

Condensed Curriculum Vitae B Linda Medleau, DVM, MS

Professor (1995-present), Assoc. Professor (1988-1995), Assistant Professor (1984-1988)
Department of Small Animal Medicine, College of Veterinary Medicine (CVM),
University of Georgia, Athens GA 30602

SUMMARY OF TEACHING ACCOMPLISHMENTS

A. TEACHING AWARDS AND GRANTS:

UGA Office of Instructional Support and Development Learning Technology
Grant(\$19,557) 2001

Senior mentor for Dr. Karen Cornell, Lilly Fellow 2001-2002

UGA Josiah Meigs Award for Excellence in Teaching 2000

CVM Phi Zeta Award 2000

CVM Distinguished Teacher Award 1997

CVM Faculty Recognition Award 1997, 1991, 1989

UGA Lilly Teaching Fellowship, 1987-1988

B. PROFESSIONAL STUDENT TEACHING

1. SAMS 52 10 Small Animal Dermatology (3 credit hours), In this course the pathogenesis, diagnosis, and treatment of skin disorders in dogs and cats are taught to second year veterinary students. There are 16 hours of lectures, 5 hours of clinical case discussions, 17 Web cases that the students review independently (<http://www.vet.uga.edu/SAM/sms/derm/derm.htm>), and 2 examinations.

2. SAMS 5470 Small Animal Clinical Dermatology (4 credit hours: From 1984 to 1997 and since 2000, I have been responsible for teaching fourth year veterinary students, interns, and dermatology residents in the Teaching Hospital 12 months per year (from 1998-2000 these Teaching Hospital responsibilities were shared equally with a second veterinary dermatologist-Dr. Keith Hnilica).

C. Graduate (dermatology Resident)advisor:

Michaela Austeln, Dr. med. vet. and Patrick Hensel, Dr. med. vet. 2001-present

Kimberly Lower, DVM 1998-2001

Norma White-Weathers, MS, DVM and Zorana Ristic, DVM 1990-1993

Stephanie Chalmers, DVM 1987-1989

Pauline Rakich, DVM, PhD 1986-1987

D. Student Advisor/Mentor:

Diane Eugenio, undergraduate research ([BIOL 4960H](#)) fall semester 2001

Debbie Joiner, freshman veterinary student 2001-present

Tina Ferrari, freshman veterinary student 2001-present

E. Textbooks:

Medleau L, Hnilica K: Small Animal Dermatology: A Color Atlas and Therapeutic Guide. Philadelphia, WB Saunders Co,2001. 356 pages

F. Invited Textbook Chapters:

1. Published since January 1, 2000:

Medleau L, Hnilica KA: Dermatomyositis. In: Tilley LP, Smith SWK (eds.) The 5 Minute Veterinary Consult. Baltimore, Williams and Wilkins, 2000.

Medleau L, Hnilica KA: Sarcoptic mange. In: Tilley LP, Smith SWK (eds.) The 5 Minute Veterinary Consult. Baltimore, Williams and Wilkins, 2000.

2. 15 others (13 as first author) published between 1989-1998 not listed individually

G. INSTRUCTIONAL PUBLICATIONS-Peer-reviewed

1. Published since January 1, 2000:

Krone T, Medleau L, Hnilica KA, Lower K. Dermatology Challenge: A Puppy with Skin Lacerations and Hygromas. Vet Med 96:358-360, 2001.

Lower K, Medleau L, Hnilica KA. Dermatology Challenge: A dog with elephant-like skin. Vet Med 95:5;360-362, 2000.

Lower K, Medleau L, Hnilica KA. Dermatology Challenge: A cat with chronic alopecia and pruritus. Vet Med 95:3;194-197, 2000

Hnilica KA, Medleau L, Lower K. Dermatology Challenge: An Irish Setter with Intense Pruritus. Vet Med 95:1;22-25, 2000.

2. 37 other publications (24 as first author) between 1983- 1999 not listed individually

H. CONTINUING EDUCATION PROGRAMS TO GRADUATE VETERINARIANS:

1. 43 Regional, 7 national, and 2 international presentations given between 1985-2001 Not listed individually

SUMMARY OF RESEARCH ACCOMPLISHMENTS

A. research grants

1. Funded since January 1,2000:

Medleau L, Lower K. Pilot study: Therapeutic efficacy of Moxidectin Canine SR Injectable against generalized demodicosis in client owned dogs. Fort Dodge Animal Health, 2000, \$20,928.

