

## *Integrating Veterinary Medicine with Shelter Systems*

### **I. Course information**

Course Numbers: VEM 5321/VME 6810 all sections

Course Title: Integrating Veterinary Medicine with Shelter Systems

Course credit: 3 Graduate Credit Hours

### **II. General information**

#### Course Delivery:

This course is taught entirely online within the UF academic calendar for the summer semester and is intended to be taken as the first of the three online courses in the Maddie's® Certificate in Shelter Medicine. The course will be delivered using the UF centrally supported learning management system, CANVAS. Students must have a Gator Link ID to access this e-learning site at the following link:

- <https://lss.at.ufl.edu/>

Course Coordinator and Lead Instructor: Terry Spencer, DVM, MEd

#### Office location & contact information:

- Online by email within e-learning; please allow 48 hours for reply. On-campus office in V2-109.
- Contact Online Graduate Student Support Services by email to: [de-support@ahc.ufl.edu](mailto:de-support@ahc.ufl.edu) for all course technology issues and registration for graduate students
- Contact On-campus UF Professional Student Support Services in VS-3, Jenny Applebaum, [jennyapplebaum@ufl.edu](mailto:jennyapplebaum@ufl.edu) for all on-campus technology issues and registration for professional students
- Contact Paul McDonough at the UF Library West for any issues related to accessing the Course Reserves or UF E-Library System: send email to [paulmcd@uflib.ufl.edu](mailto:paulmcd@uflib.ufl.edu) or call 352-273-2523

Office phone number: 352-294-4757

Email: [sheltermedicine.online@vetmed.ufl.edu](mailto:sheltermedicine.online@vetmed.ufl.edu)

#### Co-Instructors:

Cynda Crawford, DVM, PhD

Brenda Griffin, DVM, MS, DACVIM

Julie Levy, DVM, PhD, DACVIM

Guest Speakers, vary by semester based on availability

**Lead Teaching Assistant:**

Lisa Shriver, DVM, Graduate Certificate in Shelter Medicine, Graduate Certificate in Veterinary Forensic Sciences

- **Contact instructors by email within the CANVAS course**
- **Please allow 48 hours for a response**
- **Office Hours will be announced and offered via the Adobe Connect webchat tool within e-learning**

Website: <http://sheltermedicine.vetmed.ufl.edu/education/courses/integrating-veterinary-medicine-within-shelter-systems/>

### **III. Course description**

#### **Course goals/Educational goals of the course:**

Understanding and appreciation of 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.

<b>Which objective does each assignment meet?</b>							
	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>
<b>Chapter 2: Dear Shelter Director Letter</b>	X	X	X				X
<b>Chapter 3: Medical Evidence Assignment</b>		X	X				X
<b>Chapter 4: Common Behavioral Programs/Asilomar Classifications</b>	X	X	X		X		X
<b>Chapter 5: Cat Cam Evidence Assignment</b>	X	X		X	X		X
<b>Chapter 6: Analyze One Monthly Data Report</b>	X	X		X			X
<b>Chapter 7: Compare Various Shelter Missions</b>	X			X	X	X	
<b>Chapter 8: Discuss Compassion Fatigue</b>		X		X		X	X
<b>Chapter 8: Locate and Compare Job Descriptions</b>				X		X	
<b>Chapter 9: Discuss Issues, Concerns, and Techniques Involved with HQHV</b>	X	X		X		X	X

<b>Sterilization</b>							
<b>Infectious Disease Project</b>		X	X				X
<b>Forensics Project</b>		X	X				X
<b>Behavior and Welfare Project</b>		X	X		X		X

**IV. Course Materials**

**Required Texts and Resources:**

1. *Shelter Medicine for Veterinarians and Staff, Second Edition*, Lila Miller and Stephen Zawistowski (editors), Blackwell Publishing, 2013. (NOTE: Available as an e-text in Course Reserves online)
2. *Infectious Disease Management in Animal Shelters*, Kate Hurley and Lila Miller (editors), Wiley-Blackwell Publishing, 2009.
3. *ASV Guidelines for Standards of Care in Animal Shelters*  
Download a copy from the Association of Shelter Veterinarians website at:  
<http://www.sheltervet.org/assets/docs/shelter-standards-oct2011-wforward.pdf>
4. A desktop or laptop with high-speed internet access and at multiple browsers other than Internet Explorer (Firefox, Google Chrome, or Safari). Apple iOS and tablets are not completely compatible with e-learning at this time. Mobile apps do exist for accessing Canvas, VoiceThread, Adobe Connect, and other distance learning technologies during the course. However these mobile applications may have some limitations compared to desktop versions.
5. A working headset with microphone to participate in Adobe Connect live chats. A mobile app is available for Adobe Connect, but it does not have all of the functionality of the desktop version.
6. Students must have Microsoft Office Software installed and have basic skills for using Word and Excel. Students with a UF GatorLink ID have free access to [Lynda.Com](http://Lynda.Com) for training and can download free or greatly discounted software from the UF Computing Help Desk ([UF Software Services](http://UF Software Services) )

