

Cover Sheet: Request 16318

Diagnostic Path in Shelter Med Clerkship

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Summer Pridgen spridgen1@ufl.edu
Created	6/25/2021 12:57:43 PM
Updated	6/25/2021 1:48:48 PM
Description of request	Approval of new clerkship within the College of Veterinary Medicine

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	VM - Comparative, Diagnostic, and Population Medicine 28060000	Subhashinie Kariyawasam		6/25/2021
Diagnostic Pathology in Shelter Medicine Clerkship_CVM Syllabus 2020-21_Revision 1.docx					6/25/2021
College	Approved	VM - College of Veterinary Medicine	Melissa Pett	Approved by Curriculum Committee and Faculty Assembly	6/25/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			6/25/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|New for request 16318

Info

Request: Diagnostic Path in Shelter Med Clerkship

Description of request: Approval of new clerkship within the College of Veterinary Medicine

Submitter: Summer Pridgen spridgen1@ufl.edu

Created: 9/10/2021 4:57:48 PM

Form version: 2

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

VEM

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

5

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

* *

Response:

Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Diagnostic Pathology Clerkship in Veterinary Shelter Medicine

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Diagnostic Path Shelter Med

Degree Type

Select the type of degree program for which this course is intended.

Response:
Professional

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective

term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
1

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type

Please select the type of course being created. These categories are required by the Florida Board of Governors.

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
20

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
In this clerkship, students will receive hands-on training in performing autopsies. Students will also learn about sample collection, review common infectious diseases encountered in a shelter setting, review causes of anesthetic and peri-surgical deaths, and learn how to collect samples for rabies testing. A majority of the cases will be from deceased free-roaming and shelter dogs and cats.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course. Courses level 3000 and above must have a prerequisite. Please verify that any prerequisite courses listed are active courses.

Response:
None

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.

- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
The ability to perform diagnostic autopsies is a day one skill that veterinarians need in practice, particularly for veterinarians that practice shelter medicine. Currently UF has a single diagnostic pathology clerkship for veterinary students; however, this is a general course and does not provide all the needs for students going into shelter medicine including a review of shelter specific diseases and animal abuse investigations. This on-campus clerkship is designed to increase student knowledge of diagnostic pathology with emphasis on diseases specific to shelter medicine practice and introduce students to using the autopsy as a tool during animal cruelty investigations. This course will be offered after students complete their 1st and 2nd year veterinary coursework.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
After successful completion of this course, students will be able to:

1. Demonstrate proficiency in necropsy technique
2. Collect appropriate samples for fixation
3. Describe pathologic changes in an accurate manner
4. Interpret pathologic changes including formulation of appropriate morphologic diagnoses
5. Demonstrate ability to present case findings and summarize conclusions verbally
6. Demonstrate ability to present case findings and summarize conclusions in writing
7. Explain the role of shelter veterinarian in forensic death investigations
8. Demonstrate how to photodocument a case for legal purposes
9. Discuss commonly encountered infectious diseases in shelter dogs and cats

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks.

Response:

Recommended Textbooks and/or Course Materials:

1. Jubb, Kennedy, and Palmer's Pathology of Domestic Animals. Maxie G, ed. Saunders, 2015. ISBN 0702053228

a. Volume 1:

<https://uf.catalog.fcla.edu/uf.jsp?st=jubb+kennedy+palmer&ix=kw&fl=bo&V=D&S=1801605714112803&l=0#top>

b. Volume 2:

<https://uf.catalog.fcla.edu/uf.jsp?st=jubb+kennedy+palmer&ix=kw&fl=bo&V=D&S=1801605714112803&l=2#top>

c. Volume 3:

<https://uf.catalog.fcla.edu/uf.jsp?st=jubb+kennedy+palmer&ix=kw&fl=bo&V=D&S=1801605714112803&l=3#top>

2. Veterinary Pathology. Special Focus: Veterinary Forensic Pathology. 2016. Available at:

<https://journals.sagepub.com/toc/vet/53/5>

3. Shelter Medicine for Veterinarians and Staff. Miller L, ed. Wiley-Blackwell, 2012. ISBN 9780813819938.

4. *Infectious Diseases of the Dog and Cat*, 4th Edition. Sykes J, Greene C, eds. Elsevier, 2011. ISBN 9781416061304

5. Veterinary Forensics: Investigation, Evidence Collections, and Expert Testimony. Rogers ER, Stern AW, eds. CRC Press, 2018. ISBN 9781498763172

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

The course lasts for the duration of the two-week clerkship rotation cycle, which may include additional days or be truncated according to the presence of holidays or graduation. Students should consult the schedule provided by the Office for Academic and Student Affairs for the updated schedule for clerkship rotation blocks.

