



# **SEMESTER 8 LEARNING AND FOCUS GROUP DISCUSSION GUIDELINES**

**STUDENT BOOK**



**UNIVERSITAS GADJAH MADA  
FACULTY OF VETERINARY MEDICINE**

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*Learning and Focus Group Discussion Guidelines Semester 5*  
Fourth Edition  
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# FGD Book for Student

Semester 5

# Scenario 1-4

## **Integration and Synergy Courses:**

- Veterinary Advance Surgery and Veterinary Radiography
  - Small Animal Internal Disease
    - Infertility and Sterility
    - Poultry Disease

**Fourth Edition  
Year 2018**

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## PREFACE

Education goals of Faculty of Veterinary Medicine Gadjah Mada University (FKH UGM) which has been set in Renstra FKH UGM 2013-2017 are generating competent veterinarian in handling animal diseases and harmonizing animal health, human and its environment health, as problem solver pioneer of animal health problem, and ready to carry technical duties that fulfill standard competency of veterinary profession. Therefore it needs Higher Education curriculum that adjusted and harmonized to existing needs and developments, assessed periodically minimum once in 5 (five) years so that it fits to needs and demands of Higher Education graduates public user. Faculty of Veterinary Medicine hereafter, develops new curriculum with competency basis with SK Rektor (Rector Decree) No: 484/SK/HT/2013 on 24 July 2013, starting effectively since academic year of 2013/2014.

Main competency of Program Study FKH UGM graduates that develops in that curriculum is adjusted with mutual agreement in Provisions of Professional Education of Veterinary Assembly of Indonesian Veterinary Association (9 competencies), added with 9 supporting competencies that are development and characterization of Faculty of Veterinary Medicine UGM competencies.

Learning method applied is Student Teacher Aesthetic Rolesharing (STAR) or Student Centered Learning plus (SCL+) that combine Teacher Centered Learning (TCL) and Student Centered Learning (SCL) proportionally according to learning outcome that will be

achieved in learning. STAR principle is existence of 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 manguk 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 tutorial in Forum Group Discussion (FGD), and added with guidance to students to be long life learner.

Lecture delivery method in class is done by cooperative learning method, lecturers deliver materials and discussion, deliver what will be learn and why it needs to be learned by the students. 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. After lectures in class are done, it is followed by tutorial activities in small classes through FGD for SCL application. Delivery method in FGD at the beginning of the semester is done with collaborative learning method, while for the next semester it can be done using competitive learning, case-based learning, research-based

learning, problem-based learning, and other way used according to learning goals.

This learning and FGD guidelines book is used for lecturers/ facilitators in delivering lecture materials and guiding FGD process and students in doing FGD program. We wish that output result in this learning and education process in Faculty of Veterinary Medicine UGM is able to prioritize intellectual ability for sharpening hard skills and improving soft skills based on moral and veterinary Ethics, can conduct its students to achieve competencies that have set.

February, 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 Advance Surgery and Veterinary Radiography, Small Animal Internal Disease, Infertility and Sterility, and Poultry Disease Courses. Integral discussion from various course aims to support achievement of curriculum learning competency of Faculty of Veterinary Medicine.

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## LEARNING GOALS

### **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 Advance Surgery and Veterinary Radiography, Small Animal Internal Disease, Infertility and Sterility, and Poultry Disease Courses Courses that mutually synergized and integrated in a scenario to be discussed.

# LEARNING SCHEME

FGD  
Semester 8

Veterinary Advance  
Surgery and  
Veterinary  
Radiography

Small Animal  
Internal  
Disease

Infertility and  
Sterility

Poultry  
Disease

Synergy and integration among courses to built deeply and comrrehensively  
understanding to reach competency

**Scenario 1:**  
Understanding gastrointestinal infectious disease on dogs and cats including etiology, pathogenesis, clinical symptoms, laboratory diagnosis, therapy and the holistic and integrated application in animals

**Scenario 2:**  
Understanding urinary system disorders, especially urolithiasis, clinical symptoms, laboratory examination, USG technique for urolithiasis diagnosis, laboratory interpretation, cystotomy, fkuid therapy application during and post-surgery

**Scenario 3:**  
Understanding and knowing ND virus character, able to know how to diagnose ND and parasite (tapeworm), able to know differential diagnose, able to know disease prevention and control

**Scenario 4:**  
Understanding various types of reproductive cases especially repeat breeding, understanding repeat breeding etiology, pathogenesis, therapy, prevention.

## 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 of Veterinary Advance Surgery and Veterinary Radiography :**

Students are able to understand, identify and carry out examinations by using USG, understand soft tissue surgery technique, anesthesia and fluid therapy techniques.

### **Learning Outcome of Small Animal Internal Disease:**

Students are able to understand, identify and conduct history, physical examination, sample collection, laboratory examination, diagnosis and treatment of various organ diseases in small animals (dogs and cats) and provide advice related to therapy.