Medleau L, Lower K. Pilot study: Therapeutic efficacy of Moxidectin Canine SR Injectable against sarcoptic mange in client owned dogs. Fort Dodge Animal Health, 2000, \$19,878.

2. 17 Other research grants (13 as primary investigator) funded between 1985-1999 not listed individually

B. RESEARCH PUBLICATIONS - Peer-reviewed Journals:

1. since 2000:

Lower K, Medleau L, Hnilica KA, Bigler B. Evaluation of an enzyme linked immunosorbent assay for the diagnosis of canine scabies. Vet Dermatol 12:315-320,2001.

Bergman R, Medleau L, Hnilica KA, Howarth E. Dermatophyte granulomas in a dog. Vet Dermatol, accepted Dec. 2000; in press for early 2002.

Hnilica KA, Medleau L. Evaluation of Topically Applied Enilconazole in the Treatment of Dermatophytosis in a Persian Cattery. Vet Dermatol, accepted Sept. 2001.

2. 34 others (23 as first author) published between 1982-1999 not listed individually

C. SCIENTIFIC PRESENTATIONS:

1. 12 presentations between 1984-2001 not listed individually

SUMMARY OF SERVICE ACCOMPLISHMENTS since 1998 (Related to Teaching):

Chairperson, CVM Meigs nominee selection committee 2001-present

Guest lecture, RSLT 3850 (Inclusive Leisure Studies) 2000, 2001

Guest speaker, UGA Chapter of the Association of Women in Science, Nov. 29, 2001

Keynote Speaker, Seventy-third Georgia Future Farmers of America Convention, April 27, 2001

Keynote speaker, University of Georgia Campaign for Charities, Oct. 6, 2000

Editorial Board Member, Vet Med, 1990-present

Co-Editor, The Aesculapian, CVM Alumni Publication, 1998-2000

Secretary-Treasurer, American Academy of Veterinary Dermatology, 1995-1999

CE program coordinator, Dept. Small Animal Medicine, 1993-1998

Reflections

I can't do it," I complained. "No matter how hard I try, I just can't do well on the test." I was in fourth grade, barely getting a C in history, and was justifying my poor grades to Dad. But he didn't buy my excuses. "I'll help you study," he countered. My next test was 3 weeks later. After studying for it in my usual fashion, I gave the history book to Dad and he began asking me questions from it. I couldn't answer any of them. "You're asking me questions that are too hard," I complained. "The answers are right here in the book," he said and handed it back to me to restudy. After which he quizzed me again. This time I answered a few questions correctly. "That's still not very good, Linda. Study some more and then come back when you're ready." With each new chapter test my study habits gradually improved and I was able to answer more and more of Dad's questions until eventually I was answering every one of them correctly. And Dad's tests were a lot harder than the teacher's were. By the end of the school year I was studying on my own again and my dismal C had turned into a solid A. I learned more than how to study American History that year. I learned that if I worked hard, tried my best, and didn't give up I could turn what seemed to be insurmountable obstacles into intriguing challenges. I didn't know then how invaluable this early lesson would prove to be later in life. When I started losing my hearing and sight from a progressive genetic disease, I did not see my disabilities as excuses for not trying or as obstructions barring my way, but as adversities that could be overcome with perseverance and creativity.

Don't give up. Challenge yourself. These are objectives that I strive to teach my students both on a professional and personal level. But how do I get them to listen to what I have to say? In the classroom I teach the students the way I would want someone else to teach me. I mentally sit myself next to them and listen to what I am saying and observe how I am presenting the material. I ask myself, "Do I understand this? Am I getting anything out of it?" If either answer is no, I ask myself, "How can I change what I am doing to make my teaching better?" Dermatology has a long-standing, unfortunate, and undeserving reputation of being a dry, difficult, and uninteresting subject. When the students enter my classroom on the first day, my initial challenge is to dispel their preconceived ideas about dermatology. I do this in a myriad of ways- with humor, organized and concise notes and lectures, problem-solving case discussions during class in which the students learn to apply what they have learned in lectures, and independent study web-based cases that reinforce key points of my lecture material. When I took over teaching the dermatology course in 1984 it was a 100% lecture course. Every year since then I have sat in the classroom with my students and evaluated my teaching style. And every year I have found something to improve. First it was adding autotutorials to reinforce the lectures. Next it was incorporating problem-solving into the classroom using

