University of Florida Online Shelter Medicine Syllabus

I. Course information
   Number: VME 6934
   Course Title: Teaching Clinical Skills in Animal Shelters
   Department: Graduate Studies, College of Veterinary Medicine, College of Medicine
   Course credit: 3

II. General information
   Course director: Terry Spencer, DVM, MEd, and Phillip Buchyn
   Office location & office hours: by appointment, VS-4
   Office phone number: 352-294-4509
   Email: tspencer@ufl.edu and buchynp@ufl.edu
   Course Faculty: Linda S. Behar-Horenstein, Ph.D.
   Distinguished Teaching Scholar and Professor
   Colleges of Dentistry, Education, Veterinary Medicine, & Pharmacy
   CTSI Educational Development & Evaluation
   HRSA Faculty Development in Dentistry
   Communicore Building, CG-72
   PO BOX 100208
   Gainesville, FL 32610-0208
   Tel and Cell 352 682 0768
   Email: Lsbhoren@ufl.edu

III. Course description
   Course goals: Shelter medical professionals are often expected to teach and supervise
   volunteers, staff working with shelter pets and students completing externships or internships in
   animal shelters. However, few shelter medical professionals have had the opportunity to
develop their teaching skills. This course will prepare students to (a) plan for instruction, (b)
teach, (c) give appropriate feedback, and (d) coach others to develop clinical skills in animal
shelters. Students in this course will learn about current educational learning theory and
develop necessary pedagogical skills for effectively teaching about any skill needed in the
practice of shelter medicine (i.e., animal handling, population management, physical exams,
spay/neuter surgery.)

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

1. Develop lessons for teaching clinical skills that incorporate the four components of brain-
based learning as described in the educational literature by Zull (concrete experience,
   reflection, abstraction, and active testing, that lead to a new concrete experience.)
2. Develop components of an electronic educational portfolio.
3. Adapt lessons to the educational needs of adult learners (andragogy) in animal shelters.
4. Create a personal teaching philosophy and apply it to clinical instruction in animal
   shelters.
5. Discuss how preferred learning styles influence teaching of clinical skills in animal
   shelters and propose adaptations to include more learners.
6. Distinguish between course goals, learning objectives, and clinical competencies.
7. Differentiate between learning activities that foster higher or lower-order cognitive skills.
8. Modify a lesson to promote critical-thinking skills.
9. Demonstrate how Rich’s concept of co-regulated learning applies to effective teaching of
TENTATIVE

- clinical skills.
10. Identify activities that promote self-regulated learning.
11. Describe what activities you would provide during a pre-induction orientation at your shelter for new employees.
12. Write reflection essays to identify newly learned facts, questions, and practical applications.
13. Develop a coaching/mentoring plan.
14. Give feedback that is timely, specific, and appropriate for coaching students and staff to improve competency of clinical skills.

Course outline:

<table>
<thead>
<tr>
<th>Module/Weeks</th>
<th>Topic/Concepts</th>
<th>Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Getting Started (1 week)</td>
<td>Introductions</td>
<td>Discussion prompt</td>
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<tr>
<td></td>
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<td>Create e-portfolio</td>
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<tr>
<td>2: Introduction to Brain-Based Learning (1 week)</td>
<td>Zull’s four components, purposeful teaching</td>
<td>Discussion Prompt(s)</td>
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<td></td>
<td></td>
<td>Reflection Essay</td>
</tr>
<tr>
<td>3. Essential Components: Curriculum, Instruction, Teaching &amp; Learning (1 week)</td>
<td>andragogy, pedagogy, micro-curriculum, macro-curriculum educational process</td>
<td>Assessment 1 (for feedback)</td>
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<td></td>
<td></td>
<td>Discussion Prompts</td>
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<td></td>
<td>Reflection Essay</td>
</tr>
<tr>
<td>4. Beliefs About Teaching and Learning and Their Relationship to Instructional Planning (1 week)</td>
<td>personal teaching philosophy, learning styles</td>
<td>Assessment 2 (for feedback)</td>
</tr>
<tr>
<td>5. Students as Learners and Learning Styles (2 weeks)</td>
<td>learning-type measure, hemispheric-mode indicator,</td>
<td>Online Assessments (extra fee)</td>
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<tr>
<td></td>
<td></td>
<td>Discussion Prompt(s)</td>
</tr>
<tr>
<td>6. Differentiating Learning Goals, Objectives, and Competencies (2 weeks)</td>
<td>learning goals, learning objectives, competencies</td>
<td>Assessment 3 (auto feedback)</td>
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<td></td>
<td></td>
<td>Discussion Prompt(s)</td>
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<td></td>
<td></td>
<td>Reflection Essay</td>
</tr>
<tr>
<td>7. Teaching to Higher-Order Cognitive Skills -- Promoting Critical Thinking (1 week)</td>
<td>cognitive skills, critical thinking, discipline-based examples, non-discipline based examples</td>
<td>Discussion Prompt(s)</td>
</tr>
<tr>
<td>8. Giving Effective Feedback to Learners (2 weeks)</td>
<td>authentic (pedagogically appropriate) assessment and feedback, co-regulated Learning</td>
<td>Discussion Prompt(s)</td>
</tr>
<tr>
<td></td>
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<td>Reflection Essay</td>
</tr>
</tbody>
</table>
**9. Coaching-Mentoring of Learners (2 weeks)**

