**VMPM 378 Case Studies IV**

**Emerging and Exotic Diseases of Animals (EEDA) and
Initial Veterinary Accreditation (IAT) Course Syllabus**

**Spring 2015**

**(this syllabus is subject to change)**

**Syllabus Content**

1. **Instructor (s), Contacts, Communication**
2. **Prerequisites**
3. **Technical Skills Required**
4. **EEDA/IAT Course Description**
5. **EEDA/IAT Course Learning Goals**
6. **Accessing the EEDA/IAT course**
7. **Textbook and Resources**
8. **How to Meet the Learning Objectives**
9. **How your Learning Will be Measured and Graded**
10. **Assignments and In-class Exams Schedule**
11. **Initial Accreditation Training Certificate**
12. **Course Technologies and Technical Trouble Shooting**
13. **Accommodations**
14. **Professional Behavior, Student Interaction, Study Guide, and Open book Quizzes**
15. **Academic Dishonesty and the Honor Code**
16. **Harassment and Discrimination**
17. **Religious, Civic, and Military Accommodations**
18. **Classroom Etiquette**
19. **Unforeseen Circumstances and Adaptation of the Syllabus**
20. **Acknowledgements**
21. **Instructor Information, Contacts, and Communication:**

**Instructors**

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**Contacting Us:**

Email is the best way to contact us and we will respond within 24 hours; if you do not hear back from us please contact us again to make sure we received your email. You are also welcome to call or stop by our offices.

**Technical/Website Assistance**

For technical assistance or to report problems with the website, email eeda@iastate.edu

Emails are answered 8 am – 5 pm Central Time and within 24 hours.

**Report an Error**

* To report a content error on a page use the “Report an Error” link found at the bottom of the menu list on the content pages;

If you would like a response include your name and contact information; otherwise, your report will be anonymous

1. **Prerequisites**

The prerequisite for this course is entry into veterinary school/college.

1. **Technical Skills Required**

Basic computer skills are required to navigate and complete this course.

1. **EEDA/IAT Course Description**

This course serves two roles: 1) increased awareness of emerging and exotic diseases of animals and the response to them and 2) initial veterinary accreditation training. The ability of veterinarians in all sections of the profession to identify foreign animal disease (FAD) suspects and notify proper officials is crucial to safeguarding the United States’ animals and agricultural sector. Similarly, accurately fulfilling the tasks of an accredited veterinarian ensures the health of the nation’s livestock and animal population, and protects the public’s health and well-being.

The course is divided into Lessons, Incursions, Scenarios, and Infectious Inquiries. These are described below.

**Lessons**

The **Veterinary Accreditation Lessons** provide students with information about the purpose of veterinary accreditation and responsibilities of accredited veterinarians. There is a quiz for each lesson.

1. Introduction to Veterinary Accreditation
2. Accredited Veterinarian: Professional and Ethical Responsibilities
3. Federal Animal Health Laws
4. Animal Disease Diagnosis, Control and Eradication

The **EEDA Lessons i**ncrease the student’s awareness of emerging and exotic diseases of animals and the U.S. response to them. Four of the lessons are very similar to the chapters in the ***Emerging and Exotic Diseases of Animals*** textbook you receive when you take the course. There is a 10 question multiple choice/true/false quiz for each EEDA Lesson.

1. Causes and Consequences of EEDA: Role of the Veterinarian (Chap 1)
2. Routes of Transmission and Introduction of Foreign Animal Disease (Chap 2)
3. Agencies Involved in the Response to Outbreaks of Foreign Animal Disease (Chap 3)
4. A Veterinarian’s Role in an Animal Health Emergency (Chap 4)
5. Risk Communication (not in Textbook)
6. Preparing for the Psychological Impact of Disaster Response
7. Wildlife-Domestic Animal Interface

**Disease Incursions**

There are twelve different descriptions of outbreaks (incursions) of foreign animal diseases that have occurred in various countries. The descriptions include information about the impact of the outbreak, the control measures taken during the outbreak, and the success or failure of the eradication efforts. These descriptions illustrate the potential scope of disease outbreaks (from a few limited cases to massive outbreaks), the variety of measures used for disease control, and the diversity of ways an infectious agent may be introduced. There is a five question multiple choice/true/false quiz for each incursion.

