



The Role of the Animal Shelter in Protecting Community and Public Health

VME 6816

3 credits

University of Florida Distance Education Graduate Program in Shelter Medicine

Instructor:

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Course Coordinator:

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Course Description

This course enhances the ability of animal shelter professionals to serve as informed and active protectors of human and animal health in their communities.

Course Content

Animal shelter professionals play an essential role in protecting community and public health. There is increased recognition that collaboration among professionals from multiple disciplines is necessary to protect the health of both human and animal residents of a community. As part of this multidisciplinary collaboration to protect community and public health, shelter medicine specialists are expected to:

- Design zoonoses control programs in animal shelters
- Consult on zoonoses control programs in communities
- Consult on rabies control and provide recommendations for dog bite prevention
- Advise on dangerous animal issues (e.g. wildlife, exotics, domestic),
- Participate in emerging, reportable, and foreign animal disease surveillance
- Consult on animal cruelty, abuse, and neglect
- Consult on disaster relief and preparedness for animals
- Collaborate with external agencies regarding animals, and public health
- Advise on animal shelter environmental impact.

(DACUM Research Chart for Shelter Medicine Specialist, 2007).

This course is designed to provide shelter professionals with the tools necessary to help fulfill many of these functions in their communities. Course projects are designed for students to create practical tools for use and implementation in an animal shelter and the surrounding community.

Course Prerequisites

None

Co-Requisites

Access to a local animal shelter where you can survey staff and volunteers (can be done by

email, telephone, or in person).

Course Website

<https://onlinesheltermedicine.vetmed.ufl.edu/>

Course Objectives

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

1. Recognize how social determinants of health, implicit bias, misunderstandings about veterinary standards of care, practice models, and locations of veterinary practices affect access to veterinary care.
2. Recognize that providing incremental veterinary care is an option for increasing access to veterinary care for under-resourced pet-owning clients.
3. Know why limited access to veterinary care is a One Health issue.
4. Explain the relationship between the human-animal bond and One Health.
5. Identify three examples of programs that animal shelters might provide in their communities to address One Health issues.
6. Know the link between animal cruelty and human violence.
7. Create a zoonotic disease control plan for an animal shelter that accounts for risk-prevention, risk-assessment, and education of staff and volunteers.
8. Evaluate local rabies control plans for similarities and differences with model ordinances and best-practices recommendations.
9. Design a targeted educational program to address knowledge gaps about zoonotic diseases for an animal shelter.
10. Design a community engagement project to promote One Health based on an assets assessment for a specific location.

Materials and Supplies Fees

none

Required Textbooks and Software

1. **REQUIRED TEXTBOOK: (You MUST purchase a bound copy of this book as no digital version will be available in the UF Library or Course Reserves. See below for the least expensive way to purchase.)**

Dvorak, G., Roth J.A., Gray, G.C., and Kaplan, B. (2013). *Zoonoses: Protecting People and Their Pets*. Ames IA: Center for Food Security & Public Health, Iowa State University.

Best source (least expensive=\$35.00) of this book is directly from the publisher here:

<http://www.cfsph.iastate.edu/Products/zoonoses-protecting-people-and-their-pets.php>

2. **Other required and recommended readings** will be posted in e-learning and Course Reserves to download and review without charge

3. **Required Technology:** Computer with reliable, high speed internet access; your preferred web browser; video player with ability to play MP4 videos; speakers and/or headphones and working sound; PDF reader. For more information on hardware and software necessary to run Canvas, visit <https://community.canvaslms.com/docs/DOC-2059> (Links to an external site.). Canvas offers mobile applications for both [Apple](#) (Links to an external site.) and [Android](#) (Links to an external site.) products. These apps may be downloaded in the respective app stores. Depending on the device and your equipment, not all Canvas features may be available on the app at this time. For more information on Canvas apps, visit <https://community.canvaslms.com/docs/DOC-1542> (Links to an external site.).

Recommended Materials

Recommended readings will be posted in e-learning and available in online Course Reserves.

