University of Florida College of Veterinary Medicine Syllabus

I. Course information
   Number: VEM 5321
   Course title: Integrating Veterinary Medicine with Shelter Systems
   Department: Small Animal Clinical Sciences
   Course credit: 3 credit hours

II. General information
   Course director: Dr. Julie Levy, DVM, PhD, DACVIM, DABVP (shelter medicine practice)
   Office location & office hours: VS-12, by appointment
   Office phone number: (352) 273-8722
   Email: levyjk@ufl.edu

   Course Faculty: Cynda Crawford, DVM, PhD
   Office location & office hours: SAH-348, by appointment
   Office phone number: (352) 273-8723
   Email: crawfordc@ufl.edu

   Course Faculty: Brenda Griffin, DVM, MS, DACVIM
   Office location & office hours: Off-site
   Office phone number: Off-site
   Email: griffb@ufl.edu

   Course Faculty: Sarah Kirk, DVM, MS
   Office location & office hours: Off-site
   Office phone number: Off-site
   Email: sarahkkirk@ufl.edu

   Student Services Coordinator: Kim Richmond
   Office location & office hours: VS-3, by appointment or drop in between 9am-3pm
   Office phone number: 352-294-4891
   Email: kimrichmond@ufl.edu

   Technology Help
   Web: http://helpdesk.ufl.edu/
   Walk-in: HUB 132
   Phone: (352) 392-HELP (4357)
   Email: helpdesk@ufl.edu

   E-library/Course Reserves help: Paul McDonough, UF Library West
   Email: paulmcu@uflib.ufl.edu

III. Course description
   Course goals: Educational goals of the course
   Understand and appreciate the critical role played by veterinarians in protecting the health and welfare of sheltered dogs and cats.

   Course objectives
By the end of this course, students will be able to:

1. Use the Association of Shelter Veterinarians (ASV) Guidelines for Standards of Care in Animal Shelters as a guide for the practice of veterinary medicine in a shelter environment.
2. Use reliable medical information to support best practices within an animal shelter.
3. Recognize common infectious diseases, behavioral problems, and examples of animal cruelty or neglect presented to animal shelters and describe the shelter veterinarian’s role in responding to such issues.
4. Explain the scope of issues related to animal homelessness and interpret recent trends surrounding those issues.
5. Compare and contrast sheltering methods and assess each method for how well it addresses the “Five Freedoms” of animal welfare.
6. Monitor employment opportunities that exist for veterinarians in shelters and compare the training and experience needed for success in such positions.
7. Explain key concepts involved with the practice of Shelter Medicine such as: sanitation, preventive health care, disease outbreak management, behavioral assessments, stress control, population management, cruelty investigations, and high-quality/high-volume sterilization and outline plans for addressing each concept.
8. Use communication and leadership skills to instruct classmates and to offer feedback to classmates.

Course Outline

This course is delivered online through UF e-Learning (Canvas) using an interactive digital “textbook” divided into nine Modules. Each Module includes interactive activities, readings, recordings, group discussions, assignments, and peer reviews to deepen student understanding as well as assess achievement. Faculty, teaching assistants, and facilitators are available as resources throughout the course. Students are expected to participate in a professional manner throughout the semester, including completion of all required work and submission of assignments that are each individual’s work without plagiarism or copying from another student or source without proper attribution.

Module 1: Introduction
Students will practice using e-Learning tools, introduce themselves to their classmates, sign up for Shelter Medicine blogs, begin learning about the Association of Shelter Veterinarians Guidelines for Standards of Care in Animal Shelters, and complete a pre-course quiz that reviews the structure and expectations for this course.

Module 2: Case of Sick Puppies
Students will explore a case-based learning scenario that focuses on infectious diseases common to animal shelters. Students will use the ASV Guidelines for Standards of Care to prepare a plan of action for use in a shelter to prevent spread of infectious diseases.

Module 3: Case of Embedded Collar
Students will explore a case-based learning scenario that focuses on recognizing and responding to suspected cases of animal cruelty or neglect. Students will learn about the role of the veterinarian when examining animals presented as potential victims of a crime and what is expected if they are called to testify as an expert witness during a trial.

Module 4: Case of Misbehaving Dog
Students will explore a case-based learning scenario that focuses on common behavior and welfare issues presented to shelters and an introduction to Fear Free handling concepts. They will explore how shelters might prevent or modify problem behaviors and what limitations shelters might have for treating such problems.

Module 5: Case of Snotty Cats
Students will explore a case-based learning scenario that focuses on the influence stress has on adoptions, length of stay, and incidence of infectious diseases for cats in animal shelters. Students will practice using the Five Freedoms as a benchmark for assessing whether basic animal welfare needs have been met for sheltered animals. In addition, students will investigate options for interventions that can be used to reduce stress within the shelter environment.

Module 6: Length of Stay
Students will explore a case-based learning scenario to discover how data-driven population management can increase positive outcomes at animal shelters. Students will investigate the importance of standard methods for collecting, analyzing, and reporting data from shelters. And students will investigate how daily monitoring of animal health and welfare can reduce average length of stay in shelters and thereby increase the life-saving capacity of shelters.

Module 7: Get to Know a Shelter
Students will explore the vast spectrum of different types of shelters, including nonprofit, municipal, open admission, and selective intake. Students will also investigate how a shelter’s mission influences its priorities and how the veterinary services department is integrated into shelter operations. Students will complete a shelter profile after visiting the shelter of their choice.