**Scenarios**

The **Scenarios** are hypothetical case studies where you play the role of a veterinarian who is called out to investigate an illness. You work through the case as a veterinarian would and learn about a variety of important animal diseases in the process. There is a 10 questions multiple choice/true/false quiz for each scenario.

**Infectious Inquiries**

The **Infectious Inquiries** are brief descriptions of clinical situations followed by several multiple choice questions. You must do some research to find answers to the questions. You may find searching the fact sheets at <http://www.cfsph.iastate.edu/DiseaseInfo/factsheets.htm> helpful.

1. **EEDA/IAT Course Learning Goals**
2. Explain what the veterinary accreditation program is including the roles and responsibilities of an accredited veterinarian
3. Describe the purpose and key components of the United States animal health regulations
4. Briefly describe the USDA-APHIS animal disease eradication, certification and control programs (past and present), and the advantages and disadvantages of program diseases.
5. Explain how a foreign animal disease impacts animal welfare, food production, the national economy, and human health.
6. Describe the roles the veterinary profession plays in preventing, detecting, and responding to emerging and foreign animal diseases.
7. Describe disease conditions in various species which would be suggestive of an emerging disease, exotic animal disease, and/or warrant a call to an animal health official.
8. Describe and identify salient features of foot and mouth disease, classical swine fever, avian influenza, Newcastle‘s disease, bovine spongiform encephalopathy, screwworm, and hendra virus infection
9. Explain the governmental agencies involved in U.S. animal health and, in general, where they fit into the governmental organizational chart.
10. List key functions of the OIE, the Federal government, and the state governments in responding to a suspected and/or confirmed emerging or exotic disease of animals, include the differences in the response/function when the disease poses a threat to human health and when it does not.
11. Explain the role of the National Veterinary Services Laboratories (NVSL) and National Animal Health Laboratory Network (NAHLN) in animal health
12. Locate the contact information of the animal health officials in your state
13. Describe the measures taken to prevent the spread of a suspected EEDA until animal health officials fully respond to the situation.
14. Explain what personal protective equipment (PPE) is and how and when it will be used.
15. Explain the incident command system, its organization, and it is used to respond to animal health emergencies
16. Locate the OIE listed diseases, the CDC’s Category ABC diseases, the list of USDA-APHIS high consequence livestock diseases animal diseases, the USDA-APHIS program animal diseases, and the reportable diseases in your state; indicate which diseases pose threats to human health and which do not.
17. Locate and list several credible resources for information on EEDAs.
18. **Accessing the Course**

**Step 1: Create an Account on the EEDA / IAT Web Site**

* Go to the Association of American Veterinary Medical Colleges site: <http://www.aavmc.org/>
* At the bottom right of the page select “Web Courses: EEDA/IAT”
* Near the bottom of the next page select the “Emerging and Exotic Diseases of Animals” logo that says “Select here to begin” below it.
* Initially you will need to set up your own account using the "Create Account" link in the Login box on the left side of the screen once you arrive at the Emerging and Exotic Diseases of Animals site.
* Please use your full email address as your user name (e.g. someone@hotmail.com or someone@youruniversity.edu). You will have to supply and access a valid email address during the account creation process. Use an email account that you expect to keep for several years so that you can get access later if needed.
* Your password will need to be at least 8 characters (letters and/or numbers) long.
* You will receive a conformation email within a few minutes (usually right away but sometimes up to 10 -15 minutes) that has a link to verify your email address. If you do not receive the email please check your spam / junk folders.

**Step 2: Log in to the EEDA/IAT site and Enroll in Iowa State University VMPM 378**

* Use the Username and Password you created in Step 1.
* Once you are logged in select the appropriate EEDA/IAT course from the list.
* You will be asked to enter an “enrollment key”. Enter the enrollment key, which you will receive from your instructor, in the box that will look like the picture below: 
* In the future when you log in to use the course you will not have to enter the enrollment key. The enrollment step is a one-time procedure.
* Please set your Time zone. Select the “Profile” link in the upper left navigation menu or select your name in the upper right of the screen in the blue bar, then select the “Edit Profile” tab. **This will ensure that the time you are eligible to retake a quiz will display correctly.** Your time zone is set as the difference from Universal Coordinated Time (e.g. UTC -4 for Eastern Daylight Time)
	+ Eastern Daylight = UTC  -4
	+ Eastern Standard = UTC -5
	+ Central Daylight = UTC -5
	+ Central Standard = UTC -6
	+ Mountain Daylight = UTC -6
	+ Mountain Standard = UTC -7
	+ Pacific Daylight = UTC -7
	+ Pacific Standard = UTC -8