Daily on weekdays at 8:00 AM: Meet in room VS-43 for rounds.

Daily on weekdays at 9:00 AM to Noon: Meet in the postmortem room (VS-33) in appropriate attire.

Weekend: The group is responsible for any cases that present to the laboratory on the weekend.

If an autopsy is to be performed, students will be called by 9 AM on Saturday or Sunday only if they have to come in. The group is expected to be easily available by phone for emergencies until Monday at 8:00 AM.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Methods of Evaluation:

20% Necropsy Skills

20% Diagnostic Test Interpretation

15% Knowledge Base

10% Problem Prioritization and Differential Diagnoses

10% Critical Thinking Skills

10% Records

10% Communication

5% Professionalism/Professional Maturity/Ethical Behavior

****See syllabus for evaluation descriptions of each category above.**

Grading Scheme:

For each of the above criteria, you will be assessed a score from the following categories, with grades assigned in each category in parenthesis: Exceeds Expectations (A+, A, A-), Meets Expectations (B+, B, B-), Competent (C+, C, C-) and Below Expectations (E). Your final letter grade will reflect these scores. Faculty and residents will provide specific constructive feedback that will also be provided in the electronic score and grade report provided to the Office of Students and Instruction. The grade in each category will be reported by the course coordinator, as well as the final grade and comments.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Adam W. Stern, DVM, Diplomate ACVP
Associate Professor of Forensic Pathology
Department of comparative, Diagnostic, and Population Medicine
College of Veterinary Medicine
adamstern@ufl.edu

Adam Leath, BS
Director, Volusia County Animal Services
Courtesy Assistant Professor
Department of comparative, Diagnostic, and Population Medicine
College of Veterinary Medicine
aleath@volusia.org

Dr. Eileen Roy-Zokan, PhD
Research Scientist
Florida Fish and Wildlife Conservation Commission
Division of Law Enforcement
Eileen.Roy-Zokan@MyFWC.com

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

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

Response:

Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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.*

Response:

Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.

Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• 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 <https://gatorevals.aa.ufl.edu/public-results/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:

Yes

VEMXXX Diagnostic Pathology Clerkship in Veterinary Shelter Medicine

BLOCKS: X, X, X, X

CREDIT HOURS: 1 CREDIT HOUR

GRADING SYSTEM: A-E GRADING

PHASE: III

Course Coordinator

Name: Adam W. Stern, DVM, Diplomate ACVP

Phone: 352-294-4077

Email: adamstern@ufl.edu

Office Hours: By appointment only.

Course Description

Shelter medicine is a field of veterinary medicine that is dedicated to the care of homeless animals at both the individual and population level. Unlike private practice, many animals arriving at shelters do not have a medical history and may be stray, feral, surrenders or victims of animal abuse. Shelter veterinarians have many roles in the shelter including performing postmortem examinations (autopsy/necropsy) during disease outbreaks and animal cruelty investigations. The autopsy is a valuable tool available to shelter veterinarians and can be used to diagnosis infectious diseases and is essential when examining deceased animals during an animal cruelty investigation. In this clerkship, students will receive hands-on training in performing autopsies. Students will also learn about sample collection, review common infectious diseases encountered in a shelter setting, review causes of anesthetic and peri-surgical deaths, and learn how to collect samples for rabies testing. A majority of the cases will be from deceased free-roaming and shelter dogs and cats.

As shelter veterinarians will often be involved in animal cruelty investigations, special emphasis will be placed on the forensic autopsy. Students will assist with animal cruelty death investigations and simultaneously learn about the importance of photography and record keeping. Students will participate in daily rounds where we will discuss a variety of topics including infectious disease, traumatology, molecular diagnostics, and veterinary forensics.

