

# Cover Sheet: Request 10652

## VEM 5XXX Welfare and Wellness for Pets and People

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Spencer, Terry G tspencer@ufl.edu
Created	12/25/2015 1:04:35 PM
Updated	9/12/2016 4:06:41 PM
Description	Learn to protect and promote welfare and wellness for pets and people. Keep yourself mentally and physically healthy while caring for the animals in your professional charge.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	VM - Small Animal Clinical Sciences 312809000	MILNER, ROWAN JAMES		5/13/2016
Deleted DRAFTSyllabusWWPP.pdf					12/25/2015
College	Approved	VM - College of Veterinary Medicine	Thomas Vickroy		7/28/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the September agenda.	8/19/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			8/19/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 10652

## Info

**Request:** VEM 5XXX Welfare and Wellness for Pets and People

**Request description:**

Learn to protect and promote welfare and wellness for pets and people. Keep yourself mentally and physically healthy while caring for the animals in your professional charge.

**Submitter:** Spencer,Terry G tspencer@ufl.edu

**Created:** 9/12/2016 4:07:43 PM

**Form version:** 5

## Responses

**Recommended Prefix**VEM

**Course Level** 5

**Number** XXX

**Lab Code** None

**Course Title**Welfare and Wellness for Pets and People

**Transcript Title**Welf and Wellness

**Effective Term** Summer

**Effective Year**2017

**Rotating Topic?**No

**Amount of Credit**1

**Repeatable Credit?**No

**S/U Only?**Yes

**Contact Type** Regularly Scheduled

**Degree Type**Professional

**Weekly Contact Hours** 1

**Category of Instruction** Joint (Grad/Pro)

**Delivery Method(s)**Online

**Course Description** Promotes wellness for those who care for pets by rehearsing skills needed for taking care of oneself and colleagues with the same attention used to promote welfare for pets.

**Prerequisites** Must be currently enrolled as a professional veterinary student, DVM candidate, at the UF College of Veterinary Medicine to take the VEM 5XXX version of the course OR must be currently enrolled as a UF graduate student to take the VME 6XXX version of the course.

**Co-requisites** None

**Rationale and Placement in Curriculum** Those who work in the veterinary medical field, and particularly those who work in animal shelters caring for homeless pets, are at increased risk of stress, burn out, and compassion fatigue secondary to the vicarious trauma they experience in their professional careers. This course will address the need to take care of oneself and colleagues to the same degree as one takes care of the pets. The course is designed to go beyond just building awareness of this serious issue in the veterinary medical profession by teaching specific strategies and skills that students can use throughout their careers to keep themselves emotionally and physically healthy so they can better care for the animals in their charge. The course will be taught in the summer semester, as an elective between the first and second year of the professional curriculum for veterinary students and as an elective for the graduate students pursuing the MS in Veterinary Medical Sciences Concentration in Shelter Medicine.

**Course Objectives** Course objectives:

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

1. Identify specific examples of adequate welfare and wellness for pets and people by comparing to recognized professional standards for care.
2. Identify potential risks of situations that may compromise welfare and wellness for pets and people and propose humane and responsible interventions.
3. Practice techniques and activities designed to promote welfare and wellness for self, pets, and local communities of people and pets.
4. Practice using communication skills needed to: recognize non-verbal communication (body language) messages sent by pets and people; engage in difficult conversations; and also to actively and supportively listen to others.

**Course Textbook(s) and/or Other Assigned Reading** There is no textbooks for this course. All required/recommended readings will be available through the ARES Course Reserve system online.

Please see Reading List located at this link:

[https://docs.google.com/document/d/1YdYRLasnvCPikaZgngu5TceSJQp6N0FZjjm8rWPvH\\_8/edit?usp=s](https://docs.google.com/document/d/1YdYRLasnvCPikaZgngu5TceSJQp6N0FZjjm8rWPvH_8/edit?usp=s)

**Weekly Schedule of Topics** Please see Pace Chart located at this link:

<https://docs.google.com/document/d/1xeKgTntYxJaxwu8qt4QbArrasa4CHuM6AVAoaIudHMw/edit?usp=>

**Grading Scheme** To pass this course with a satisfactory (S) grade you must complete the following: (SEE PACE CHART for due dates.)