### **Learning Outcome of Infertility and Sterility:**

Students are able to understand various types of reproductive cases especially repeat breeding, able to understand the etiology, pathogenesis, therapy, and prevention.

### **Learning Outcome of Poultry Disease:**

Students are able to identify ND characters, able to diagnose in the field, able to diagnose related to parasite disease (tapeworm), life cycle, transmission, isolation and laboratory identification of NDV in order to confirm the etiology and know how to handle cases, able to arrange ND

vaccination program and also able to develop health programs on laying hens, especially in ND related to tapeworm as well as knowi biosecurity programs on poultry farms.

## LEARNING ACTIVITIES

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

### 1. Learning method

Learning method used is through Student Teacher Aesthetic Role-sharing (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 student 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 goals 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
- Facilitator divides the class into small groups of 5-6 students
- Facilitator asks each students to read the scenario relevant to materials learned
- Facilitator asks the students to do task relevant with perception and solution towards cases/problems in scenario
- Facilitator asks students to discuss their work results in each of their small groups, led by one of the students (as chairman) helped by one other students (as secretary)
- Facilitator asks each of small groups discuss the group agreement
- Facilitator asks each of the students to make report of discussion results with by searching reference sources as wide as possible. Contents of the report are: discussion topic, learning goals, learning scheme, analysis, conclusion, learning outcome (explaining student ability after discussing topic in scenario), references.
- Facilitator asks every small groups prepare their discussion results in the form of power point that

presented by one of the group representatives in the second FGD meeting.

### **Second FGD:**

- Facilitator asks every students to submit complete report
- Facilitator asks each of the group to present group discussion result
- Facilitator asks other groups to give feedback to presentation result

### **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, identify theory questions, identify group learning goals, ensure that group have already submitted all of the information needed, and identify practical questions.

## **5. Practicum**

Held by Laboratory in Division to enrich students understanding about discuss concept related to science development. Exercise to improve skills that needed by veterinarian 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.

## GENERAL ASSESSMENT

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 student 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 achieve better result because s/he can utilize time effectively to achieve goals.

### 3. **Remedial Exam**

Students are possible to take remedial 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 %
- ✓ Practicum 25%
- ✓ UTS+UAS 60 %

### Types of question:

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

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## Scenario 1

(FGD Semester 8)

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### Hemorrhagic Enteritis in dog

Rita was sad. Carmen, her beloved female 3-months old daschund was unhealthy for 3 days. Carmen initially had a fever, chills, and anorexia. Next day, Carmen vomit frothy and and was followed by smelling diarrhea.

Because of weak condition, Rita took Carmen to the Animal Hospital. Veterinarian asked the history followed complete physical examination and collected feces and blood sample. The results of physical examination found obese conditions, somnolence expression, depression, rectal temperature 40.2°C, decreased skin turgor, increased intestinal peristalsic, dirty and wet hair around the anus and found fleas between the hair.

Laboratory examination for feces sample was found *Toxocara sp.* and *Ancylostoma sp.* eggs. Blood examination showed hemoglobin (Hb) 10,3 gr/dL, PCV 30%, RBC 3,9 billion/mm<sup>3</sup>, WBC 2.170 cell/mm<sup>3</sup>, TPP 7,8 g/dL, MCV 76,9 fL, MCH 26,4 pg and MCHC 34,4%. Rapid test for Parvovirus was possitive.

Carmen was diagnosed canine parvovirus infection and nematodiasis with dubius-infausta prognosis. Veterinarian made a treatment plan immediately according to the condition of the patient and suggested Rita always maintain the sanitation and the health of her dog.

**Keyword** : dog, vomit, diarrhea, *canine parvovirus*

**Learning Objectives:**

1. Student are able to know gastrointestinal infectious disease in dogs and cats along with their etiology and pathogenesis
2. Student are able to know gastrointestinal infectious disease clinical symptoms and laboratory examination supporting diagnosis in dogs and cats
3. Students are able to know the therapy and administration procedure of gastrointestinal infectious disease in dog and cat.
4. Students are able to know gastrointestinal infections according to lecture in Small animal internal disease course

## Scenario 2

(FGD Semester 8)

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### **Suddenly Death of Productive Layer**

Hejo Layer Farm growing 100.000 Lohmann brown productive Layer (28 week old), were suddenly death (20.000). The farm consists of 5 age groups with an open cage system for starters, and a battery system for productive groups in the same location. Biosecurity facilities for transportation, farmer and cages are available, but are not used optimally. Farm owner has administered complete vaccination against major poultry diseases in Indonesia, such as: ND, IB, AI, IBD, ILT, fowl pox, EDS-76, and infectious coryza, and Marek's disease (MD) in hatchery. Drink water was taken from a well with 25 meters-deep and sanitized by chlorine. Hejo Farm bought concentrates from poultry feed mills, then mixed it with corn and bran by using a mixer.

