

COURSE SYLLABUS

USDA ACCREDITATION, FOREIGN ANIMAL DISEASES, AND INTERNATIONAL VETERINARY MEDICINE

CVM 7065

2 credit Hours, 2 week course

Course Director: Malika Kachani, DVM, PhD, Professor.

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Course Instructors:

- U.S.D.A. A.P.H.I.S. personnel: Dr. David Ewey
- California Department of Food and Agriculture personnel: Dr. Dennis Wilson
- CVM faculty
- International invited speakers

Course Time and Location:

Class will meet on-campus, in room 244E, BVCC. Changes of location will be announced during orientation week. Other meeting locations may vary and notification of location by email will be provided to students 24 hours prior to class meetings. Class will meet for various amounts of time 8:00 a.m. to 5:00 p.m. Monday through Friday. Nights and weekends will not contain scheduled activities, but may need to be used to complete course assignments.

Field trips may require extended hours but all efforts will be made to return to campus by 5:00 p.m. Field trips may include trips to Cal Poly Pomona livestock facilities, local food animal production facilities, and regional points of international animal import and/or export.

Course Description: (Course Purpose, aims/goals)

The goal of this course is to educate veterinary students on foreign animal diseases and global health issues so that they understand their role and responsibilities as veterinarians in the USA, understand the global impact of foreign animal diseases, and zoonotic diseases and contribute, when applicable, to their control and prevention.

This course will include 3 components: Foreign Animals Diseases, International Veterinary Medicine and USDA Accreditation,

Students will meet with the course Director and co-Director and discuss disease control programs in the USA and in developing countries and understand the role of national and international health organizations in disease prevention and control. They will share experiences with faculty members and become familiar with animal and public health issues within and outside the USA.

Students will gain knowledge of foreign animal diseases that are reportable in the US, including Office International des Epizooties (OIE) reportable diseases as well as the Centers for Disease Control and Prevention's Category A, B, C Bioterrorism Agents/Diseases and other important high consequence livestock pathogens and toxins.

One component of this rotation involves an on-line course: Exotic and Emerging Diseases of Animals (EEDA), available from Iowa State University and the Veterinary Information Network (VIN). Through this course, students will participate in various outbreak investigations involving FADs, identify domestic diseases which present similarly to FADs, and become familiar with protocols for reporting potential FADs.

The role of USDA in international activities and other national and international animal and public health organizations, including United Nations (UN) organizations such as Food and Agriculture Organization (FAO) and the World Health Organization (WHO), as well as the OIE will be discussed. The students will become familiar with programs to control/prevent infectious and parasitic diseases in the USA.

The students will become familiar with health issues of global concern. They will learn how to be prepared for an international

experience and how to contribute, as students or young veterinarians, to programs targeting zoonotic disease control and poverty alleviation in developing countries. This will be achieved through discussions and activities conducted by faculty members and classmates that have international experience.

Students will meet with representatives from both the area office of USDA-APHIS and the California Department of Food and Agriculture Animal Health and Food Safety Service to review their professional, legal and ethical responsibilities after becoming an accredited veterinarian. This course will include the core orientation requirements to apply for federal accreditation status including:

- Federal animal health laws, regulations, and rules as they apply to accreditation
- Interstate and international movement of animals
- Import and export requirements for animals
- USDA animal disease eradication and control programs
- Laboratory support in confirming disease diagnoses
- Ethical/professional standards for an accredited veterinarian
- State initiatives, regulations, and programs

Practical demonstrations of tuberculin and other testing procedures will be carried out. Clinical and laboratory diagnosis of foreign animal diseases (FAD) of economic importance in the United States will be delivered to students in a student-centered format.

This 2 credit course was developed using the current USDA National Veterinary Accreditation Program (NAVVP), recommendations from the AVMA-USDA Relations Committee for new directions for the NAVVP (JAVMA, May 15, 2002), and the Model Curriculum developed by the American College of Veterinary Preventive Medicine as recommended by the AVMA, December 2003. Additional resources utilized for development include position statements from the American Association of Food Hygiene Veterinarians, American Association of Public Health Veterinarians, and the Association for Veterinary Epidemiology and Preventive Medicine, as well as the AVMA New COE Draft Outcomes Statement Population Medicine Domain recommended, July 2004. The international veterinary medicine component and the learning experiences proposed have been developed using recommendations from the Global Health Educational Consortium and experience of the course director in working with International UN and other Health Organizations on zoonotic disease control and prevention in developing countries.

