

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Veterinary Medicine	College/School	CNSM
Prepared by	Cathy Griseto	Phone	474-1928
Email Contact	cagriseto@alaska.edu	Faculty Contact	Arleigh Reynolds, Assoc Dean Vet Med

1. ACTION DESIRED (CHECK ONE): Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

Professional Program required course - see CSU syllabus attached

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO If yes, Dept: Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi-undergraduate and graduate versions-will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING:
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

RECEIVED

AUG -5 2014

Dean's Office
College of Natural Science & Mathematics

Governance
10/2/14 TRP

9. CONTACT HOURS PER WEEK:

LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

DVM 610 Department of Veterinary Medicine
1 Credit Offered Fall

Foundations of Veterinary Medicine I The first semester of a four-course series in Foundations of Veterinary Medicine. The full course series will encompass topics in Ethics, Communication, Physical Exam Skills, Surgical Skills, Animal Handling (both large and small animals), Clinical Reasoning and Professional Development. This course will help you develop the professional skills necessary for the successful practice of veterinary medicine, by providing opportunities for you to practice in these areas.
Not Cross-listed

Pre-requisites: Acceptance into Professional Veterinary Program

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES: NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES NO

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

Acceptance into Professional Veterinary Medical Program or permission of Instructor

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

Must be in Professional Veterinary Medicine Program or permission of Instructor

16. PROPOSED COURSE FEES

\$

Has a memo been submitted through your dean to the Provost for fee approval? Yes/No

Yes

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Professional Program approved by BOR, Chancellor and Provost – Impact on Animal Resource Center facility in year 1 due to renovation in process

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒ Yes ☐

Department will keep complete library of required materials in AHRB office

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

Impact on Animal Resource Center facility in year 1 due to renovation in process. ARC contacted and approved (jeblake@alaska.edu)

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

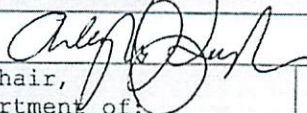
Biology & Wildlife, Chemistry or SNRE students may request admission to class for research or professional development. Vet Med will be providing curriculum in biomedical sciences which was not available previously.

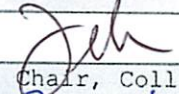
JUSTIFICATION FOR ACTION REQUESTED

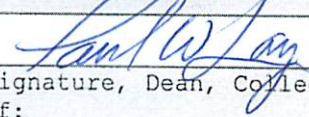
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The course is required for first year veterinary students and the syllabus is provided by CSU CVMBS. The course has been approved by their accreditation requirements and will be offered at UAF as part of the 2+2 program (first two years at UAF and last two years at CSU).

APPROVALS: Add additional signature lines as needed.

 Date 7/7/14
Signature, Chair, _____
Program/Department of: Veterinary Medicine

 Date 10-1-14
Signature, Chair, College/School _____
Curriculum Council for: CNSM

 Date 10/2/14
Signature, Dean, College/School _____
of: CNSM

Offerings above the level of approved programs must be approved in advance by the Provost.

Date _____
Signature of Provost (if above level of approved programs)

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Date _____
Signature, Chair
Faculty Senate Review Committee: ☐ Curriculum Review ☐ GAAC
☐ Core Review ☐ SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Date _____
Signature, Chair,
Program/Department of: _____

Date _____
Signature, Chair, College/School _____
Curriculum Council for: _____

Date _____
Signature, Dean, College/School
of: _____

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-Policy-UPDATED-May-2013.pdf)

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

DVM 610 FOUNDATIONS OF VETERINARY MEDICINE

SYLLABUS – FALL

Department of Veterinary Medicine, University of Alaska Fairbanks

1. Course Information:

Title: Foundations of Veterinary Medicine I
Number: DVM 610
Credit: 1
Prerequisites: Successful Application to Professional Veterinary Program
Location: TBD
Meeting time: 1-2 hours per week – will vary over course of semester depending upon activity

2. Instructor Contact Information:

Name: Dr. Arleigh Reynolds
Office Location: 182 Arctic Health Research Building
Office Hours: By appointment
Office Phone: 474-1928
Email: ajreynolds@alaska.edu

Telephone is the best way to reach the instructor. Please leave a message. You should receive a response to your call within 24 hours.

3. Course Reading/Materials:

None required. Recommended readings, including journal articles, will be distributed prior to class sessions via on-line resources or during class periods.

4. Course Description:

This is the first semester of a four-course series in Foundations of Veterinary Medicine. The full course series will encompass topics in Ethics, Communication, Physical Exam Skills, Surgical Skills, Animal Handling (both large and small animals), Clinical Reasoning and Professional Development. This course will help you develop the professional skills necessary for the successful practice of veterinary medicine, by providing opportunities for you to practice in these areas. The emphasis of this course will be on self-directed learning, and encouraging YOU to take responsibility for your own learning.