group case discussions and live animal presentations. Then I created web-based cases for independent study, and most recently I wrote a dermatology textbook. But I'm not sitting back and resting on my laurels because a good teacher never stops trying to learn how to be an even more effective teacher. This year, with a teaching grant from the Office of Instructional Support and Development, I will begin developing problem-solving programs using wireless keypads in order to stimulate interactive learning and to promote active participation by all students in the classroom. As team leader of this project, I will also be coordinating the creation of interactive keypad programs by four other veterinary faculty for use in their classes.

On the clinic floor I teach my students, interns, and residents to approach dermatology cases with eagerness, not apprehension. Before they see their first patient I tell them, "You are a detective. A crime has been committed and your challenge is to solve the crime. First you must ask the client as many questions as you can in order to gather clues about the case (history taking). Then carefully examine the crime scene (physical examination of patient). Put together the clues and crime scene evidence to come up with a list of suspects (list of differential diagnoses), and decide who has an alibi and who does not (determine which diagnostic tests should be performed). After you identify the criminal (make a diagnosis) decide how you will execute it (formulate treatment plan)." By being enthusiastic, encouraging, and treating my students with respect, they develop self-confidence not only in solving dermatology cases but even more importantly, in themselves.

There is a lot more to being a good teacher than being a stimulating lecturer and a nurturing clinician. A good teacher sets an example by being a role model for others. I know when people first meet me they often think how awful it must be to be deaf and blind; how terrible not to be able to see or hear. And then, as they get to know me, they begin wondering how is it that I enjoy a satisfying career, successfully raise two wonderful children, and pursue active and rewarding outside activities in the face of such disabilities. I teach them through my example that by thinking positively, working diligently, and not giving up one can transcend any limitation, whether it is physical or emotional, obvious to others or invisible, to lead a fulfilling life.

Linda Medleau
November 20, 2001

Classroom (SAMS 5210) and Teaching Hospital (SAMS 5470) Evaluations

1. Each year at the conclusion of SAMS 5210, students are asked to rate the overall effectiveness of Dr. Medleau as an instructor. Student responses are summarized in the following table.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
5=High	36	16	64	66	52	77	65	71	82
4=Above Average	15	13	13	4	9	4	9	9	3
3=Average	0	2	0	0	1	0	0	0	0
2=Below Average	0	0	0	0	0	0	0	0	0
1=Low	0	0	0	0	0	0	0	0	0
Average Response	4.70	4.45	4.83	4.94	4.82	4.95	4.88	4.88	4.96

2. Beginning in 1993, a formal evaluation of faculty performance in the Teaching Hospital was instituted. Student, intern, and resident responses for Dr. Medleau are summarized in the following table.

*Compilation of averaged scores (4=superior, 3=good, 2=acceptable, 1=unacceptable)

Task	1993	1994	1995	1996	1997	1998	1999	1999	2000
History and Physical Examination	3.4	3.6	3.8	3.8	3.7	3.4	3.9		3.9
Supervise Students: Diagnosis, Treatment and Care	3.4	3.8	3.9	3.9	3.8	3.8	4.0		3.9
Teaching Students in Rounds	3.6	3.8	3.6	4.0	3.7	3.9	3.9		3.7
Teaching Students Client Communication	3.6	3.9	3.7	3.9	3.6	3.7	3.7		3.9
Teaching Interns and Residents: Specialty Skills	qns	4.0	3.8	3.7	qns	qns	3.5		3.7
Teaching Interns and Residents: Decision Making	3.1	3.3	3.8	3.8	qns	qns	3.9		3.6
Overall Effectiveness as	3.5	3.8	3.8	3.8	3.7	3.8	3.9		3.8

Instructor	
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qns = quantity not sufficient

Alumni Survey

Between 1990-1999, the graduating class size ranged from 75-80 students. To assess Dr. Medleau's impact as a teacher on their veterinary career, 40 randomly chosen alumni from each of these classes were mailed this questionnaire and were asked to rate Dr. Medleau in the following areas, with 5=Superior and 1 =Poor. The results are summarized in the table below and the comments follow.