Learning Objectives: (Supporting The Course Purpose)

At the end of the course, students will:

1. Become familiar with and recognize clinical signs of FADs, and sporadically occurring endemic diseases with similar presenting signs, which would lead a veterinarian to contact USDA officials for confirmation. These diseases include, but not limited to:
2. Understand the veterinarian's role and USDA role in responding to FADs, whether their introduction is accidental or intentional (bioterrorism).
3. Appreciate the impact of a FAD outbreak on agriculture, animal health infrastructure, and financial viability at a regional, national, and international level.
4. Perform a suspect FAD outbreak investigation within a population identifying important associations and risk factors, methods of definitive diagnosis, and implementation of appropriate intervention and prevention strategies.
5. Review disease control programs and understand how various departments work together.
6. Understand the numerous roles of veterinarians in the community.
7. Understand the global veterinary responsibilities.
8. Appreciate animal health and public health issues outside the USA.
9. Understand the impact of socio-cultural habits on disease transmission.
10. Understand the role of international organization in disease control and poverty alleviation.
11. Understand the impact of natural and man-made disasters on animal and public health.
12. Understand the role of national and international animal health organizations in disease control/prevention.
13. Perform the sixteen (16) performance tasks established in the Standards for Accredited Veterinarian Duties in Title 9, Code of Federal Regulations, Part 161.

Learning experiences

1. Take the EEDA online course
2. Study the reportable conditions for animals and animal products in California
3. Study the major animal and public health national and international organizations
4. Study animal disease control and prevention programs in the USA and in developing countries
5. Prepare a program to control a zoonotic disease in a developing country
6. Become aware of animal and public health issues within and outside the USA
7. Perform the 16 accreditation performance tasks

8. Perform a suspect FAD outbreak investigation
9. Attend the national veterinary accreditation seminars

Course Policies and Procedures: (Attendance/Dress Code etc. – specific to course)

Attendance – Attendance and participation in discussion is required in order to optimize the educational benefit for all students. An excused absence may be granted in the case of contagious illness or family emergency. Notification of absence must be directed to the course director through personal communication, voice mail or email as early as possible.

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Policies and procedures for excused absences are detailed in the Clinical Courses and Rotations Handbook.

Professional behavior - Professional behavior is conducive to an effective learning environment and is expected of all course participants. Professional behavior includes but is not limited to tolerance of others beliefs and opinions, arriving on time, and being prepared for class discussions.

Honor code - In compliance with the University and College requirements and recommendations.

Students with special needs - Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware. Those seeking accommodations based on disabilities should contact the Center for Disability Issues & the Health Professions (CDIHP) office (909 469-5380) to coordinate reasonable accommodations for students with documented disabilities. Retroactive disabilities related accommodations will not be granted.

EQUIPMENT/CLOTHING

During field trips, appropriate clothing should be worn. For food animal production facilities, this will include coveralls and rubber boots. For other production facilities, students should consider clothing which is appropriate for the surroundings.

Wearing loose jewelry, such as necklaces and dangling earrings, is discouraged during field trips.

Assessment: (Grades/Rubric/Exam)

Assessment for this course is a weighted combination of technical and non-technical competencies.

Technical competencies: will be evaluated through examination within the EEDA course, demonstration of the 16 NVAP performance tasks, and a summative exam at the end of week 2. The summative exam will consist of questions consistent with expected production medicine and population health knowledge assessment on the North American Veterinary Licensing Exam (NAVLE).

Non-technical competencies: will be evaluated through course director and peer evaluation of professional attitude, behavior, collaboration and interaction during the course. Assessment categories and expectations are described in the included rubric. Course graded events will be weighted as follows to determine the course letter grade.

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|---------------------------------------|-------|
| • EEDA course | 30.0% |
| • Oral presentations | 20.0% |
| • Summative Exam | 30.0% |
| • Course Director and Peer Evaluation | 20.0% |

GRADING SCALE

- A (90+): Student with work at a professional advanced level with evidence of understanding of all course material.
- B (80-89): Student who has achieved a high standard of understanding in some topics, although in some areas and issues have moderate understanding
- C (70-79): Student who has achieved a moderate level of understanding in the majority of topics
- D (65-69): Student who has achieved moderate levels of understanding in few topics, in some areas the student has achieved only rudimentary understanding
- U (<65): Student who has failed to demonstrate an understanding of the topics or is so poor in some areas as to be “dangerous” to others if providing advice on population health or production medicine.

Course Schedule:

Please see appendix for example rotation schedule.

Resources:

Course materials and required readings will be available on Blackboard.