5. Course Goals:

This course will help students begin to:

- 1 Evaluate the ethical principles central to the practice of veterinary medicine.
- 2 Develop appropriate psychomotor skills to safely conduct a thorough physical exam

on small animals.

- 3 Develop adequate psychomotor skills and knowledge of proper instrument handling as a basis for developing surgical skills later in the curriculum.
- 4 Use the four core communication skills in conversation.
- 5 Use written self-reflection for continued skill development.
- 6 Practice handling small animal species using safe, humane and appropriate (minimal) restraint techniques for each patient.
- 7 Practice their clinical reasoning skills in a case-based discussion.

6. Student Learning Outcomes:

- A. Identify issues in case based discussion, create problem list, diagnosis and preliminary list of tests to perform
- B. Write a subjective and objective (S&O) portion of a "SOAP"
- C. Basic dermatology exam skills
- D. Basic ethics in veterinary medicine
- E. Identify mentor/practitioner and write report
- F. Physical Exam Skills, cardiac exam, small animal handling
- G. Basic surgical skills on cadavers and use of surgical instruments
- H. Clinical shadowing to learn process of seeing patients and meeting needs of patients.

7. Instructional Methods:

The course will consist of a mixture of lecture sessions and recitations. During the weeks listed as "hands-on activity", we will meet for about 2 hours, in order to carry out the defined activity. These activities may include physical exam skills, surgery skills, SA handling, or a recitation (e.g. Ethics). During some of the sessions, you may be asked to travel to another location.

Attendance Policy: Attendance at all sessions is required. You will be asked to sign an attendance sheet at the beginning of each session. You may only sign in for yourself. Marking any other student as present is an Honor Code violation.

8. Course Calendar:

Course Details are being developed and will be provided on blackboard.

9. Course Policies:

- **Attendance:**

Students are expected to attend all classes. If you must miss a surgical skills, physical exam or small-animal handling lab due to an excused absence, you will need to attend a scheduled make-up lab during finals week. This will provide an opportunity to practice the skills and complete your task booklet. If you miss another activity (ethics, case-based discussion), you will be assigned an appropriate make-up activity in order to receive credit for the missed session.

- **Classroom Behavior:**

Any type of behavior in the classroom that is disruptive, distracting, or disrespectful to the instructor or to your fellow students will not be tolerated and will result in dismissal from the classroom. This includes, but is not limited to, disrespectful comments, the use of tobacco products, consumption of food, use of cell phones or wireless devices, or use of any type of communicative device. All cell phones or other such devices must be turned off while in the classroom. Do not browse the Internet, text message or IM while in the classroom.

- **Plagiarism:**

Plagiarism is the overt or covert use of other people's work or ideas without acknowledgement of the source. This includes using ideas or data from a classmate or colleague without permission and acknowledgement, including sentences from journal articles in your writing without citing the author, or copying parts of a website into your essay. Plagiarism and cheating are serious offenses that violate the student code of conduct which may result in an "F" in the course and/or referral to the university disciplinary committee.

10. Evaluation: Points Distribution:

I. Case Discussion	15% (5% learning issue, 5% problem list, 5% Subjective/Objective "SO".)
II. Dermatology Lab	5%
III. Ethics	15%
IV. Mentorship Report	5%
V. Physical Exam Skills	20%
VI. Small Animal Handling Lab	20%
VII. Surgical Skills	15%
VIII. VTH Observation	5%
R.O.L.E. Assessment	0% (submission required to pass course)

Only bring the materials needed for your exam on exam dates. Cell phones must be stored out of sight and turned off. If I suspect cheating occurs during an exam, I reserve the right to re-administer the exam to the entire class. If you are found cheating, you will receive a zero for the exam and will be reported to university disciplinary committee.

- **No Make-Up Exams:**

All exams must be taken at the scheduled time. **NO EXCEPTIONS!** Exams cannot be taken before or after the scheduled date/time. If you miss an exam, you will receive a zero as your grade. *Note: If you have a conflict due to a university-sponsored event, you must notify me prior to the exam with a confirmation letter from University authority.

11. Weekly activities:

Punctuality is essential in order to ensure you have time to complete the scheduled activities. Please see the documents posted on Blackboard for details regarding specific laboratory sessions, including the list of criteria for selecting animals for participation.

Task Booklet:

A Task Booklet will be used to assess students' mastery of techniques presented in the physical exam, animal handling and surgical skills laboratories. Each student is responsible for seeking feedback and evaluation from their laboratory instructors. A list of required tasks for each of the laboratory activities is attached. You must demonstrate successful/satisfactory completion of each task in order for your instructor to sign off on it as "mastered".