Module 8: Spay Neuter U
Students will investigate the role of high-quality high-volume spay-neuter surgeries in modern sheltering. Students learn about surgical techniques shown to improve surgical outcomes and consider the controversies surrounding spay-neuter and animal health. Students will also learn to critically review the scientific literature.

Module 9: The Role of a Shelter Veterinarian
Students will explore careers in Shelter Medicine, investigate employment opportunities, and explore risks for compassion fatigue.

IV. Course Materials
Required texts
Association of Shelter Veterinarians Guidelines for Standards of Care in Animal Shelters
Shelter Care Checklists: Putting ASV Guidelines into Action

Updated 8/1/17
Both publications are available at no cost at http://aspcapro.org/resource/shelter-checklists-based-asv-guidelines

Other required reading material is provided in Canvas.

Recommended/Reference texts


Additional Resources/Equipment
The Shelter Medicine Student Services office in VS-3 has an extensive library of textbooks available to students.

V. Evaluation/Grading/Testing:
Grading Scale
Each module has a series of graded assignments, generally consisting of a project or quiz reflecting the module theme, a discussion, commentary on a recorded presentation, and a self-reflective statement. Some modules contain additional or other types of activities. Specific assignment requirements can be found in Canvas.

Final course grades are determined by the default grading scale in Canvas.

Due dates
Due dates are provided on the course calendar in Canvas. Students may work ahead of schedule to complete assignments before the due date, but must meet assignment submission deadlines. Certain assignments, such as peer-reviews, must be completed in the first 7 days after the assignment deadline. Assignments submitted after the due dates will be awarded only half credit. Deadline extensions may be requested prior to assignment deadlines for specific unavoidable reasons such as travel, illness, or emergencies.

Student Evaluation of Instruction
Instructor evaluations should be completed at the end of each semester and are a vital part of the University! Evaluations take only a few minutes and can be completed online at https://evaluations.ufl.edu/evals/

VI. Administrative Policies: see Student Handbook @ http://education.vetmed.ufl.edu/dvm-curriculum/student-handbook/
Remediation
The CVM Academic Advancement Committee reviews the academic performance of all students who receive a failing grade in a course, GPA falls below 2.0, receive “unsatisfactory” grade in criteria (including “readiness to practice”) or who is currently on probation. The committee will meet with the student and their advisor and decide on appropriate action for the student (including, but not limited to, probation or continuation of probation, repeat of semester or full year, dismissal). Full description of these policies can be in Student Services section of Student Handbook.

Attendance

Updated 8/1/17
Excused absences for religious holidays and family/personal emergencies must be reported to OSI/instructor as soon as possible.

Academic Honesty
All students registered at the University of Florida have agreed to comply with the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” In addition, on all work submitted for credit the following pledge is either required or implied: “On my honor I have neither given nor received unauthorized aid in doing this assignment.” To review the student honor code please visit:
http://www.dso.ufl.edu/judicial/honorcodes/honorcode.php
Plagiarism includes any attempt to take credit for another person’s work. This includes quoting directly from a paper, book, or website, without crediting the source. Sources should be noted, a link to the website added, or quotation marks placed around the material and attributed, even during online discussions. However, the instructor expects more than simply cutting and pasting in this graduate-level course. Students are expected to review, evaluate and comment on material they research, rather than simply copying relevant material. Work will be graded accordingly.

Professional Behavior
The College of Veterinary Medicine expects all students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a veterinary student reflects on a student's qualification and potential to become a competent veterinarian. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at clients, patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason) substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for dismissal.

Accommodations for Students with Disabilities
Students requesting accommodations must first register with the Dean of Students Office, Disability Resource Center at 352-392-8565. Students may also apply online for accommodations. For more information, see the Disability Resource Center website at:
http://www.dso.ufl.edu/drc/
The Disability Resource Center will provide a letter to the student who must then meet with the course instructor to discuss the required accommodations. Once notification is complete, the instructor can work with the Disability Resource Center to provide the requested accommodations. To ensure that necessary accommodations are provided in a timely manner, it would expedite this process if any student who might need an accommodation would notify the course coordinator during registration.

Student Safety
Contact information for Safety & Security Department: 352-294-4444 (immediate assistance 24/7). University Policy Department: 392-1111; 911 for emergencies
For assistance with on-site counseling services, contact Dr. Ron Del Moro at 352-283-0028 (rondel@ufl.edu). Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575. Staff members in OSI are also readily available for those who need immediate assistance. Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

VII. Other information:

Technology Requirements

1. A desktop or laptop computer with high-speed internet access and multiple browsers other than Internet Explorer (Firefox, Google Chrome, or Safari). Apple iOS and tablets might not be completely compatible with e-learning at this time. Mobile apps do exist for accessing distance learning technologies however, these mobile applications may have some limitations compared to the desktop versions.

2. Students must have Microsoft Office software installed and have basic skills for using Word, Excel, and PowerPoint. Students with a GatorLink ID have free access to Lynda.com for training and are able to download discounted/free software from the GatorCloud by visiting http://www.it.ufl.edu/gatorcloud/.

3. We use the Canvas email to communicate about course-related issues. This is more likely to result to better communication with your classmates, the TAs, instructors, and facilitators than emailing us personally. Using Canvas for course communications also helps us remain compliant with the student privacy FERPA regulations.