1. Pass six quizzes with a score of 100% on each (one each for Modules 1 through 6.) You may take the quizzes as many times as needed to earn the required score.
2. Participate in six online Discussions with your classmates by responding to prompts (one each for Modules 1 through 6).
3. Participate in three scheduled live-chat sessions throughout the semester (Watch for announcements and see the PACE CHART for dates, times, and topics).
4. Submit five personal reflection papers. (one each for Modules 2 through 6). Document completion of twenty "Try This" activities in your e-portfolio (four each for Modules 2 through 6)
5. Produce an e-portfolio within Canvas and share it with your instructors. You will use this e-portfolio throughout the semester to document your completion of activities and assignments. Your instructors will review and comment on your progress at the conclusion of each Module. To find out how to make an e-portfolio watch this video: <https://guides.instructure.com/m/4210/l/40785-eportfolios-video>

**Instructor(s)** Online Course Coordinator:

Terry Spencer, DVM, MEd, Maddie's Clinical Assistant Professor of Shelter Medicine, Director of Distance Learning, University of Florida, College of Veterinary Medicine  
Office = VS-4  
Phone = 352-294-4510  
Email = [tspencer@ufl.edu](mailto:tspencer@ufl.edu)

Co- Instructor(s):

Jessica Dolce, Certified Compassion Fatigue Educator, MEd Candidate  
Ruth Serlin, B Vet Med Cert VA, MRCVS, PGCAP, FHEA, Clinical Educator, Veterinary Primary Care and Shelter Medicine, Royal Veterinary College, London, England  
Kim Richmond, MS, Mental Health Counseling Student Support Services, Maddie's Shelter Medicine Program, University of Florida, College of Veterinary Medicine  
Kristin Buller, MA, LCSW, Licensed Clinical Social Worker, Veterinary Social Worker  
Deb Turcott, Chief Operating Officer, Maddie's® Shelter Medicine Program  
Sara Bennett, DVM, MS, DACVB, Courtesy Lecturer, University of Florida, College of Veterinary Medicine  
Ron DelMoro, PhD, Licensed Mental Health Counselor, Small Animal Hospital, University

of Florida, College of Veterinary Medicine

## Syllabus

# Welfare and Wellness for Pets and People

### I. Course information:

Course Numbers:

VEM 5XXX & VME 6XXX

Course Title:

Welfare and Wellness for Pets and People

Course credit:

1 credit hour (S/U grading)

All required assignments must be completed before the last day of the term to pass with an S.

Course Website:

<http://sheltermedicine.vetmed.ufl.edu/education/courses/welfare-and-wellness/>

### II. General information

Course Delivery:

This course is taught online within the UF academic calendar for summer A/C semester and blended with on-campus and call-in live chat/community of practice sessions where specific skills will be introduced and practiced with an instructor. The course is delivered using the UF centrally-supported learning management system, CANVAS.

Students must have a Gator Link ID to access e-learning at: <https://lss.at.ufl.edu/>

## Course Contacts:

Always contact instructors and TAs by email within the CANVAS course.

Please allow 48 hours for a response.

## Online Course Coordinator:

Terry Spencer, DVM, MEd, Maddie's Clinical Assistant Professor of Shelter Medicine,  
Director of Distance Learning, University of Florida, College of Veterinary Medicine

Office = VS-4

Phone = 352-294-4510

Email = [tspencer@ufl.edu](mailto:tspencer@ufl.edu)

## Instructor(s):

[Jessica Dolce](#), Certified Compassion Fatigue Educator, MEd Candidate  
[Ruth Serlin](#), B Vet Med Cert VA, MRCVS, PGCAP, FHEA, Clinical Educator, Veterinary  
Primary Care and Shelter Medicine, Royal Veterinary College, London, England

## Guest Speakers/Contributors/Presenters:

[Kim Richmond](#), MS, Mental Health Counseling Student Support Services, Maddie's  
Shelter Medicine Program, University of Florida, College of Veterinary Medicine  
[Kristin Buller](#), MA, LCSW, Licensed Clinical Social Worker, Veterinary Social Worker  
[Deb Turcott](#), Chief Operating Officer, Maddie's® Shelter Medicine Program  
[Sara Bennett, DVM](#), MS, DACVB, Courtesy Lecturer, University of Florida, College of  
Veterinary Medicine  
[Ron DelMoro, PhD](#), Licensed Mental Health Counselor, Small Animal Hospital,  
University of Florida, College of Veterinary Medicine