Other recommended resources include:

Websites

- Foreign Animal Disease: The Grey Book (http://www.vet.uga.edu/vpp/gray_book/)
- The Center for Food Security & Public Health – Iowa State University: Animal Disease Information factsheets

(<http://www.cfsph.iastate.edu/DiseaseInfo/>)

- USDA-APHIS Veterinary Services Emergency Management Response System (EMRS) (<http://emrs.aphis.usda.gov/>)
- All national and international organization's websites.
- USDA-APHIS Foreign Animal Disease Training Modules (http://www.aphis.usda.gov/vs/ep/fad_training/bibpage.htm)

Course evaluation

Surveys are conducted regularly for all CVM courses to gather student opinion and observation on course content and conduct, and faculty and/or course director performance. This data helps improve instruction in the College curriculum, and survey outcomes are part of the College assessment program for accreditation purposes. Accordingly, it is expected that each student will complete, as scheduled, all surveys requested for this and other courses. This is a 'threshold' requirement for every College course, that is, a student has not formally completed any course until its survey obligations are met. It may be necessary to withhold a final course grade if there is a failure to comply with survey obligations.

APPENDICES: (Detailed Schedules/Assessment rubrics/University, College Information/Forms/Surveys etc.)

RUBRIC FOR COURSE DIRECTOR EVALUATION

Level of demonstration	Professional (10 points)	Competent (8 points)	Marginal (6 points)	Unacceptable (0 points)
Professionalism	Strong team member and active participant in discussions. Always works respectfully and cooperatively with others.	Good team member and active participant in discussions. Works respectfully and cooperatively with others.	Occasionally behavior not reflective of a team player. Lack of participation in discussions. Does not always work respectfully or cooperatively with others.	Behavior not reflective of a team player. Does not participate in discussions. Does not work respectfully or cooperatively with others.
Collaboration	Openly shares thoughts and ideas and listens to those of others. Provides detailed and descriptive feedback and highly receptive to feedback from others.	In general, shares thoughts and ideas and listens to those of others. In general provides constructive feedback and receptive to feedback from others.	Does not always openly share thoughts and ideas and listen to those of others. Does not always provide constructive feedback or is receptive to feedback from others.	Does not openly share thoughts and ideas and listen to those of others. Does not provide constructive feedback and is not receptive to feedback from others.
Communication	Communication is always non-judgmental, accepting and understanding.	Most of the time communication is non-judgmental, accepting and understanding.	At times communication was judgmental and not accepting or understanding.	Communication was judgmental and not accepting or understanding.
Self-directed learning	Highly self-motivated and eager to learn. Recognized inadequacies in knowledge and took appropriate measures to resolve inadequacies.	Good motivation to learn. In general recognized inadequacies in knowledge and took appropriate measures to resolve inadequacies.	Motivation to learn lacking at times. At times lacks awareness of inadequacies in knowledge and made some attempt to resolve inadequacies.	Lacks motivation to learn. Completely lacks awareness of inadequacies in knowledge or does not attempt to resolve inadequacies.

Critical appraisal	Critically evaluated learning resources.	Usually evaluated learning resources.	Evaluation of learning resources is lacking.	Does not critically evaluate learning resources.
Work ethic	Always prompt, dependable and reliable.	In most circumstances is prompt, reliable and dependable.	Not always prompt reliable or dependable. Absences notable.	Not prompt, reliable or dependable. Prominent absences.

GUIDELINE FOR CRITIQUE OF CURRENT ANIMAL DISEASE PROGRAMS IN THE USA

Oral presentation, time limit approximately 15-20 minutes

OUTLINE

- 1. OBJECTIVES OF THE PROGRAM**
- 2. TYPE OF PROGRAM**
- 3. BRIEF HISTORY**
- 4. PRIME REASONS FOR PROGRAM**
- 5. COOPERATIVE AGENCIES AND INDUSTRY SUPPORT**
- 6. DETECTION METHODS**
- 7. TEST (S) CHARACTERISTICS**
- 8. ANIMAL IDENTIFICATION**
- 9. EPIDEMIOLOGY**

10.PUBLIC HEALTH ISSUES IF APPLICABLE

11.STRENGTHS AND WEAKNESSES

12.CRYSTAL BALL PREDICTIONS

RUBRIC FOR ORAL PRESENTATION

Level of demonstration of understanding	Professional (10 points)	Competent (8 points)	Marginal (6 points)	Unacceptable (0 points)
Content				
Discussion of problem or situation	Accurate and concise description of the problem or situation being addressed.	Accurate identification of the problem or situation being addressed. Demonstration of basic understanding of why the situation occurred and solutions presented.	General identification of the problem or situation being addressed, but some areas remain unidentified. Solution stated but not discussed.	Failure to correctly identify the problem or situation
Discussion of factors leading to the problem or situation	Thorough, concise description of all factors contributing to the problem or situation. Discussion of degree of accountability related to each factor.	Description of major factors contributing to the problem or situation. Some minor overlooked. Some degree of accountability discussed.	Has included the major contributing factors to the problem or situation but fails to identify degree of accountability.	No demonstration of an understanding of even major contributing factors to the problem or situation.
Discussion of solution for problem or situation	Thorough, concise description of all necessary measures for resolution of the problem or situation. Provides thorough explanation of both positive and negative aspects of recommended resolution measures. Addresses why the recommended measures are preferable and briefly discusses	Description of major necessary measures for resolution of the problem or situation. Discusses recommendations for preferred resolution measures.	Has included some major measures for resolution of the problem or situation but fails to justify the recommended resolution measures.	No demonstration of an understanding of even basic resolution measures.