Course Schedule

Module 1: Course Overview/Introductions (1 week)

	Topic/Concepts	Activities/Assignments
1 week	Course Overview/Introductions; Planning for completion of course projects A, B, C, and D due during semester (#4 total)	Readings Recorded lecture Quiz (1) Discussion (2)

Module 2: Exploring Access to Veterinary Care (2 weeks)

2 weeks	Variety of practice models, effects of practice location on economics, GIS mapping of veterinary deserts, Human-Animal Bond, social determinants of health, recognizing implicit bias, variety in standards of care, incremental care, community outreach	Readings Recorded lectures Discussions (7) Quizzes (4)
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Module 3: Community Engagement to Promote One Health (2 weeks)

2 weeks	Definitions of One Health and community engagement; Examples of networks, collaborations, and coalitions that serve One Health; Upstream problem-solving; Models for successful community engagement projects; The link between animal cruelty and human violence	Project A: Create a Community Engagement Project to Promote One Health Readings Recorded lectures Discussions (1) Quiz (1)
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Module 4: Protecting Community and Public Health through Education (3 weeks)

3 weeks	Protecting the health of animal shelter workers through education, Effective education, Community educational programs to promote public health and safety, Antimicrobial stewardship,	Project B: Design a Targeted Educational Program about Zoonotic Diseases for an Animal Shelter Readings Recorded lectures Discussions (3) Quiz(1)
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Module 5: Zoonotic Disease Prevention and Control (3 weeks)

3 weeks	Zoonotic diseases of dogs and cats encountered in a shelter setting; risk reduction, risk assessment, education about risks	Project C: Create a Zoonotic Disease Control Plan for an Animal Shelter Readings Recorded lectures Discussion (1) Quizzes (3)
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Module 6: Rabies Control in Animal Shelters (2 weeks)

2 weeks	Rabies control; bite prevention; dangerous animal	Project D: Evaluate a Local Rabies Control Plan Readings
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	issues; variations in laws and ordinances	Recorded lectures Quizzes (3) Discussions (3)
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Module 7: Final Projects & Final Exam (1.5 weeks)

1.5 weeks	Review final projects, review course content, final exam	Final Examination Peer Review of Final Projects (#8)
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Evaluation Framework

Assignment	Weight	Grading Criteria
Projects (4)	60% total	See grading rubric in e-learning for detailed criteria, includes required peer reviews
Quizzes (10)	10%	Automatically scored in e-learning
Final Exam (1)	10%	Automatically scored in e-learning
Discussions (16)	20%	See grading rubric in e-learning for detailed criteria, requires original posts and substantive contributions to further the discussion

GRADING SCALE

Percent	Grade
93 -100	A
90 - 92	A-

87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
67 - 69	D+
63 - 66	D
60 - 62	D-
0 - 59	E

Additional information on the University of Florida Grades and Grading Policies may be found at: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

EXPECTATIONS AND POLICIES

Students are responsible for meeting all academic objectives as defined by the instructor. Plagiarism ([as defined by the UF Student Honor Code](#)) will not be tolerated. Be sure to cite your sources and references and attribute any verbatim quotations included in your submissions and posts.

[UF Maples Center for Forensic Medicine Code of Conduct and Professionalism \(our Department\)](#)

Instructional Policy:

This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas e-learning. (<http://elearning.ufl.edu>)

Attendance: Students must participate in the online discussions, and are required to visit the course e-learning daily for important updates and announcements.

Additional information regarding attendance/absences can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Class Participation: Students are expected to constructively join in online discussions with appropriate preparation, to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Bulletin postings 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.

Due Dates and Late Submissions: Pay close attention to the due dates posted in e-learning on your personal Dashboard and the Canvas Calendar for each assignment. Late submissions are eligible for up to 50% of the available points for each assignment.

This course is designed for working professionals like yourself. So we understand that sometimes life gets in the way of our best plans for juggling work, home, and school. If you anticipate you will likely miss a due date, request an extension in advance of the due date by sending an email through the Canvas Inbox to your instructors that explains the reason you need more time and when you expect to submit the work. Please title these posts clearly with "REQUEST EXTENSION FOR ASSIGNMENT 6A" (or whatever you need). Please avoid overuse of this option as it interferes with your classmate's ability to complete their own assignments.

NOTE: We honor most, but not all, requests for extensions.

Grade Changes: Grades will be changed only when a grading error has been made. If you think an error has been made, you should email the instructor as soon as possible. Your entire assignment will then be re-graded.

Incomplete grades: Under special circumstances, if a student is unable to finish a course before the end of the semester we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if 1/3rd or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course, or has made an effort to request an

incomplete grade. If an incomplete grade is assigned, outstanding assignments must be completed by the end of the next semester. If the assignments are not completed in this time you will be assigned a grade based on the completed assignments.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results/.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected 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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Resources:
Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>