Clinical Aspects

- 1) Interest and zeal in clinics: Dr. Medleau's ability to capture your attention and stimulate interest.
- 2) Thinking and Performance demanded: Dr. Medleau's ability to challenge your intellect and rethink decisions on case management.
- 3) Willingness to assist: Dr. Medleau's willingness to assist you in performance and interpretation of physical examination, diagnostic techniques, or treatment regimens.

Contribution to Education.

- 4) Impact: How would you rate Dr. Medleau's impact on your ability to teach problem solving and enthusiasm to be a life-long learner?
- 5) Materials: How would you rate Dr. Medleau's teachings or written notes/articles as a reference for your practice career?
- 6) Insurance: How would you rate Dr. Medleau's ability to insure your continued education during meetings?
- 7) Knowledge: Did Dr. Medleau show evidence of possessing a well-rounded knowledge in the specialty and keeping up to date?
- 8) Postgraduate education: How would you rate Dr. Medleau's assistance to you by telephone or personal conversation since graduation? Did she continue your education or stimulate your interest to keep learning, and assist you in your thought process, or provide you with needed information?
- 9) Overall evaluation: How would you rate Dr. Medleau as a role model of professional conduct and overall effectiveness as a teacher?

Alumni Responses									
Question	1	2	3	4	5	6	7	8	9
5=Superior	99	82	110	114	109	132	124	54	120
4=Very good	31	46	20	23	29	7	15	10	20
3=Good	5	6	4	5	4	2	4	2	3
2=Acceptable	1	1	1	0	0	0	1	1	0
1=Poor	0	0	0	0	0	0	0	1	0
N/A	8	9	9	2	2	3	0	76	1
A VG Score	4.67	4.54	4.78	4.74	4.92	4.81	4.69	4.82	

Total number of alumni responses from each year

1990-14	1992-15	1994-14	1996-12
		1998-12	
1991-13	1993-21	1995-15	1997-13
			1999-15

Alumni Comments

Dr. Medleau is an excellent doctor. This evaluation asks all the questions to establish that fact. But she is more than just a doctor. She is a good person with a kind heart. She is compassionate with her patients and her students. She cares about the development of her students= clinical skills and people skills. She cared about us. Of all the teachers we had, she was the only one who asked us, in privacy, if stresses in our personal lives were affecting our academic lives. She offered to listen and to change what she could to lessen our difficulties. I learned an important lesson- being a doctor requires more than knowing how to diagnose and treat diseases. I thank her for helping me to learn that lesson.

Of all the professors at UGA's vet school, I have the fondest and most lasting memories of Dr. Medleau. She impressed me as being extremely competent, approachable, and enthusiastic. I could not have asked for more in a veterinary mentor. She was an inspirational woman within clinics as well as the classroom.

She was an excellent instructor and role model while I was in school. It has always been obvious that she enjoys teaching and I find the fact that she continues to remain actively involved, despite the rapid progression of her medical challenges, not only remarkable, but as someone who has recently had medical challenges to deal with, I have found her persistence and good humor to be an example I strive to emulate.

I feel that Dr. Medleau was one of the most influential teachers I had in veterinary school, and also one of the most practical. Every day in private practice, I use the information she taught and on occasion, I can hear her advice in my head (e.g.-"skin-scraps that dog!@). She made the subject of dermatology very fun and interesting, both in the classroom and the clinic floor. I have a great deal of respect for her, not only in overcoming her own personal adversity, but also as a veterinary clinician and professor.

Dr. Medleau was and is not only a superior instructor, but an inspiration to me. Her attitude and professionalism are tremendous.

Dr. Medleau was one of my most outstanding teachers in vet school. She made every lecture fun and practical. I have also used several of her journal articles to help manage skin cases since graduation. Dr. Medleau communicated her expert knowledge very well. Students felt that she was extremely intelligent, but we were not afraid or intimidated to ask questions. In addition, her matter-of-fact manner about her vision and hearing impairment is inspirational. She is a terrific lady!