**\* If you have difficulty please email** **eeda@iastate.edu**

1. **Textbook, Blackboard Learn, and Resources**

**Textbook**

***Emerging and Exotic Diseases of Animals***: a complimentary copy is provided to you from USDA-APHIS. The textbook contains some of the content from the course, e.g. EEDA Lessons and Incursions, and contains many factsheets and images that will help you as you go through the course.

**Blackboard Learn**

This course syllabus and the instructions for accessing the online content for the course are located on Blackboard Learn. Your quiz grades, PLD submission, announcements, etc. will all be on “Moodle”, the learning system that runs the online course.

**Helpful Websites**

OIE: <http://www.oie.int/>

APHIS Animal Health: <http://www.aphis.usda.gov/wps/portal/aphis/ourfocus/animalhealth>

Center for Food Security and Public Health: <http://www.cfsph.iastate.edu/>

**Links**

In the course there is a menu option called “Links.” Under that tab there are links to a variety of proven resources to support your learning.

1. **How to Meet the Learning Objectives**

Each lesson, incursion, and scenario has a list of learning objectives to help you learn. To meet the learning objectives you will need to read the assigned content. To help your learning, a study guide is provided for each lesson, incursion, and scenario. Students are encouraged to complete the study guide while reading through the corresponding lesson, scenario, and/or incursion. Students may work on the study guides together, but sharing of completed study guides without discussion and going through the content is not allowed and would be considered a violation of the honor code. In addition, within the course there are links to fact sheets, differential charts, and external sites which also help you meet the learning objectives. The differential charts are printable and can be a handy reference for learning endemic diseases and exotic diseases.

1. **How Your Learning Will be Measured and Graded**

The content you are responsible for learning, and will be tested over, is all online. It is presented in lessons, incursions, scenarios, and inquiries. The study guides at the beginning of the lessons, incursions, and scenarios will help you accomplish the learning objectives and do well on the quizzes and in class exams.

**Online Quizzes – 40% of your grade**

For each lesson, incursion, and scenario there is a corresponding online quiz, indicated with the **Q.** It is recommend that you take the online quiz immediately after you go through the online content. Your scores (the highest score you receive for each quiz will be used to calculate your average) for all the online quizzes will contribute to 40% of your grade in the course. You must get at least an 80% on each quiz and you will be permitted **three attempts for each online** quiz. There is a 30 minute delay required between attempts. Helpful hints: check that the answer you meant to select is selected, the questions and answers scramble so read the questions and answers carefully and with understanding, and 30 minutes will seem like a long time so try not to miss any on your first attempt so you don’t have to wait to take it again. **You may work together on the quizzes, but you may not just share the answers with others.** Sharing of answers only would be a violation of the honor code.

**In Class Examinations – 50% of your grade**

There will be two in-class short answer, fill in the blank exams. The questions will be generated from the learning objectives and online quizzes from the content covered since the last exam; however, much of the information is cumulative and may be covered on each exam. Each exam will contribute to 25% of your grade.

**Presentation Learning Documentation (PLD) – 10% of your grade**

For each of the in class guest lectures, you are required to complete a brief write up about the information presented in the lecture. You will be asked to list three significant facts or ideas the presenter shared and write a paragraph that demonstrates you listened to and thought about the presentation. These will be completed online in the course (under the Presentations tab) 7 and are due by class time on Monday the week after presentation. We recommend doing this in the first day or two following the presentation. The presentations will not be recorded on Echo so you are required to attend these presentations. These are intended to enhance your understanding of the online content. There will not be any exam questions directly from these lectures. The PLDs will be graded Pass/Fail. You need to complete four online PLDs to receive a grade for this part of the course. If you are sick and unable to attend one of the presentations, please contact one of the instructors. The make-up options may be giving an in-class presentation on a disease outbreak, writing an emergency response plan, etc.

Note: An overall failing score in one or more of the three assessment categories (average of the exams, presentation learning documentation, online quizzes) will result in a failing course grade regardless of the student’s overall course percentage.