## Student Support Services:

### Online Graduate Student Support Services

Email: [dessa@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) for all course technology issues and registration for graduate students.

phone = 352-273-8691

### On-campus Student Support Services

Office = VS-3, for registration issues or borrowing textbooks

phone = 352-294-4757

email = [sheltermedicine@vetmed.ufl.edu](mailto:sheltermedicine@vetmed.ufl.edu)

### On-campus Technology Help

Web: [UF Computing Help Desk](#)

Walk-in: HUB 132

Phone: (352) 392-HELP (4357)

Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

### E-library/ Course Reserves Help

Contact Paul McDonough at the UF Library West

Email = [paulmcd@uflib.ufl.edu](mailto:paulmcd@uflib.ufl.edu)

### III. Course description

#### Course goal:

Improve the lives of those who care for animals in their professions by helping them recognize they need to take care of themselves and their colleagues with the same effort as they use to take care of the pets. Enable students with the skills needed to recognize and prevent potential challenges to welfare or wellness for pets and people.

#### Course objectives:

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

1. Identify specific examples of adequate welfare and wellness for pets and people by comparing to recognized professional standards for care.
2. Identify potential risks of situations that may compromise welfare and wellness for pets and people and propose humane and responsible interventions.
3. Practice techniques and activities designed to promote welfare and wellness for self, pets, and local communities of people and pets.
4. Practice using communication skills needed to: recognize non-verbal communication (body language) messages sent by pets and people; engage in difficult conversations; and also to actively and supportively listen to others.

### IV. Course Materials

#### Required Texts and Resources:

No texts are required for this course. All readings and resources are contained within the online lessons and the online e-library. [See Reading List.](#)



## Technology Requirements:

1. 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 might not be 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 the desktop versions.
2. A working telephone or headset with microphone to participate in live chats.
3. Students must have Microsoft Office Software installed and have basic skills for using Word and Excel. Students with a Gator Link ID have free access to [Lynda.com](http://www.lynda.com) for training and are able to download discounted/free software from the GatorCloud by visiting <http://www.it.ufl.edu/gatorcloud/>.

## Prerequisites

There are no prerequisites for this course.

## V. Course Outline & Schedule

**To pass this course with a satisfactory (S) grade you must complete the following: [\(SEE PACE CHART for due dates.\)](#)**

1. Pass six quizzes with a score of 100% on each (one each for Modules 1 through 6.) You may take the quizzes as many times as needed to earn the required score.
2. Participate in six online Discussions with your classmates by responding to prompts (one each for Modules 1 through 6).
3. Participate in three scheduled live-chat sessions throughout the semester (Watch for announcements and see the [PACE CHART](#) for dates, times, and topics).
4. Submit five personal reflection papers. (one each for Modules 2 through 6).
5. Document completion of twenty "Try This" activities in your e-portfolio (four each for Modules 2 through 6)

6. Produce an e-portfolio within Canvas and share it with your instructors. You will use this e-portfolio throughout the semester to document your completion of activities and assignments. Your instructors will review and comment on your progress at the conclusion of each Module. To find out how to make an e-portfolio watch this video: <https://guides.instructure.com/m/4210//40785-eportfolios-video>

*Note: The purpose of attending the live sessions is to discuss self-care strategies and healthy coping mechanisms to combat stress and anxiety. We will identify and explore universal obstacles to wellness, while connecting with peers who can offer support and accountability. The goal is to create personalized wellness plans that are achievable and work towards creating an open culture of support in the veterinary community.*

## Module 1: Introduction to Welfare and Wellness for Pets and People

This module will help you overcome your technology jitters! Take the time to go through this module so you become familiar with the learning management system we use for e-learning at the University of Florida. Even if you have taken other online courses with Maddie's Shelter Medicine Program, there is likely something new to get familiar with each semester. There is always a learning curve, but don't get frustrated. The instructors are here to help you get comfortable so you will enjoy the remainder of the semester.