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. Demonstrate proficiency in necropsy technique
2. Collect appropriate samples for fixation

3. Describe pathologic changes in an accurate manner
4. Interpret pathologic changes including formulation of appropriate morphologic diagnoses
5. Demonstrate ability to present case findings and summarize conclusions verbally
6. Demonstrate ability to present case findings and summarize conclusions in writing
7. Explain the role of shelter veterinarian in forensic death investigations
8. Demonstrate how to photodocument a case for legal purposes
9. Discuss commonly encountered infectious diseases in shelter dogs and cats

In order to pass the rotation, you must complete a minimum number of SLOs. SLOs may be submitted to the faculty or the resident you worked with on the case. The number required for each SLO is as follows, although we encourage you to submit these for each instance they are completed:

Student Learning Outcome	Required #
Demonstrate proficiency in necropsy technique	3
Collect appropriate samples for fixation	3
Demonstrate proficiency in lesion description	3
Formulate appropriate morphologic diagnoses	3
Demonstrate ability to present case findings and summarize conclusions verbally	3
Demonstrate ability to present case findings and summarize conclusions in writing	3
Understand the different forensic science disciplines and how they can be applied to animal cases	1
Demonstrate how to document and collect forensic evidence from an animal	3
Demonstrate how to photodocument a case for legal purposes	1

Course Schedule

This weekly schedule contains meeting locations and times.

The course lasts for the duration of the two-week clerkship rotation cycle, which may include additional days or be truncated according to the presence of holidays or graduation. Students should consult the schedule provided by the Office for Academic and Student Affairs for the updated schedule for clerkship rotation blocks.

Daily on weekdays at 8:00 AM: Meet in room VS-43 for rounds.

Daily on weekdays at 9:00 AM to Noon: Meet in the postmortem room (VS-33) in appropriate attire.

Weekend: The group is responsible for any cases that present to the laboratory on the weekend. If an autopsy is to be performed, students will be called by 9 AM on Saturday or Sunday only if they have to come in. The group is expected to be easily available by phone for emergencies until Monday at 8:00 AM.

<i>Date and Time</i>	<i>Topic/Module/Unit</i>	<i>Faculty</i>	<i>SLO # Above</i>	<i>Instructional Hours</i>
Daily 8:00-9:00am	Daily Rounds (VS-43)	Stern	7,9	10
Daily	Autopsies (Location VS-33)	Stern	1-5,8	30

<i>Date and Time</i>	<i>Topic/Module/Unit</i>	<i>Faculty</i>	<i>SLO # Above</i>	<i>Instructional Hours</i>
9:00am-12:00PM				
		Total		40

Required Textbooks and/or Course Materials

Required course materials will be published on the Canvas site for the clerkship.

Recommended Textbooks and/or Course Materials

1. *Jubb, Kennedy, and Palmer's Pathology of Domestic Animals*. Maxie G, ed. Saunders, 2015. ISBN 0702053228
 - a. Volume 1:
<https://uf.catalog.fcla.edu/uf.jsp?st=jubb+kennedy+palmer&ix=kw&fl=bo&V=D&S=1801605714112803&l=0#top>
 - b. Volume 2:
<https://uf.catalog.fcla.edu/uf.jsp?st=jubb+kennedy+palmer&ix=kw&fl=bo&V=D&S=1801605714112803&l=2#top>
 - c. Volume 3:
<https://uf.catalog.fcla.edu/uf.jsp?st=jubb+kennedy+palmer&ix=kw&fl=bo&V=D&S=1801605714112803&l=3#top>
2. *Veterinary Pathology. Special Focus: Veterinary Forensic Pathology*. 2016. Available at:
<https://journals.sagepub.com/toc/vet/53/5>
3. *Shelter Medicine for Veterinarians and Staff*. Miller L, ed. Wiley-Blackwell, 2012. ISBN 9780813819938.
4. *Infectious Diseases of the Dog and Cat, 4th Edition*. Sykes J, Greene C, eds. Elsevier, 2011. ISBN 9781416061304
5. *Veterinary Forensics: Investigation, Evidence Collections, and Expert Testimony*. Rogers ER, Stern AW, eds. CRC Press, 2018. ISBN 9781498763172

Methods of Evaluation

Faculty and residents will evaluate you based on the following criteria.