Dr. Medleau is a great person and an incredible teacher. Her lectures were organized and extremely informative and memorable. I feel she was one of the few that had a great impact on our class.

I can think of no better professor to be worthy of this award. Dr. Medleau's teaching style is unique. She is organized, fair and always willing to assist. She has a great sense of humor which helps in creating a great learning environment. In addition to her classroom teaching abilities, she has a great rapport with clients, interns, and residents.

A truly inspirational professor. Dr. Medleau has taught hundreds of students lifetime lessons. Even though Dr. Medleau has been challenged by physical difficulties, she used her teaching abilities to train students to use senses, other than sight, for the purposes of diagnoses.

When I was a student, Dr. Medleau was a superb instructor. I am glad I was able to have been one of her students. Dermatology makes up a large percentage of any practice in the Areal world@ and I have always appreciated that I can still call her for advice- although our practice is almost 1500 miles away from UGA.

If this award is to honor excellence in teaching, Dr. Medleau is a most worthy candidate. Six years post graduation, I still remember a lecture of hers I consider the most influential of my vet school career. We were going over a case of a sad bald Samoyed. Slides revealed pictures of the dog, history, signalment, differential, diagnostic plan and treatment. At the end of the lecture, the door to the rear of the auditorium opened and down the aisle bounces the afflicted dog- happy, healthy, and with a full coat of beautiful white hair. It truly brought tears to my eyes and will always remind me why I chose this profession.

Dr. Medleau taught students to think in a problem solving manner. She concentrated on the topics which would be used by the practitioner after graduation. Information acquired during lectures was easily put to use after graduation. I am still using the thought process learned in her lectures to diagnose cases in practice.

Dr. Medleau is one of the best and brightest. Her expertise and dedication to dermatology constantly serve as an example to all of us. I wish there were more like her.

Dr. Medleau is an exemplary professor. There are few individuals who teach their class with such motivation, enthusiasm and professionalism. She is a mentor for many of us who were fortunate enough to have her as a professor and clinician. She is more than deserving of this award.

I was a veterinary technician for the 16 years prior to entry into the class of 1994 and I always thought dermatology was boring- until Dr. Medleau. She can make the most boring skin problems an intellectual challenge. I thought dermatology was interesting after having her- she almost makes diagnosing skin problems like solving a puzzle. Great teacher- one of the highlights of my time at UGA!

I very much enjoyed having Dr. Medleau both in class and in clinics. She was very organized, efficient, and informative- I still refer to her rule-out list and treatment schedules in practice. I also feel Dr. Medleau has overcome many personal obstacles to become the wonderful teacher she is today.

Dr. Medleau deserves to be recognized for her accomplishments in the field of veterinary dermatology and as an outstanding educator at the UGA College of Vet. Med. She generated much enthusiasm for the subject matter and was always accessible to students. The information she conveyed during lectures was always very practical and precise.

Dr. Medleau encouraged me and inspired me more than any other teacher. Not because of her disabilities, but because in clinics, she treated students like doctors.

The ways she presents actual cases and has the students work them out then discuss was especially effective in learning to think cases through on our own. I still refer to her lecture notes often in private practice. She is extremely knowledgeable in her field.

Dr. Medleau has been a great help to me. Knowing that she is just a phone call away is a great feeling.

Dr. Medleau provided case studies in her lectures-I really enjoyed that and have used them in private practice.

Dr. Medleau explained & performed intradermal skin tests and other diagnostic procedures while I was on senior clinics. She taught me a lot about client compliance and cost effectiveness of medications. I enjoyed every clinical experience while working with her and to see what a great job she did even with her disabilities was a lasting inspiration.

Dr. Medleau is an amazing individual, because she has and continues to make valuable contributions to veterinary medicine as a clinician, a researcher, and especially as a teacher, in spite of her physical limitations. I consider my present knowledge level of veterinary dermatology very much attributable to Dr. Medleau. I use the principles she taught me on a daily basis, and have retained the knowledge due to her highly effective teaching style.