- coaching, mentoring, facilitating and encouraging student acquisition of shelter medicine competencies
- peer evaluation, self-regulated learning

**Discussion Prompt(s)**

**10. Didactic Teaching vs Clinical Teaching (1 week)**

- linking teaching approaches to specified student outcomes
- peer evaluation

**Discussion Prompt(s)**

**Reflection Essay**

**11. Presentation of final projects (1 week)**

- Presentation of goals, learning objectives, and clinical competencies for teaching shelter workers*
- Presentation of and peer feedback on student presentation of coaching/mentoring plan of shelter workers*
- Submission of final version of teaching philosophy
- Submit completed e-portfolio

**Instructor Evaluation/Feedback**

**IV. Course Materials**

1. Zull J.E. (2002). The art of changing the brain: enriching the practice of teaching by exploring the biology of learning. Sterling VA: Stylus. Available online via Course Reserve. To purchase your own copy, the book order information from Amazon.com is:
   - Paperback
     - $24.26
     - $27.50 Prime

2. Required readings as posted on the course Canvas website.

**Materials and Supplies Fees**

Students will be expected to pay the costs for taking the online assessments (the LTM, $15 and the HMI $12, from aboutlearning.com)

**Access to aboutlearning.com**

Login to URL.

http://www.4mationweb.com//4mationweb/assessment/login.php
Set yourselves up by entering the following information. Subscribe as “Student” under membership type, and also put a 1 next to each test (LTM and HMI) you will take. After taking the test you will be asked to link your results. Search for the instructor by her first name (Linda) in the database to link their results.

V. Evaluation/Grading/Testing:

Grading Scale (either UF scale or unique scale)

COURSE GRADING SCALE & EQUIVALENT POINTS

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0 - 100.0</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>87.0 - 89.9</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>84.0 - 86.9</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>81.0 - 83.9</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>78.0 - 80.9</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>75.0 - 77.9</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>72.0 - 74.9</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>69.0 - 71.9</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>66.0 - 68.9</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>63.0 - 65.9</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60.0 - 62.9</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>0 - 59.9</td>
<td>E</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Evaluation Framework for the GMS6934

You are required to post each of the following assignments to the online discussion board. Student grades will be seen only by the individual student who submits his/her own assignment.

● = denotes portfolio components

<table>
<thead>
<tr>
<th>Assignment/points</th>
<th>Weight</th>
<th>Grading Criteria</th>
<th>Module(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of reflective writing</td>
<td>10%</td>
<td>Clarity, concision, depth and breadth, and writing mechanics.</td>
<td>2, 3, 6, 8, 10</td>
</tr>
<tr>
<td>prompts/ 10 points each</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>Weight</td>
<td>Rubric</td>
<td>Points</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>250-word teaching philosophy, initial draft/ <strong>5-25 points</strong></td>
<td>10%</td>
<td>Teaching philosophy rubric</td>
<td>4</td>
</tr>
<tr>
<td>Discussion posts for the course/ <strong>10 points each</strong></td>
<td>5%</td>
<td>Discussion rubric per each module.</td>
<td>1, 2, 3, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>250-word essay that describes your preferred learning style, hemispheric mode indicator and how this informs how you learn best and describe how you will teach to students whose learning styles are distinctly different from your own*/ <strong>15 points</strong></td>
<td>15%</td>
<td>Accuracy, clarity, concision, depth and breadth, and writing mechanics.</td>
<td>5</td>
</tr>
<tr>
<td>Written submission of goals, learning objectives, and clinical competencies* / <strong>20 points</strong></td>
<td>15%</td>
<td>Accuracy, linkage, clarity, relevance and writing mechanics.</td>
<td>6</td>
</tr>
<tr>
<td>Written submission of coaching/mentoring plan of shelter workers* / <strong>20 points</strong></td>
<td>15%</td>
<td>Accuracy, linkage, clarity, relevance and writing mechanics.</td>
<td>9</td>
</tr>
<tr>
<td>250-word teaching philosophy, final version*/ <strong>5-25 points</strong></td>
<td>10%</td>
<td>Teaching philosophy Rubric</td>
<td>11</td>
</tr>
<tr>
<td>Presentation of goals, learning objectives, and clinical competencies for teaching shelter workers/ <strong>10 points</strong></td>
<td>5%</td>
<td>Via instructor and peers on presentation assignment feedback form.</td>
<td></td>
</tr>
<tr>
<td>Peer feedback on student presentation of goals, learning objectives, and clinical competencies for teaching shelter workers/ <strong>10 points</strong></td>
<td>5%</td>
<td>Complete Instructor Provided Worksheet to Offer Peer Feedback on Presentations</td>
<td>11</td>
</tr>
<tr>
<td>Presentation of coaching/mentoring plan of shelter workers/ 10 points</td>
<td>5%</td>
<td>Via instructor and peers on presentation assignment feedback form.</td>
<td>11</td>
</tr>
<tr>
<td>Peer feedback on student presentation of coaching/mentoring plan of shelter workers/ 10 points</td>
<td>5%</td>
<td>Complete Instructor Provided Worksheet to Offer Peer Feedback on Presentations</td>
<td>11</td>
</tr>
</tbody>
</table>

