of students, motivates in the middle, gives supports behind with lecturers authority so that the students will develop. Harmonious relationship between lecturers and students is created since the beginning of the lectures through interaction in class and more focus through discussion activities in forum group discussion (FGD), and students guidance to be a long life learner.

2. Lectures

Lectures method is used by lecturers delivering/presenting materials and discussion, delivering what will be learned by the students and why should it be learned. On the inaugural lecture, coordinator of the Course (MK) deliver learning contract to students, learning contract content is suitable with Plan of Semester Learning Activities Program (RPKPS) that has compiled by lecturers team, introducing all lectures with each of their expertise with goal that the students know the lecturers and their expert since the beginning of the lecture, so that the

lecturers are expected to be a role model for their students. Plan of Semester Learning Activities Program (RPKPS) and teaching materials must be given to students to be copied (or given to Library as narration/ reference/ students learning materials). Coordinator of MK introduces all of lecturer team and facilitators involved from each division with each expertise.

In applying curriculum competency basis, lectures are held by combining with group discussion in small classes, aim to make students obtain enough lecture materials and followed by self study time addition. Lectures are held based on specified learning outcome in reaching competencies. Integration and synergy among courses are held through FGD that discuss certain scenario, to increase and sharpen students understanding. Lectures can be held between FGD schedule, to give chance to student for clarifying and discussing unanswered students question in group discussion.

3. Group discussion in FGD with facilitator mentoring

FGD is scheduled twice a week. If facilitator could not come because of certain reasons, it should be substitute by other facilitator. If at the fixed schedule the facilitator has not come yet, relevant students group should inform academic as soon as possible. During discussion process, all of the groups should bring relevant learning sources that might be needed during tutorial.

To reach learning objective in the first semester, collaborative learning method is used, that held in twice discussion meeting in discussing one same scenario. Basic questions that should be underlined are: What have we known? What else that we expected to know?

First FGD:

- All students are divided into 12 classes, each of class consist of 12-16 students.

- Facilitator explains the discussion process and scenario for discussion
- **Session 1:** The facilitator directs all students to discuss the 3 discussion topics in the scenario.
- **Session 2:** After the discussion all topics are considered sufficient, the facilitator divides the class into 3 sub-groups (consisting of 4-6 people) based on 3 discussion topics.
- Students discuss each topic in a small group led by one of the students as chairman assisted by one of the students as secretary.
- Before the FGD time ends, the facilitator asks **each student** to make a report on the results of the discussion by looking for the broadest possible source of reference as an **individual task**. The contents of the report include: Discussion topics, learning objectives, learning schemes, discussion, conclusions, learning outcomes, references.
- The facilitator asks each small group to prepare the results of the discussion in the form of power points / multimedia presented at the second FGD meeting.

Second FGD:

- The facilitator asks each student to collect complete reports (**individual task**).
- The facilitator asks each group to present the results of the group discussion.
- The facilitator asks other groups to provide feedback on the results of the presentation.

Facilitator Job:

- Facilitator must be present on schedule. The facilitator's delay in attending is a maximum of 10 minutes (the rest will be replaced by a substitute facilitator).
- Directing and facilitating the discussion, lecturers put themselves as trend setter applying *patrap triloka ing ngarsa*

sung tulada, ing madya mangun karsa, tut wuri handayani (in front becomes example, in the middle motivates, at behind gives support with lecturers authority so that students can develop).

- Giving assessment to students activities during discussion in the first and second FGD, with assessment through 3 aspects:
 1. A = Attitude (mental and manner) = affective
 2. S = Skill (competent, expert, adaptable to positive competency) = psychomotor
 3. K = Knowledge (building intellectual capital) = cognitive

4. Group discussion without facilitator mentoring

According to group needs, students can held a meeting without facilitator. Aims of this discussion are varies, for example, identificate theoretical questions, identificate group learning objective, ensure that group have already submitted all of the information needed, and identificate practical questions.

5. Practice

Held by Laboratorium in Division to enrich students understanding about discussed concept related to science development. Exercise to improve skills that needed by veterinarians to fulfill their competencies also given intensively (such as communication with clients skill, clinical skill, etc.).