**Recommended Additional Texts: (on-reserve in UF Course Reserves)**

1. *Feline Infectious Diseases*, Katrin Hartmann and Julie Levy (editors), Manson Publishing/The Veterinary Press, 2011.
2. *Infectious Diseases of the Dog and Cat, Fourth Edition*, Craig E. Greene, Elsevier Health, 2011.

3. *Maddie's Infection Control Manual for Animal Shelters: for Veterinary Personnel, First Edition*, Christine A. Petersen, Glenda Dvorak, and Anna Rovid Spickler (editors), Center for Food Security and Public Health, Iowa State University, 2008.
4. *Veterinary Forensics, Animal Cruelty Investigations*, Melinda Merck, Wiley & Sons, 2013. (e-version available)
5. *BSAVA Manual of Canine and Feline Behavioural Medicine*, Debra Horwitz and D.S. Mills, British Small Animal Veterinary Association, 2009.
6. Various readings available on UF's Electronic Reserves, accessible via: <https://ares.uflib.ufl.edu> and within e-learning Course Reserves area.

### **Technology Requirements**

1. High-speed internet access, a desktop or laptop computer, and multiple internet browsers (Mozilla Firefox, Google Chrome, or Safari). Do NOT use Internet Explorer. Apple iOS and mobile devices (tablets) are not completely compatible with e-learning. UF does offer a mobile app you can access here: <http://m.ufl.edu/info/>
2. A working headset with microphone to participate in optional live chats in Adobe Connect webinar tool.
3. Microsoft Office Software installed and basic skills for using Word and Excel. UF online students are able to download discounted/free software from the UF GatorCloud by visiting <http://www.it.ufl.edu/gatorcloud/> as well as access free training for such tools [Lynda.com](http://www.lynda.com).

### **V. Prerequisites**

Students should be currently enrolled in a professional veterinary medicine program leading to a DVM or VMD degree and preferably beyond the first year of study; already hold a DVM or VMD degree; or meet the criteria for acceptance to the UF Graduate School for the MS in Veterinary Sciences Concentration in Shelter Medicine degree program. Equivalent degree programs from international veterinary medical schools are acceptable.

### **VI. Course Overview**

This course is delivered totally online through UF eLearning using an interactive digital “textbook” divided into chapters. Each chapter includes interactive activities, readings, recordings, webinars, group discussions, and assignments to deepen student understanding as well as assess achievement. Assignments are due throughout the semester and most assignments allow a three-day window within which work will be accepted without penalty. Three final projects, assigned early in the semester, are due

near the end of the course and count for the majority of the course grade. Faculty, teaching assistants, and guest specialists are available as resources throughout the course.

**Reading Assignments:**

The [list of required readings by chapter can be found here](#) and on the [website here](#). Most of the readings come from the required textbooks or as files/e-books made available to students within the pages of the Chapters, in the [UF Distance Learning Library](#) Course Reserves, and on reserve on-campus at the College of Veterinary Medicine Education Center.

**Assignments and Grading:**

Details about each assignment are included within the online Chapters. A [list of assignments and their respective point values can be found here](#), and on the [website here](#).

**Due Dates**

Due Dates are provided on a [Course Calendar](#) . Students are encouraged to add this Google Calendar to their personal Google Calendar after creating a free Google account.

**EXTRA CREDIT: Minute Papers, Live Chat Sessions, and/or Case Discussions/Labs/Field Trips**

All students are required to submit three Minute Papers during the semester; more are optional and worth extra-credit. Ample opportunities exist to earn extra-credit during the semester. Live chats in Adobe Connect or field trips to local shelters vary by semester according to the availability of faculty and guest specialists. See the Course Calendar for dates and times. Participation in Live Chat sessions is possible even if a student cannot attend at the scheduled hour by posting questions PRIOR to the session. All sessions are recorded for later viewing by students who cannot attend.

**Chapter 1: Introduction**

(Estimated length of chapter, 1 week)

Students meet their online classmates; review course structure and expectations; and practice using the technology of e-learning.

***Required/Recommended Readings for Chapter 1: ([See Reading List](#))***

**Assignment 1A: Online Orientation Session**

**Assignment 1B: Voice Thread Introductions** introduce yourself to your classmates by posting to the All Class Discussion, comment on your classmate's posts, and Peer Review three of your colleague's Voice Thread presentations.