20% Necropsy Skills

- **Exceeds Expectations (A, A-)** Consistently performs technical aspects of necropsy extremely well. Exceptionally knowledgeable of procedure and demonstrates excellent efficiency. Excellent collection of essential diagnostic specimens.
- **Meets Expectations (B+, B, B-)** Shows above average skills in performing technical aspects of necropsy procedures. Demonstrates good knowledge of procedure and demonstrates good efficiency. Good collection of essential diagnostic specimens.
- **Competent (C+, C, C-)** Satisfactory performance of most technical aspects of necropsy procedures. Demonstrates adequate knowledge of procedure and efficiency is acceptable. Most essential diagnostic specimens collected, with only few omissions.

- **Below Expectation (D+, D, D-)** Minimally able to perform several technical aspects associated with necropsies. Poor knowledge about procedures and inefficient. Poor collection of essential diagnostic specimens.
- **Needs Remediation (E)** Fails to perform most technical aspects associated with necropsies. Fails to demonstrate knowledge about procedures. Fails to collect essential diagnostic specimens. No improvement observed.

20% Diagnostic Test Interpretation

- **Exceeds Expectations (A, A-)** Excellent recognition of pathologic lesions. Accurately interprets lesions using appropriate terminology and systematic process.
- **Meets Expectations (B+, B, B-)** Can recognize pathologic lesions and organize into diagnoses with only minor inaccuracies and limited assistance.
- **Competent (C+, C, C-)** Satisfactory interpretation of pathologic lesions. Lesion diagnosis generation mostly accurate with occasional errors.
- **Below Expectation (D+, D, D-)** Minimally able to identify significant pathologic lesions or to distinguish lesions from normal tissue.
- **Needs Remediation (E)** Fails to identify significant pathologic lesions and makes frequent mistakes. No improvement observed.

15% Knowledge Base

- **Exceeds Expectations (A, A-)** Displays superior knowledge and understanding of a variety of common primary, secondary, and tertiary medical and/or surgical problems. Exceptional knowledge of diseases related to the specialty (individual or populations, including anatomy, pathophysiology, pharmacology, and other areas as is appropriate).
- **Meets Expectations (B+, B, B-)** Displays good knowledge and understanding of a variety of common primary, secondary, and tertiary medical and/or surgical problems. Minor knowledge gaps regarding the specialty (individual or populations, including anatomy, pathophysiology, pharmacology, and other areas as is appropriate).
- **Competent (C+, C, C-)** Displays satisfactory knowledge of a variety of common primary, secondary, and tertiary medical and/or surgical problems. Could benefit from more review related to the specialty (individual or populations, including anatomy, pathophysiology, pharmacology, and other areas as is appropriate).
- **Below Expectation (D+, D, D-)** Displays limited knowledge in many areas related to the specialty (individual or populations, including anatomy, pathophysiology, pharmacology, and other areas as is appropriate). Deficiencies hinder ability to progress through cases.
- **Needs Remediation (E)** Fails to displays foundational knowledge in areas related to the specialty (individual or populations, including anatomy, pathophysiology, pharmacology, and other areas as is appropriate). No improvement observed.

10% Problem Prioritization and Differential Diagnoses

- **Exceeds Expectations (A, A-)** Consistently generates accurate and logical list of differential diagnoses. Takes into account all available information. Consistently prioritizes problems into clear categories of high- yield and low-yield problems.
- **Meets Expectations (B+, B, B-)** Almost always generates accurate and logical list of differential diagnoses. Takes into account most available information. Almost always prioritizes problems into categories of high-yield and low-yield problems.
- **Competent (C+, C, C-)** Generally generates a logical list of satisfactory differential diagnoses. Has occasional deficiencies that stem from failure to consider available information. Sometimes prioritizes problems correctly.
- **Below Expectation (D+, D, D-)** Minimally able to generate a logical list of satisfactory differential diagnoses. Frequently excludes information to suggest differential diagnoses. Unable to prioritize problems correctly.
- **Needs Remediation (E)** Fails to generate a logical list of satisfactory differential diagnoses. No improvement observed.