6. Expert consultation

This activity is held based on needs and held by groups of students, by directly contacting the relevant competent lecturer. It is very recommended for the chairman of the group make an appointment before with the relevant experts.

7. Self study

As mature learner, students are expected to able to applied self study, a kind of important skills for developing personality and career in the future. This skill including ability to find

personal interest, find more information from various learning sources, decided the appropriate learning style, and identify further learning needs. Students will not feel enough to study only from lecture notes or text books. Self study is the most important character of SCL approach, and in the certain level, study will be an unlimited journey.

8. Class discussion

Class discussion can be held through lectures between FGD schedules. The aims of this discussion are to give explanation and compare learning process among groups to prevent wrong direction groups in the discussion. All of the groups can propose certain issues to be discussed, and facilitator or lecturers will answer questions based on their own competencies.

Some assessments to evaluate students learning results achievement:

1. Formative Exam

Students will be given series of pre-test or post-test during lectures. This test is unscheduled, so that will force students to learn the materials since the beginning of learning. This test gives contribution to student final grade. So that, if there is a students disturbed in their final tests, this tests will help the final grade result.

2. Summative Exam

This exam is done in the mid-semester (mid-semester exam/UTS) and semester final exam (UAS). Students should prepare themselves to take summative exam. A mature learner can achive better result because s/he can utilize time effectively to achieve goals.

3. Remedial Exam

Students are possible to tak eremidial exam to improve grades of certain MK that failed. This exam is held at the end of final semester exam.

BLUE PRINT OF ASSESSMENT

STUDENTS ASSESSMENT COMPONENTS

- ✓ FGD 15 %
- ✓ Practice 25%
- ✓ UTS+UAS 60 %

Types of question:

- MCQ with answer types of a, b, c, d, e
- Essay
- etc.

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Veterinary Law Violations

Someone was arrested by officers for producing, circulating by falsifying animal products. The person was surprised why he was arrested, after being explained by the officer that "Everyone who produces and / or distributes Animal Products by falsifying Animal Products and / or using prohibited additives as referred to in article 58 paragraph (6) of the Republic of Indonesia Law No. 41 of 2014 Article 91 A, shall be punished with a maximum imprisonment of 5 (five) years and a fine of a maximum of Rp. 10,000,000,000.00 (ten billion rupiahs) ".

To explain the incident the veterinarian must know several things about the legislation, namely 1) legislation or law is a law that has been approved by the legislature or other elements of government. The law serves to be used as an authority, to regulate, to advocate, to provide (funds), to punish, to give, to declare, or to limit something, 2) the hierarchy of legislation in force in Indonesia, 3) how many veterinary laws apply in Indonesia, and 4) government regulations as an implementation of the veterinary law.

We have also read in newspapers about falsifying vaccines for children. Does the law on animal medicine, falsification of veterinary drugs can also get sanctions like that? Are there standards and Decrees of the Minister of Agriculture regarding CPOHB?

Keywords: veterinary laws and regulations, CPOHB.

Learning Objectives :

- Students are aware of Veterinary Laws and Regulations
- Students learn about the Law on Animal Medicine and CPOHB

Fresh Beef in Slaughterhouses

Dani, a co-assistant student at the Faculty of Veterinary Medicine UGM, is carrying out the co-ass at the Office Administration and Veterinary Public Administration of Yogyakarta City. Students must learn about Food Hygiene and legislation / legislation / related regulations such as Law no. 118 of 2009 j .o. UU no. 41 of 2014, PP no. 95 of 2012, and Regulation of Minister of Agriculture No. 13 of 2010. The current agenda is an apprenticeship at a slaughterhouse (RPH). Dani was assigned to participate in slaughter activities, since the cow entered the RPH complex, the slaughterhouse reporting procedure to the slaughterhouse officer until the meat came out of the slaughterhouse. The cattle that enter the slaughterhouse are then lowered in the resting cage. drh. Yanto (meat inspector RPH) assigns Dani to conduct antemortem checks on the cows in the resting pen. Dani checked the antemortem on the 20 cows in the cage and then reported to drh. Yanto. "All cows may be cut, except the number 5 cow must be postponed first" said Dani. drh. Yanto checks the cow no. 5. Cows look lethargic, limp legs, excessive saliva, little discharge from the eyes and nose, and the cow's body temperature reaches 42 ° C. Temporary diagnosis, cow suffering from Bovine Ephemeral Fever (BEF). The cow is marked and separated from the others, and the slaughterhouse is told to delay the slaughter of the cow.