**Assignment 1C: Quiz** Complete a short quiz about the course syllabus, due dates, and e-learning technology used in the course.

**Assignment 1D: Minute Paper** These short papers allow you to reflect on the readings and assignments of each chapter. You are required to submit three Minute Papers; others are for extra-credit. Upload to Assignments.

## Chapter 2: Shelter Sleuth: Case of Sick Puppies (Estimated length of chapter, 1 week)

Students explore a case-based learning scenario that focuses on infectious diseases common to animal shelters. Students 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. Students also begin their first of three projects to present in the final chapter.

**Required/Recommended Readings for Chapter 2:** ([See Reading List](#))

**Assignment 2A: Letter**

**Assignment 2B: Minute Paper** Reflect on the readings and assignments in this chapter.

**Assignment 2C: Infectious Disease Project Selection** Select your topic and begin working on this first of three recorded projects to present later in the semester.

## Chapter 3: Shelter Sleuth: Case of Embedded Collar (Estimated length of chapter, 1 week)

Students explore a case-based learning scenario that focuses on recognizing and responding to a suspected case of animal cruelty or neglect. Students 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. Students also begin their second of three projects to present in the final chapter.

**Required/Recommended Readings for Chapter 3:** ([See Reading List](#))

**Assignment 3A: Case Questions**

**Assignment 3B: Case Discussion**

**Assignment 3C: Minute Paper** Reflect on the readings and assignments in this chapter.

**Assignment 3D: Forensics Project Selection** Select your topic and begin working on this second of three recorded projects to present later in the semester.

#### Chapter 4: Shelter Sleuth: Case of Misbehaving Dog (Estimated length of chapter, 1 week)

Students investigate a case-based learning scenario that focuses on common behavior and welfare issues presented to shelters. Students practice assigning Asilomar Accord Categories to such problems; explore how shelters might prevent or modify problem behaviors; and discuss what limitations shelters might have for treating such problems. Students also begin their third of three projects to present in the final chapter.

**Required/Recommended Readings for Chapter 4: ([See Reading List](#))**

**Assignment 4A: Asilomar Accords**

**Assignment 4B: Minute Paper** Reflect on the readings and assignments in this chapter.

**Assignment 4C: Behavior & Welfare Project Selection** Select your topic and begin working on this last of three recorded projects to present later in the semester.

#### Chapter 5: Shelter Sleuth: Case of Snotty Cats (Estimated length of chapter, 1 week)

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

**Required/Recommended Readings for Chapter 5: ([See Reading List](#))**

**Assignment 5A: URI Discussion**

**Assignment 5B: Cat Cam Discussion**

**Assignment 5C: Low-Stress Handling**

**Assignment 5D: Housing Assessment**



**Assignment 5E: Minute Paper** Reflect on the readings and assignments in this chapter.

**Chapter 6: Shelter Sleuth: Length-of-Stay**  
(Estimated length of chapter, 1 week)

Students explore a case-based learning scenario to discover how data-driven population management can increase live-release-rates from animal shelters. Students investigate the importance of standard methods for collecting, analyzing, and reporting data from shelters. And students 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.

**Required/Recommended Readings for Chapter 6:** ([See Reading List](#))

**Assignment 6A: Analyze Data**

**Assignment 6B: Capacity for Care**

**Assignment 6C: Minute Paper** Reflect on the readings and assignments in this chapter.

**Chapter 7: Shelter Sleuth: Get to Know a Shelter**  
(Estimated length of chapter, 1 week)

Students explore how the mission of a shelter is affected by public perception. Students also investigate how a shelter's mission influences its capacity for care.

**Required/Recommended Readings for Chapter 7:** ([See Reading List](#))

**Assignment 7A: Profile a Shelter**

**Assignment 7B: No-Kill Nation**

**Assignment 7C: Minute Paper** Reflect on the readings and assignments in this chapter.

**Chapter 8: Shelter Sleuth: The Role of a Shelter Veterinarian**  
(Estimated length of chapter, 1 week)

Students explore careers in Shelter Medicine and investigate employment opportunities. They also explore the professional demands placed on shelter veterinarians and discuss how effective communication, time-management, and prevention of compassion fatigue might decrease stress in this career.

**Required/Recommended Readings for Chapter 8: ([See Reading List](#))**

**Assignment 8A: Compassion Fatigue**

**Assignment 8B: Stress Management**

**Assignment 8C: Job Description**

**Assignment 8D: Minute Paper** Reflect on the readings and assignments in this chapter.

**Chapter 9: Spay Neuter U**  
(Estimated length of chapter, 1 week)

Students investigate the role of high-quality/high-volume sterilization surgeries in modern sheltering and learn about a variety of surgical techniques documented to improve surgical outcomes. Students consider the controversies surrounding low-cost spay/neuter efforts and consider the role of targeted (focused) spay/neuter on reducing intake into animal shelters. Model programs are highlighted. Students also participate in an online journal club to review the mounting evidence about health risks associated with sterilization surgeries.