Assignments:

- Create an e-portfolio in Canvas and share it with your instructors.
- Take a quiz to show you are familiar with the course expectations, learning management system, and technology.
- Introduce Yourself

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## Module 2: How will I know adequate welfare and wellness when I see it or experience it?

Online lesson introduces professional standards of care and professional assessment tools such as Five Freedoms for Animal Welfare, ASV Guidelines for Standards of Care, Maslow's Hierarchy of Needs, Green Cross Standards of Self Care Guidelines, Quality of Life Assessments, AVMA Policy, etc.

Assignments:

- Quiz
- Reflection Paper
- Update e-portfolio with documentation of at least four TRY THIS activities.

- Participate in a Live Chat session.
- Participate in an online Discussion.

### Module 3: What are the risks of inadequate welfare and wellness for pets and people?

Online lesson introduces disease triangle relationship between the host/environment/and agents for illness in pets and people. Defines compassion fatigue as a normal risk for all in caring professions such as in the animal-care community. Explains connection between poor standards for animal care and physical and behavioral disease.

Assignments:

- Quiz
- Reflection Paper
- Update e-portfolio with documentation of at least four TRY THIS activities.
- Participate in a Live Chat session.
- Participate in an online Discussion.

### Module 4: How can I promote welfare and wellness for myself and my pets?

Online lesson introduces self-care strategies for promoting personal wellness and modification strategies for improving welfare for personal pets. (Such as AAFP Environmental Enhancement for Indoor Cats, Pet Obesity Challenges, positive training activities for pets, exercise, journaling, mindfulness meditation, self-compassion, transition rituals, self-care activities, etc.)

Assignments:

- Quiz
- Reflection Paper
- Update e-portfolio with documentation of at least four TRY THIS activities.
- Participate in a Live Chat session.
- Participate in an online Discussion.

### Module 5: How can I promote welfare and wellness in the workplace and community?

Online lesson introduces population-level strategies for promoting welfare and wellness for groups of pets and people. (Such as: sharing information with managers about preventing vicarious trauma, implementing employee wellness programs, individual and team debriefing, creating personal and organizational mission statements, building compassion satisfaction, modifying cat housing in shelters)

to add portals or hiding boxes, fostering pets in need, creating and enriching dog parks, increasing pet-friendly housing opportunities, offering low cost care and licensing/microchip clinics, dog-walking volunteers, creating enrichment items for pets housed at local shelters forming an exercise group, etc.)

Assignments:

- Quiz
- Reflection Paper
- Update e-portfolio with documentation of at least four TRY THIS activities.
- Participate in a Live Chat session.
- Participate in an online Discussion.

## Module 6: Which communication skills will help me promote welfare and wellness for myself, other people, and pets?

Online lesson introduces specific communication skills that will help students maintain supportive and non-confrontational relationships with others when discussing emotionally-charged situations, such as those dealing with welfare and wellness. Includes basic information on other skills, time and financial management, to promote well-being. (Examples include: recognizing non-verbal messages sent by people or pets, sending “I messages” in difficult conversations, using active and supportive listening techniques, etc.)

Assignments:

- Quiz
- Reflection Paper
- Update e-portfolio with documentation of at least four TRY THIS activities.
- Participate in a Live Chat session.
- Participate in an online Discussion.

## VI. 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 Pledge

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.”*

## Collaboration Policy

We allow limited collaboration on assignments. This means that collaboration is allowed, but the final product must be individual. You are allowed to discuss the assignments with other members of your class, and to discuss approaches for completing the assignments. What you turn in, however, must be your own product, written in a computer file of which you are the sole author. Copying another's work or electronic file is not acceptable, and you may not put your own name on an assignment without understanding each aspect of it yourself.

## Honor Code

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 with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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 accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

## 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 email within e-learning. Please allow 48 hours for a response. Do NOT use the e-learning Discussions board or comments left on assignments 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 and participation at specific times as detailed on the [Pace Chart](#). 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.

View the official UF attendance/makeup policy here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Participation

Students are expected to constructively and professionally participate in online discussions 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 approximately 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 [Pace Chart](#). On occasion, students might request an extension of a due date. Unexcused 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) or the [UF Computing Help Desk](#) for assistance. 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 [Pace Chart](#) for important dates and deadlines that pertain to this course.