**Grading Scale**

The following percentage grading scale will be used. Plus/Minus grades will also be assigned within the appropriate range. The instructors reserve the right to adjust the grade percentages.

           The following grading scale will be used:

 92-100 = A

 90-91 = A-

 88-89 = B+

 82-87 = B

 80-81 = B-

 78-79 = C+

 72-77 = C

 70-71 = C-

 68-69 = D+

 62-67 = D

 60-61 = D-

 < 60 = F

1. **Assignments and In-class exams Schedule for EEDA/IAT Course. Please plan to spend an average of 3-4 hours per week on homework.**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Date | RequiredLectures | Weekly Homework(Read content and complete quizzes by Thursday of the following week.) |
|  |  |  | Complete any three inquiries by May 5, 2014. These can be found in the Section4/Inquires section of your course |
| 1 | Jan 12 | Drs. Kevan Flaming andGayle Brown*Course Introduction* | Lessons* Causes and Consequences of FAD: Role of the Veterinarian
* Intro to Veterinary Accreditation

Incursion* Monkeypox in the U.S
* EHV1

Scenarios* Agroterrorism/Bioterrorism,
* Equine Respiratory Disease
 |
|  | Jan 15 |  |
| 2 | Jan 19 | MLK Holiday | Lesson* Agencies Involved in Response to Outbreaks of FAD

Incursion * Influenza Viruses and their changing host relationship

Scenarios* Parrot's Ruffled Feathers
* Diseased Poultry
 |
|  | Jan 22 | Dr. Jim Roth*Ebola* |
| 3 | Jan 26 |  | * PLD for Dr. Roth’s Ebola Lecture Due Jan. 26

Lesson* A Veterinarian's Role in an Animal Health Emergency

Incursion* Foot and Mouth Disease in the U.K.
* Foot and Mouth Disease in Uruguay

Scenarios* Vesicular Disease of Swine
 |
|  | Jan 29 | Dr. Bruce Thomsen*Newcastle’s Disease* |
| 4 | Feb 2 |  | * PLD for Dr. Thomsen’s presentation due
 |
|  | Feb 5 | Dr. Jim Roth*FMD Response Plans* |  |
| 5 | Feb 9 |  | * PLD for Dr. Roth’s FMD Lecture due Feb. 9

Lesson* Routes of FAD Transmission

Incursion: * Screwworm-New World in the U.S.

Scenarios * Parasitic Disease
* Zoo Outbreak
 |
|  | Feb 12 |
| 6 | Feb 16 |  | Lesson* Risk Communication

Incursion * Classical Swine Fever in the U.K.

Scenarios* Vesicular Disease: What you say
* The Purple Pig
 |
|  | Feb 19 |  |
| 7 | Feb 23 |  | Lesson* Accredited Veterinarian: Professional & Ethical Responsibilities

Incursion * Leishmaniasis in Foxhounds in the U.S.

Scenarios * Ruminant Herd Outbreaks
* Zoonotic Disease of Sheep
 |
|  | Feb 26 | Dr. Dave Pyburn*Porcine Epidemic Diarrhea Virus*  |
| 8 | Mar 2 |  | PLD for Dr. Pyburn due March 2 |
|  | Mar 5 | ***In class Exam 1*** |  |
| 9 | Mar 9 |  | Lesson* Psychosocial Impact of Disaster Response

Incursion * BSE in the U.K.
* Nipah Virus in Malaysia and Bangladesh

Scenario * Immobile Milking Cow
 |
|  | Mar 12 |  |
|  | Mar 16 & 19  |  | March 17-21: Spring Break |
| 10 | Mar 23 |  | Lesson* Wildlife-Domestic Animal Interface

Incursion* West Nile Virus in the U.S.