On the 28 weeks old, when peak egg production (92%), productive layer group suddenly death. with the following symptoms: facial edema, looking down with supporting beaks on the battery cage , anorexia, lethargy, weakness, and end death. It also shows a egg production in decrease quantity and quality (92% to 60%). Transmission among layers and cages were rapid with a morbidity rate 70% and mortality rate 20% when the case is reported. Lately, many ND cases were reported in commercial poltry farms that have applied regular vaccination program due to ND virus genotype VII.

Titer antibody examination for ND virus showed low distribution, even samples with titer 20. Autopsy results showed necrosis and hemorrhagic in the digestive tract, including proventriculus, duodenum, jejunum, and caeca tonsil, with typical scab lesions. The organs were collected and examined in microbiology laboratory for advanced diagnosis. On the other hand, flat-white worms were found in the intestine. Farm recording showed that layers had not been administered anthelmintic in the farm. The farm owner was curious and wondering how could the chicken that is kept in the battery cage be infested with worm parasites.

The owner consulted this case to farm technical service, how to improve the biosecurity program, especially sanitation and disinfection farm, selecting sick chickens, antibiotic administration, prevent secondary infections and administering anthelmintic. The most important, Hejo Farm was asked to review vaccination program against ND that was applied in his farm.

**Keyword:** layer, *Newcastle Disease*, cestoda, lesi khas, titer antibody, intermediate hospes, disease prevention and control.

**Learning Objectives:**

1. Students are able to know ND characteristics and are able to diagnose in the field.
2. Students are able to know parasitic disease (tapeworm), life cycle, transmission, and diagnosis.
3. Students are able to isolate and identify NDV by laboratory in order to confirm the cause of the disease.
4. Students can find out how to handle NDV disease cases, as well as being able to arrange ND disease vaccination program.
5. Students are able to develop health programs in layer, especially in helminthiasis and ND prevention as well as able to know biosecurity programs in poultry farms.
6. Students can collaborate with each other, share concepts, skills and behavior in discussions
7. Students are able to understand urinary diseases in Poultry disease course.

## Scenario 3

(FGD Semester 8)

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### Urolithiasis and Cystotomy in Dog

7-years-old male Shih-Tzu were brought to animal hospital. it has been 7 days as the dog was anorexia, vomiting, pollakiuria, and hematuria. Distention urinary bladder were palpated. Urethral catheterization could not continue behind os penis. X-ray examination showed several uroliths in urinary bladder and urethra. Ultrasounography examination showed acoustic shadowing in the urinary bladder area. Dogs were diagnosed with urolithiasis and treatment recommendation was cystotomy surgery to take urolith. Before, during, and after surgery the dog was received an fluid therapy.

**Keyword:** urolithiasis, cystotomy, pollakiuria, hematuria, x-ray, accoustic shadowing

**Learning Objectives:**

1. Students are able to diagnose clinically cases of urolithiasis.
2. Students are able to understand animal surgery preparation, able to use diagnostic tools (X-ray and ultrasounography, and able to interpret the correct diagnosis.
3. Students are able to handle before, during, and after cystotomy surgery.
4. Students are able to understand urinary occording to Veterinary advance Surgery and Veterinary Radiology and Small Animal Internal Disease Course.

## Scenario 4

(FGD Semester 8)

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### Unpregnant Cattle

Mrs. Titin has 4 years old beef cattle and only once calving. Healthy beef with BCS 3, has normal estrus cycle, and has been inseminated (AI) more than four times but not pregnant (repeat breeding). Repeat breeding is a symptom of reproduction disorder. Her neighbor's cattle was inseminated by same inseminator has already 4 months pregnant. Finally Mrs. Titin asked veterinarian to find out her cattle could be pregnant or not. Reproductive examination show normal ovaries, no abnormalities in shape size, and consistency of the uterus. Repeat breeding serological examination did not indicate a specific infection (Brucellosis, IBR, BVD). Veterinarians suspected pregnancy failure caused by subclinical endometritis due to opportunistic pathogens. Veterinarian need to do advanced examination such as uterine swabs. Major etiology of repeat breeding are failure of fertilization and early embryonic death. Failure of fertilization and early embryonic death can be caused by nutritional, hormonal, infectious, management and environmental disorders. Repeat breeding could be caused by follicular cysts, corpora luteal cysts, delayed ovulation, and lutea deficiency.

**Keyword :** *Repeat breeding, delayed ovulation, fertilization failure, early embryonic death, and subclinical endometritis.*

**Learning Objectives :**

1. Students are able to know concept of repeat breeding
2. Students are able to understand various reproductive disorder caused pregnancy failure characterized by repeat breeding including etiology, pathogenesis, clinical symptoms, therapy, and prevention.
3. Students are able to examine and interpret the examination result to diagnose reproductive disorders able to handle and treat repeat breeding
4. Students are able to understand large animals infertility and sterility cases in Infertility and Sterility Course
5. Students can collaborate with each other, share concepts, skills and behavior in discussion.