**Discussion Rubric**

Participating will be measured by posting on **3 different days**. You should make a minimum of **4**.
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postings in total: one new thread and three thoughtful responses to different members. Your participation will be graded on a ten-point scale as follows. 100-200 word posts are expected for thoughtful responses to different member.

Protocol for posting and contributing to an online discussion:

1. You are expected to participate on at least 3 different days.

2. You should begin at least one thread and provide at least three posts in response to other participants’ threads.

3. Posting should be a minimum of one short paragraph and a maximum of two paragraphs. Word totals for each post should be in the **100-200 words range**. Whether you agree or disagree explain why with supporting evidence and concepts from the readings or a related experience. Include a reference, link, or citation when appropriate.

4. Be organized in your thoughts and ideas.

5. Incorporate correlations with the assigned readings or topics.


7. Provide evidence of critical thinking and thoughtfulness in your responses or interactions. Avoid summarizing.

8. Contribute to the learning community by being creative in your approaches to topics, being relevant in the presented viewpoints, and attempting to motivate the discussion.


10. Use proper etiquette. Remember that being respectful is critical.

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**Grade A Discussion (9-10 points) – participated 3 times, minimum of 4-5 posts**

*Grade for A-level postings:*
- Are made in a timely fashion, giving others an opportunity to respond.
- Are thoughtful and analyzes the content or question asked.
- Makes connections to the course content and/or other experiences.
- Extends discussions already taking place or pose new possibilities or opinions not previously voiced.

*If these criteria are met but the 100-200 word count is not met, the score will drop two points.*

**Grade B Discussion (8-9 points) – participated 2 times, minimum of 3-4 posts**

*Grade for B-level postings:*
- Are made in a timely fashion, giving others an opportunity to respond.
- Are thoughtful and analyze the content or question asked.
- Makes connections to the course content and/or other experiences, but connections are unclear, not firmly established or are not obvious.
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- Contains novel ideas, connections, and/or real-world application but lacks depth, detail and/or explanation.
*If these criteria are met but the 100-200 word count is not met, the score will drop two points.

Grade C Discussion (7-8 points) – participated 2 time, minimum of 3 posts
Grade for C-level postings:
- Are usually, but not always, made in a timely fashion.
- Are generally accurate, but the information delivered is limited.
- Makes vague or incomplete connections between class content and posting by other students.
- Summarizes what other students have posted and contain few novel ideas.
- Show marginal effort to become involved with group.
*If these criteria are met but the 100-200 word count is not met, the score will drop two points.

Grade D Discussion (6-7 points) – participated 1 time, minimum 2 posts
Grade for D-level postings:
- Are not made in timely fashion, if at all.
- Are superficial, lacking in analysis or critique.
- Contribute few novel ideas, connections, or applications.
- May veer off topic.
- Show little effort to participate in learning community as it develops.
*If these criteria are met but the 100-200 word count is not met, the score will drop two points.

Grade F Discussion (0 points).
- Participant was rude or abusive to other course participants. In this case, the number and quality of other posts is irrelevant.
OR
- Participant failed to meet the basic criteria for the “D Discussion”.

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](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/](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)

For assistance with on-site counseling services, contact Dr. Ron Del Moro at 352-283-0028 (rondel@ufl.edu).

Staff members in OSI are also readily available for those who need immediate assistance.

**VII. Other information:**

(for example):

**Technical help for course CANVAS website:** Dess@ahc.ufl.edu

Sample test questions
Extra credit assignments (if applicable)
Hints on studying