Scenarios* Ticks
* Sick Cattle in Florida
 |
|  | Mar 26 |  |
| 11 | Mar 30 |  | Lesson* Federal Animal Health Laws

Scenario* More than Just a Cat Abscess
 |
|  | Apr 2 |  |
| 12 | Apr 6 |  | Lesson* Animal Disease Diagnosis Control and Eradication

Incursion* Rabbit Hemorrhagic Disease

Scenarios * Neurologic Small Ruminant
* Sick Rabbits
 |
|  | Apr 9 |  |
| 13 | Apr13 |  |  |
|  | Apr 16 | ***In class Exam 2*** |
| 14 | Apr 20 |  | Incursion* Taura Syndrome in Shrimp

Scenarios* Dairy Cattle Abortion
* Fish Diseases
* Equine Neurologic
 |
|  | Apr 23 |  |
| 15 | Apr 27 |  | Don’t forget you need to complete any three inquiries by May 4, 2015 |
|  | Apr 30 | *IAT Certificate information* *and course summary/review* |
| 16 | May 4 - 8 | ***No Final*** ***Exam*** |  |

1. **Initial Accreditation Training Certificate**

Once you have successfully completed the required content and quizzes you will have the opportunity to generate and print an Initial Accreditation Training Certificate of Completion. Make sure you print and save the certificate and keep it in a secure place; you can save an electronic copy too. You will need to show the certificate for entry into Orientation (typically February of your VM3 year) or when you apply for veterinary accreditation. This certificate serves as proof of completion of IAT. Without the certificate you may not be admitted to Orientation.

1. **Course Technologies and Technical Trouble Shooting**

Javascript, Adobe Flash, some type of PDF reader are utilized in this course. This link ,<http://eeda.cfsph.iastate.edu/11Jan/browser-test.html> , is also found on the homepage and can be used to make sure you have the proper software required for the course.

1. **Accommodations**
* Moodle Learning Management System: <http://docs.moodle.org/27/en/Accessibility>
* Iowa State University: <http://www.dso.iastate.edu/dr/student/homepage.html>
	+ Individuals with physical or mental impairments who are otherwise qualified to pursue their studies may request reasonable accommodations to enable them to continue their studies. For more information, see: <http://www.eoc.iastate.edu/discrimination/disability>; <http://www.dso.iastate.edu/dr>
1. **Professional Behavior, Student Interaction, Study Guide, and Open book Quizzes**

The professional behavior conduct in the CVM Honor Code and ISU Policy on student classroom disruption apply <http://www.dso.iastate.edu/sa/issuesconcerns/disruption>

Students are encouraged to discuss the content of the course, work together on the study guides and quizzes. Students should not just share answers to study guides and quizzes. This would be considered a violation of the honor code.

1. **Academic Dishonesty and the Honor Code**

Student conduct follows Iowa State University’s policy on academic dishonesty. The instructor/instructor-in-charge observing academic dishonesty reports the student suspected of academic dishonesty to the CVM Office of Academic and Student Affairs Director of Student Programs and/or Associate Dean for Academic and Student Affairs who reports the alleged violation to the Dean of Students Office. The violation also is submitted to the ISU CVM Honor Board. Additional campus- wide policies regarding academic misconduct are found at: <http://www.dso.iastate.edu/ja/academic/misconduct.html>.

* + Iowa State University
		- <http://www.policy.iastate.edu/policy/academics>
	+ Iowa State College of Veterinary Medicine Honor Code
		- <http://vetmed.iastate.edu/sites/default/files/academics/current-students/Honor%20Code%20%283-28-13%29.pdf>
1. **Harassment and Discrimination**

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. For more information, or if you believe you are a victim of discrimination or harassment, please visit the following URL for additional guidance: <http://policy.iastate.edu/policy/discrimination/> .

1. **Religious, Civic, and Military Accommodations**

There may be times when an academic requirement conflicts with religious observances and practices, or required civic or military duty. If that happens, students may request reasonable accommodation of their Religious Practices: <http://www.eoc.iastate.edu/discrimination/religious>; Civic: <http://www.dso.iastate.edu/sa/juryduty>; Military: <http://www.veterans.iastate.edu/active-duty#leave>

1. **Classroom Etiquette**

During the 50 minute presentations by guest lecturers, we ask that you refrain from email, Facebook, surfing the web, etc. If you are having a problem with distracting behavior by others in class please feel free to contact us. We want a classroom that is conducive to learning.

1. **Unforeseen Circumstances and Adaptation of the Syllabus**

Note: Information in the syllabus is subject to change. Changes will be emailed to you and posted on the course site.

1. **Acknowledgments:** The teaching materials used in the class were developed through a collaborative project led by Iowa State University with contributions from University of Davis, University of Georgia and United States Department of Agriculture – Animal and Plant Health Inspection Services (USDA-APHIS). The project was funded by USDA-APHIS.