

# University of Florida College of Veterinary Medicine Syllabus

## I. Course information

Number: VEM 5381  
Course title: Shelter Animal Physical Health  
Department: Small Animal Clinical Sciences  
Course credit: 3 credit hours

## II. General information

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

Course Faculty: Julie Levy, DVM, PhD, DACVIM, ABVP (Shelter Practice)  
Office location & office hours: VS-12, by appointment  
Office phone number: (352) 273-8722  
Email: [levyjk@ufl.edu](mailto:levyjk@ufl.edu)

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

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

Course Faculty: Katherine Polak, DVM, MPH, MS, DACVPM  
Office location & office hours: Off-site  
Office phone number: Off-site  
Email: [polakk@ufl.edu](mailto:polakk@ufl.edu)

Student Services Coordinator: Kim Richmond  
Office location & office hours: VS-3, by appointment, or walk-in 9am to 3pm Mon-Fri  
Office phone number: 352-294-4891  
Email: [kimrichmond@ufl.edu](mailto:kimrichmond@ufl.edu)

### Technology Help

Web: <http://helpdesk.ufl.edu/>  
Walk-in: HUB 132  
Phone: (352) 392-HELP (4357)  
Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

E-library/Course Reserves help: Paul McDonough, UF Library West  
Email: [paulmcd@uflib.ufl.edu](mailto:paulmcd@uflib.ufl.edu)

### III. Course description

Course goals: Construction, critique, and implementation of policies and protocols to protect and enhance the physical health and well-being of sheltered dogs and cats, including recognizing and responding to threats to physical health.

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

1. Perform basic population data analyses useful in determination of animal care capacity and design population management strategies to protect animal health.
2. Analyze the impact of various shelter policies, protocols, and procedures on animal physical health and shelter resources.
3. Design best practice strategies to promote shelter animal physical health and adapt to the resources available to individual shelters.
4. Evaluate existing medical policies, protocols, or procedures and modify to contain best practices for animal shelters.
5. Analyze case examples of euthanasia-related issues and troubleshoot concerns related to current guidelines for humane euthanasia procedures in animal shelters.
6. Diagnose and manage infectious disease outbreaks common to the shelter setting.
7. Construct and critique protocols for protecting and enhancing shelter animal health.
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 seven Modules. Each Module includes interactive activities, readings, recordings, group discussions, and assignments 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, and complete a pre-course quiz that reviews the structure and expectations for this course.

##### Module 2: Case of the Old SOP

Students will explore a case-based learning scenario that focuses on assessment and revision of standard operating procedures (SOPs) designed to improve the delivery of shelter preventative health care and prevent disease outbreaks.

##### Module 3: Case of Peaches

Students will explore a case-based learning scenario that focuses on the role of communication and collaboration to assure that every animal's needs are met every day. Students practice daily rounds to enhance the health and welfare of sheltered pets and ensure that every animal is moving toward its most positive outcome as quickly as possible.

##### Module 4: Case of When You Can’t Save Them All

Students will explore a case-based learning scenario that focuses on the types of emergency cases typically presented to animal shelters and how to recognize and manage painful shelter

animals. Students review best practices for euthanasia in animal shelters, analyze case examples, and modify SOPs to address concerns about the humane handling of animals selected for euthanasia.

#### Module 5: Case of Black Dog Syndrome

Students will explore a case-based learning scenario that focuses on how proper data collection and analysis provide insights to best manage populations of sheltered pets. Students perform population data analyses to determine capacity for care and design targeted strategies to protect animal health, enhance shelter operations, and improve outcomes for shelter pets.

#### Module 6: Case of the Common Cold

Students will explore a case-based learning scenario that focuses on investigation of common pathogens that cause disease outbreaks in shelters and review options for preventing and treating cases that incorporate best practices for animal shelters.

#### Module 7: Case of Ringworm Outbreak

Students will explore a case-based learning scenario that focuses on how to manage a disease outbreak in an animal shelter by appropriately applying isolation; quarantine; creation of clean breaks between incoming animals and already exposed or ill animals in the shelter; biohazard control, diagnostics, risk assessment, decontamination, documentation, and communicating with staff and community stakeholders.

### **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

Both of these publications are available at no cost at <http://aspcapro.org/resource/shelter-checklists-based-asv-guidelines>

Shelter Medicine for Veterinarians and Staff, 2nd ed, Lila Miller and Stephen Zawistowski, eds. Wiley-Blackwell, 2013.

Infectious Disease Management in Animal Shelters. Lila Miller, Kate Hurley, eds. Wiley-Blackwell, 2009.

Other required reading material provided in the Modules.

#### 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

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 on-line 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](mailto: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](mailto: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.