	why alternatives are not as suitable in this situation.			
Identification of proper agencies or organizations	Demonstrates knowledge of all local, regional, state, national, or international agencies or organizations necessary to effectively address the problem or situation. Recommends quality and quantity of communication and collaboration with such agencies. Understands the roles of individual agencies and makes necessary adjustments to recommended protocols to maximize efficiency in resolution of the current situation or problem.	Demonstrates knowledge of major of state, regional, national, or international agencies or organizations necessary to effectively address the problem or situation. Understands the roles of individual agencies in resolution of the current situation or problem.	Demonstrates knowledge of some state, regional, national, or international agencies or organizations necessary to effectively address the problem or situation. Understands portions of the roles of individual agencies in resolution of the current situation or problem.	Unable to demonstrate knowledge of state, regional, national, or international agencies or organizations necessary to effectively address the problem or situation or the roles of individual agencies in resolution of the current situation or problem.

	Professional (5 points)	Competent (4 points)	Marginal (3 points)	Unacceptable (0 points)
Presentation				
Critical thinking	Demonstration of a clear line of thought, through clearly structured and documented recommendations and reasoning for those recommendations.	Reasonable recommendations provided. However reasoning not always clear or documented.	Vague recommendations, poorly thought out, recommendations only partly correct in fact.	No demonstration of critical thinking, recommendations are false or incorrect
Organization	Information presented in logical sequence which client can follow. Organization allows for immediate access to specific information without reading entire document.	Student presents information in logical sequence which client can follow. Difficult to access specific information without reading much of document.	Client has difficulty understanding information because interruptions in logical sequence.	Client cannot understand information because there is no sequence of information.
Written communication	Conveys the ideas and recommendations discussed in a succinct and clear manner.	Conveys the ideas and recommendations clearly most of the time.	Able to convey idea or recommendation clearly most of the time. Unable to clearly discern recommendations occasionally.	Unable to convey the idea or recommendation clearly. Thoughts seem muddled.
Use of terminology	Correctly use the terminology at all	Able to understand the terminology	Aware of the terminology,	Either unaware of the terminology

times. Also, recognizes particular nuances that may sometimes be confusing. The use of terminology enhances the arguments as it makes discussions clear.

and use correctly all or overwhelmingly most times.

however, frequently fails to understand the terminology and therefore, incorrectly uses the terminology often. However the argument being advanced is still reasonable clear.

and its use is not included in the paper, or consistently uses terminology incorrectly to the point that the argument is not clear

SCHEDULE OF COURSE EVENTS

	<u>TIME</u>	<u>COURSE EVENT</u>	<u>INSTRUCTOR</u>
<u>MONDAY</u>		COURSE INTRODUCTION	DR. KACHANI DR. SCHMIDT
<u>TUESDAY</u>		CVM FACULTY PRESENTATIONS	DR. KHAMAS DR. TKALCIC
<u>WEDNESDAY</u>		EEDA ONLINE COURSE CALIFORNIA REPORTABLE CONDITIONS	DR. SCHMIDT
<u>THURSDAY</u>		TUBERCULOSIS BRUCELLOSIS TESTING/VACCINATION	DR. TERRA
<u>FRIDAY</u>		STUDENTS PRESENTATIONS ANIMAL HEALTH ORGANIZATIONS	DR. KACHANI
<u>MONDAY</u>		STUDENTS PRESENTATIONS: ANIMAL DISEASE CONTROL PROGRAMS	DR. KACHANI
<u>TUESDAY</u>		STUDENTS PRESENTATIONS: ANIMAL DISEASE CONTROL PROGRAMS	DR. KACHANI
<u>WEDNESDAY</u>		ROLE OF WHO IN DISEASE CONTROL FOREIGN ANIMAL DISEASES & INTERNATIONAL EXPERIENCE	DR. KACHANI DR. ENGELKE
<u>THURSDAY</u>		EEDA ONLINE COURSE	DR. SCHMIDT
<u>FRIDAY</u>		NATIONAL VETERINARY ACCREDITATION SEMINAR, USDA EXAM	DR. EWEY DR. WILSON DR. KACHANI