**Required/Recommended Readings for Chapter 9: ([See Reading List](#))**

**Assignment 9A: Spay/Neuter Discussion**

**Assignment 9B: Journal Article Review**

**Assignment 9C: Minute Paper** Reflect on the readings and assignments in this chapter.

**Chapter 10: Project Presentations and Peer Reviews**  
(Estimated length of chapter, 1 week)

Students embed each of their three recorded projects into the Discussions area for their classmates to peer-review and instructors to grade. Project owners become the instructors and reply to all of their classmates' questions and comments.

**Required/Recommended Readings for Chapter 10: ([See Reading List](#))**

**Assignment 2D: Infectious Disease Presentation Due**

**Assignment 2E: Infectious Disease Handout Due**

**Assignment 3E: Forensics Presentation Due**

**Assignment 3F: Forensics Case Report Due**

**Assignment 4D: Behavior & Welfare Presentation Due**

**Assignment 4E: Behavior & Welfare Handout Due**

**Assignment 10A: Peer Review five Infectious Disease Projects**

**Assignment 10B: Peer Review five Forensics Projects**

**Assignment 10C: Peer Review five Behavior & Welfare Projects**

## **VII. Administrative Policies:**

*For more information on UF Graduate School policies related to grades, attendance, student conduct, and academic honesty please visit the [Graduate School](#).*

### **Honesty Policy**

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." Review the [Student Conduct and Honor Code](#).

**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.

### **Student Evaluation of Instruction**

Evaluations are performed electronically at the end of the course. To evaluate the instructor, visit the [GatorRater Online Faculty Evaluation](#) site.

### **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](#). 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.

### **Software Use**

All faculty, staff and students of the University are required to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

### **UF Counseling and Wellness Center**

Many resources are available for students who need help with stress-related problems or emergencies. Assistance is available both by appointment and after hours by calling 352-392-1575 or visiting the [UF Counseling and Wellness Center](#).

### **Grade Changes**

Grades will be changed only when a grading error has been made.

### **Communication with Instructors**

The preferred method for communication between students and the course instructors and teaching assistants is by Mail within e-learning. Please allow 48 hours for a response. Do NOT use the e-learning Discussions board to communicate about grades or other personal matters.

### **Attendance**

Lessons within this course can include a combination of asynchronous self-paced activities and synchronous activities that require attendance at specific times as detailed on the Course Calendar. Students are expected to visit the eLearning course daily to check for important announcements. Instructors monitor participation in discussion boards and other activities within the eLearning management system.

### **Class Participation**

Students are expected to constructively and professionally participate in online discussions and while completing both individual and group projects. Students are also expected to contribute interesting and relevant information during the discussions, chats, and group projects. All interactions between classmates and/or faculty must be polite and professionally conducted. Shouting (using all capital letters), use of profanity or insulting language, or plagiarism will not be permitted. However, avoid clogging the

discussion boards with short responses such as, “Good Job” or “Thanks” or “Me Too” as such postings contribute little to the discussion.

### **Performance Expectations**

Successful students report they spend between 6 to 10 hours working on course activities each week. Students are expected to produce quality work of a standard comparable to any graduate-level didactic course. Postings, assignment submissions, and discussions must be legible, constructive and appropriate. Students are required to think for themselves and will be expected to complete assignments that require the application of logic and reasoning skills when the answer may not be found in a book or the course notes. Factual information should be documented and referenced during discussions and within assignments.

### **Make-Up Work, Late Assignments, and Due Dates**

Students are expected to complete assignments according to the due dates posted on the course calendar within eLearning. In most cases, due dates include a flexible 72-hour window in which to submit work. On occasion, students might request an extension in ADVANCE of a due date. **However, once a due date is passed, late work will be graded at 50% of point value.**

If a student experiences a technical problem they should immediately notify [de-support@ahc.ufl.edu](mailto:de-support@ahc.ufl.edu). If such an issue prevents a student from submitting an assignment by the due date, the student will be expected to produce a help desk ticket to document efforts were made to correct the problem in a timely manner prior to the due date.

### **Important Dates/Deadlines to Withdraw**

Consult the [UF Academic Calendar](#) for details on key dates for dropping or withdrawing from this course and any tuition penalties that apply. Consult the Course Calendar within e-learning for important dates and deadlines that pertain to this course.