Dr. Medleau probably made one of the most lasting impressions on me as an instructor during my Avet school@ years. She always presented material precisely and left high points in your mind after any lecture. She always made it a goal to tell student facts that often are learned only through trial and error in the Areal world@. She usually brought key ideas to our attention that are often over-looked by many practitioners. I feel like she gave me the knowledge to bypass many potential Aflounders@ as a general practitioner who sees several derm cases a day.

Dr. Medleau's combination of interest in dermatology, interest in the student learning dermatology, and effectiveness in getting the pertinent information across makes her voice one I hear in my head everyday. Her enthusiasm sets an example for the students.

Dr. Medleau did one thing that no other teacher could. She made me use all of my senses- vision, hearing, touch and smell- to diagnose a case. Her unique abilities taught me that any case can be diagnosed. Her classroom lectures taught about dermatology, but she also brought in aspects of private practice and how to approach a case. Any question put forth to her was answered with a question to make you think about the situation. I have a deep respect for her and her abilities.

Dr. Medleau is one of the most effective teachers I've ever had, not just during vet school. She is an inspiration to everyone, not just due to her excellence in teaching, but for her enthusiasm toward students learning and being the best vets they can be.

Dr. Medleau was a incredible teacher who demanded a lot from her students but whose own actions and achievements showed that the impossible could be done. There is not one more qualified for an teaching excellence award.

Dr. Medleau taught me how to handle some of the more difficult skin cases during my clinical experience. Besides teaching me these things, I was able to gain experience handling clients and how to explain the problems they would face in dealing with their animals= problems. Wonderful person, teacher and clinician.

I try to attend any continuing education given by Dr. Medleau. I always learn useful information from her. I feel well prepared to practice difficult dermatology cases because Dr. Medleau gave me a good knowledge base.

Intern and Dermatology Resident Surveys

Clinical Interns and Dermatology Residents who worked with Dr. Medleau were sent the following questionnaire. The charts below summarize the responses and the comments follow.

Clinical Aspects

- 1) Interest and zeal in clinics: Dr. Medleau's ability to capture your attention and stimulate interest.
- 2) Thinking and Performance demanded: Dr. Medleau's ability to challenge your intellect and rethink decisions on case management.
- 3) Willingness to assist: Dr. Medleau's willingness to assist you in performance and interpretation of physical examination, diagnostic techniques, or treatment regimens.

Contribution to Education

- 4) Impact: How would you rate Dr. Medleau's impact on your ability to teach problem solving and enthusiasm to be a life-long learner.
- 5) Materials: How would you rate Dr. Medleau's teachings or written notes/articles as a reference for your practice career?
- 6) Insurance: How would you rate Dr. Medleau's ability to insure your continued education during meetings?
- 7) Knowledge: Shows evidence of possessing a well-rounded knowledge in the specialty and keeping up to date.
- 8) Postgraduate education: How would you rate Dr. Medleau's assistance to you by telephone or personal conversation since graduation? Did she continue your education or stimulate your interest to keep learning, and assist you in your thought process, or provide you with needed information?
- 9) Overall evaluation: How would you rate Dr. Medleau as a role model of professional conduct and overall effectiveness as a teacher?

Dermatology Resident Responses									
Question	1	2	3	4	5	6	7	8	9
5 =Superior	4	5	5	1	5	4	5	2	5
4=Very good	1	0	0	2	0	0	0	1	0
3=Good	0	0	0	0	0	0	0	0	0
2=Acceptable	0	0	0	0	0	0	0	0	0
1=Poor	0	0	0	0	0	0	0	0	0
N/A	0	0	0	2	0	1	0	2	0
A VG Score	4.80	5.00	5.00	4.33	5.00	5.00	5.00	4.67	5.00

Intern Responses									
Question	1	2	3	4	5	6	7	8	9
5 =Superior	5	6	11	5	4	3	10	2	8
4=Very good	6	4	0	3	2	1	1	0	4
3=Good	0	1	0	2	1	0	0	0	0

2=Acceptable	0	0	0	0	0	0	0	0	0
I=Poor	0	0	0	0	0	0	0	0	0
N/A	0	0	0	1	4	7	0	9	0
A VG Score	4.46	4.46	5.00	4.30	4.42	4.50	4.90	5.00	4.66