10% Critical Thinking Skills

- **Exceeds Expectations (A, A-)** Always demonstrates clinical thought processes that are logical and complete. Always able to translate factual knowledge to clinical problem solving.
- **Meets Expectations (B+, B, B-)** Almost always demonstrates clinical thought processes that are logical and complete. Almost always is able to translate factual knowledge to clinical problem solving. Occasional guidance needed.
- **Competent (C+, C, C-)** Demonstrates logical clinical thought processes, but occasional errors noted. Satisfactory ability to translate factual knowledge to clinical problem solving, frequent guidance needed.
- **Below Expectation (D+, D, D-)** Does not demonstrate logical and cohesive clinical thought processes. Displays limited ability to translate factual knowledge to clinical problem solving. Minimal to no improvement in ability to articulate thought process demonstrated.
- **Needs Remediation (E)** Logical and cohesive clinical thought processes are absent. Fails to translate factual knowledge to clinical problem solving. No improvement observed.

10% Records

- **Exceeds Expectations (A, A-)** Always creates medical records that are concise, accurate, and always completed on time. Medical records are easy to read and provide clear case documentation. Consistently creates a problem oriented medical record when required.
- **Meets Expectations (B+, B, B-)** Almost always creates medical records that contain most pertinent information, and are completed on time. Medical records are easy to read and provide

good case documentation. Almost always is able to create problem oriented medical records when required but requires edits.

- **Competent (C+, C, C-)** Satisfactory ability to create medical records that contain most pertinent information, and are usually completed on time. Medical records could be better organized but provide adequate case documentation. Could be more consistent. Satisfactory ability to create problem oriented medical records when required.
- **Below Expectation (D+, D, D-)** Minimally able to create problem oriented medical records. Medical records often contain omissions of relevant information and not well organized. Records contain too much or not enough vital information. Minimally able to create problem oriented medical records when required. Records may not be completed in a timely manner.
- **Needs Remediation (E)** Fails to create problem oriented medical records. Medical records filled with omissions of relevant information. No improvement observed.

10% Communication

- **Exceeds Expectations (A, A-)** Consistently communicates and articulates complex information to clients and/or medical personnel exceptionally well; oral and written communication always timely and appropriate. Listens effectively. Strong interpersonal skills.
- **Meets Expectations (B+, B, B-)** Above average ability to communicate and articulate complex information to clients and/or medical personnel, oral and written communication usually timely and always appropriate. Good interpersonal skills.
- **Competent (C+, C, C-)** Satisfactory ability to communicate and articulate complex information to clients and/or medical personnel, oral and written. Satisfactory interpersonal skills.
- **Below Expectation (D+, D, D-)** Has difficulty communicating or articulate ideas effectively to clients and/or medical personnel, oral and written. Interpersonal skills need Improvement. Clients sometimes misinformed or confused after speaking with student. Poor interpersonal skills.
- **Needs Remediation (E)** Fails to communicate ideas to clients and/or medical personnel, oral and written. Interpersonal skills need significant improvement. Clients often misinformed or confused after speaking with student. No improvement observed.

5% Professionalism/Professional Maturity/Ethical Behavior

- **Exceeds Expectations (A, A-)** Consistently outstanding attitude, effort, interactions, and ethical behavior. Overtly demonstrates maturity, honesty, and respect in interactions with patients, peers, staff, and faculty. Actively seeks feedback and makes adjustments as directed.
- **Meets Expectations (B+, B, B-)** Consistently professional attitude, effort, interactions, and ethical behavior. Interactions with clients, patients, faculty, staff and peers always appropriate. Responds well to offered feedback and effort made to improve in response.

- **Competent (C+, C, C-)** Satisfactory attitude, effort, interactions, and ethical behavior. Typically mature, honest, and respectful in interactions with patients, peers, staff, and faculty. Open to feedback but does not overtly welcome it. May have occasional minor interpersonal concerns.
- **Below Expectation (D+, D, D-)** Poor attitude, effort, interactions, and ethical behavior with patients, peers, staff, and faculty; minimal effort maintained. Disregards feedback when offered.
- **Needs Remediation (E)** Fails to display appropriate attitude, effort, interactions, and ethical behavior with patients, peers, staff, and faculty. Disregards feedback when offered. No improvement observed.

Grading Scheme

For each of the above criteria, you will be assessed a score from the following categories, with grades assigned in each category in parenthesis: Exceeds Expectations (A+, A, A-), Meets Expectations (B+, B, B-), Competent (C+, C, C-) and Below Expectations (E). Your final letter grade will reflect these scores. Faculty and residents will provide specific constructive feedback that will also be provided in the electronic score and grade report provided to the Office of Students and Instruction. The grade in each category will be reported by the course coordinator, as well as the final grade and comments.