In the night, at 11:00 p.m., Dani checked the entire area in the slaughter room and measured the intensity of the light in the slaughter room, postmortem room, and chilling room. A Simental cow is brought into the slaughter room, and the butchery assistant

skillfully binds the cow with Barley method, then pulls the rope back and the cow is dropped calmly. For a moment the cow has been in a position ready to be slaughtered, the halal slaughterer (juliha) of RPH carries a long, clean and sharp knife, then approaches the cow and slaughters it quickly. Dani noticed the location of the incision is at the neck about 10 cm from the base of the lower jaw. Dani observes whether all the food channels, breath and blood have been cut perfectly. Moments later, the cow had twitched and Dani examined the death of the cow. The slaughterhouse officers were then allowed to finish slaughtering, skinning, and removing offal. After the innards are cleaned drh. Yanto examined postmortem viscera and carcasses. On the innards found calcification and Fasciola worms that are evenly distributed in the liver of cattle. Hearts rejected and destroyed entirely.

Keywords: RPH, antemortem, postmortem, legislation, Bovine Ephemeral Fever.

Learning Objectives:

1. Students are able to explain the meaning of slaughterhouses and their requirements.
2. Students are able to explain the procedure of slaughtering cows in RPH well and correctly to get ASUH meat.
3. Students are able to explain antemortem examination procedures, diseases that can be known when ante mortem, and their decisions.
4. Students are able to explain postmortem procedures, diseases and pathological changes in carcasses and viscera, and their decisions.

The rotten-smelling liquid from the vulva

Mr. Giyono has several heifer and lactating cows. One of the cows have just gave birth 10 days ago with a thin body condition (BCS <2, from a scale of 1-5), and visible the rotten-smelling lochia came out from the vulva. Veterinarians, who were called, find symptoms of septicemia in the form of depression, anorexia, fever, and decreased milk production. Veterinarians diagnose that the cow has septic metritis puerperalis toxemia due to infection during or after parturition. Other symptoms that are similar to the case are clinical metritis, pyometra, endometritis, cervicitis and acute vaginitis. These disorders can cause delayed uterine involution, lead to postpartum anestrus. Therapy is given in the form of hormone preparations that cause uterine contractions and antimicrobials. The veterinarian then writes a recipe that will be redeemed at the pharmacy by the owner.

Keywords: Infection, lochia, pyometra, endometritis, metritis, uterine involution, anestrus post partum

Learning Objectives:

1. Students are able to recognize and understand various types of cases that appear during puerperium (postpartum).
2. Students are able to recognize the causes, pathogenesis, symptoms, and therapy in cases that appear in puerperium.
3. Understand how to make recipes for therapy and prevention of infectious diseases in the reproductive organs.

Laparotomy Technique in Dog Surgery that is Difficult to Give Birth

A pregnant Chihua-hua dog was taken to the Animal Hospital because of difficulty giving birth. In the previous pregnancy, that dog gave birth through cesarean section, so to handle the case it was decided to have cesarean section surgery. Preparations made before the operation include preparation of room, equipment and materials for operations, animals, operator preparation and operator assistance. Dogs are given intravenous infusion and general anesthesia. The position of the dog is dorsal, the caudal midline incision through the skin, subcutaneous and linea alba. To close the abdominal incision, linea alba is sutured using absorbed threads with a single simple stitch pattern, subcutaneously sutured using absorbed threads with a simple continuous pattern, and the skin sutured using thread that not absorbed with a single simple pattern. Dogs are then given oral antibiotics and ointments to accelerate the healing of surgical wounds.

Keywords: anesthesia, wound healing, laparotomy, preparation operation

Learning Objectives:

1. Students are able to prepare operations that include animal preparation, operating room, operating equipment and materials, operators and operator helpers.
2. Students understand and are able to operate correctly and aseptically.
3. Students are able to perform correct postoperative care and understand the process of wound healing.