Course Policies

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Orientation: Students should review materials on the Canvas site for the course prior to the first day of the clerkship. Clerkship orientation is at 8:00 AM on the first day of the rotation. Students will receive an email the week prior to the start of the rotation directing them where to go, what materials to bring, and what to view on the Canvas site.

Reports: Collaboration with report writing is acceptable as long as the other student(s) participated in the case the report is in reference to. If you have copied portions of your reports out of journals,

textbooks or other sources, this is considered plagiarism. Plagiarism on reports will result in failing the rotation.

Curriculum Policies

DVM curriculum policies are consistently held and reinforced across all DVM courses. Please visit the DVM webpage and review the curriculum policies listed within the [Online Student Handbook](#).

Students with Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu, is highly encouraged.**

The DRC is located on the main UF campus. ASA (Office for Academic and Student Affairs) works closely with the DRC to ensure student accommodations are met in the classroom and during exams. Melissa Cox in ASA assists in coordinating exams and meeting recommended disability-related requirements for students with accommodations (melissacox@ufl.edu).

Course and Instructor 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 on the [GatorEvals Webpage](#). 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 the [Online Platform](#). Summaries of course evaluation results are available to students at the [GatorEvals Public Results Webpage](#).

Appendix A: Faculty Lecturers

Adam W. Stern, DVM, Diplomate ACVP
Associate Professor of Forensic Pathology
Department of comparative, Diagnostic, and Population Medicine
College of Veterinary Medicine
adamstern@ufl.edu

Adam Leath, BS
Director, Volusia County Animal Services
Courtesy Assistant Professor
Department of comparative, Diagnostic, and Population Medicine
College of Veterinary Medicine
aleath@volusia.org

Dr. Eileen Roy-Zokan, PhD
Research Scientist
Florida Fish and Wildlife Conservation Commission
Division of Law Enforcement
Eileen.Roy-Zokan@MyFWC.com

Appendix B: Other Information

Basic Safety Rules for Clerkship Students on Necropsy Floor:

Clerkship students must adhere to the following procedures at all times:

Protective attire including calf-high waterproof boots, apron and gloves are to be worn when on the necropsy floor to perform autopsies. Tissues should not be handled without protective gloves. Scrubs or coveralls will be laundered by laboratory technicians. Boots should be scrubbed with Surf-cide solution prior to exiting the necropsy floor. Cleaned boots should be left on shelves outside the back door of the necropsy hallway. Please do not leave boots on the floor in the locker rooms.

No watches, visible necklaces or dangling earrings may be worn on the necropsy floor, unless approved by the pathologist on service.

All personal items, such as cellular phones, laptops, backpacks, etc., must be left in a locker room prior to entry.

PAPRs (Powered Air Purifying Respirators) are available for your use, if you are concerned about zoonotic diseases. You may wish to wear a PAPR at all times on the necropsy floor if you are pregnant, have an immunosuppressive condition or are taking immunosuppressive medications, but you should clarify with your personal physician. You must wear a surgical mask under the PAPR hood

Due to the nature of the procedure, the necropsy floor at times will be slippery, from dispersed fat, oils, blood, water and other substances. Care must be exercised when walking, moving carcasses and moving waste buckets about the floor or in and out of the holding cooler.

Students are not permitted to move animals by hoist.

Clerkship students are not permitted to use the band saw at any time.

At no time should a necropsy be performed alone by an unaccompanied clerkship student.

All injuries should be reported immediately to the Anatomic Pathology service supervisor or senior pathologist on duty for immediate assessment and treatment.

If formalin or Klotz contacts your skin, wash with plenty of soap and water. If formalin or Klotz contacts your eyes, rinse cautiously with water for several minutes. Remove contact lenses, if present and easy to do. Continue rinsing. Immediately call a doctor.

Unsafe or broken equipment should be reported immediately to the senior pathologist.

Used scalpel blades, razor blades, and needles should be discarded into sharps containers.

Eye protection must be used when using cleaning solution.

No food or beverages are allowed at any time in the necropsy room.