Physical Exam Skills Activities:

Students will learn physical exam skills under the supervision of a clinical educator. During the first semester, instruction will focus on conducting a general physical exam on small animals. Subsequent semesters will involve specialty exams (e.g. thoracic auscultation, ophthalmic exam) on dogs. Specific criteria for animal participants are posted on

Blackboard. Grading will be based on successful completion of task list and participation in videotaping sessions.

Small Animal Handling Activities:

The goal of this laboratory is to provide hands-on instruction and practice in safe, humane and appropriate restraint of small animals. Grading will be based on successful completion of task list.

Trigger Point Palpation:

This session will give students an opportunity to practice locating trigger points and use the "dry needle" technique. The department will need to schedule two small animals for this session. Grading will be based on successful completion of rubric.

Surgical Skills Activity:

The goal of the Surgery Skills Section in the Foundations and Anatomy courses is to introduce practical hands-on surgical skills in the early stage of the professional curriculum. Since many of these skills are utilized in anatomy cadaver dissection laboratories, we will be able to integrate and enhance core skills practice in these laboratories. These skills will also be reviewed throughout the Foundations surgical skills lectures and laboratories, and practiced during your Junior and Senior Practicum experiences. We hope that by introducing these skills early (before students learn potentially the wrong way to do things), these experiences will build on themselves and reinforce appropriate core skills for future surgery laboratories.

Ethics Sessions:

The goal of the Ethics sessions is to provide students with a framework for Ethical decision making and a venue in which to begin formulating their opinions.

Your grade will be based on attendance/participation in class discussions and a Blackboard quiz.

Case-Based Discussions:

The case based discussion will follow a modified PBL format. One case will be discussed each semester over two lab periods.

During the first session, you will be given the signalment, presenting complaint, and history at the beginning of the class period. Following an initial discussion designed to identify the major medical problems, you will be given the complete physical examination findings. You will take this information and create a problem list, differential diagnosis, and preliminary list of tests you would like to perform.

Each student will identify a learning issue of interest they believe is pertinent to the case. You must research this learning issue and summarize your finding in a one-page (maximum), typed paper posted to the discussion board on Blackboard. References must be included. The summary of the learning issues must be posted to Blackboard at least 72 hours before the next class meeting so that all students in the group can read the summaries and prepare questions for discussion at the next session. These postings will be graded on a pass/fail basis. All students will need to come prepared to discuss what tests they would like performed during the next session and the reasons for their decision.

During the second session, students will summarize what they discovered about their learning issue and answer any questions on the topic from the group.

Assignment: Over the span of the 4-semester course, you will gain practice in writing a "SOAP" (common format for medical communication – Subjective & Objective Access Protocol).

Assignment: Your assignment for this semester of the course is to write a full SOAP; following the attached guidelines. A copy of the scoring rubric is available on Blackboard. This assignment must be submitted via Blackboard no later than one week after your group completes the case.

R.O.L.E. Assessment:

All students are required to complete and submit the Blackboard survey regarding the R.O.L.E. (orientation) activities in order to pass DVM 610. Your individual answers are anonymous; we are only tracking completion of the assessment. Failure to submit the survey by the deadline will result in a grade of "incomplete" for the course.

Mentorship Report:

One of the most important activities our students can do to make themselves competitive for jobs following graduation is to gain practical experience in a private practice setting. In order to obtain this valuable experience, it is necessary for each student to identify a practitioner willing to mentor them and give them opportunities in the practice setting. Some of our students come to the PVM Program with well-established mentor-mentee relationships, along with lots of hands on experience; whereas other students have not had this opportunity. A valuable resource to assist in your efforts to find a mentor is the Interior Veterinary Medical Association. Details of the program are available in the Department office. Regardless of the level of experience in private practice, there are always opportunities to further develop a relationship with a mentor and gain additional experience which will be helpful in the clinical setting. In order to facilitate our students establishing positive mentoring experiences, you are asked to submit a brief report on your efforts to identify and establish a mentor-mentee relationship, or report on the time spent with an existing mentor. The assignment is to submit a one page report on Blackboard on your mentored activities this semester, as well as any hands on experience you have obtained.

- **Grading Scale:**

Grades will be calculated on a 100-point scale.

A/A+	93 – 100%
A-	90 – 92.9%
B+	87 – 89.9%
B	83 – 86.9%
B-	80 – 82.9%
C+	77 – 79.9%
C	70 – 76.9%
D	65 – 69.9%
F	<65%

12. Support Services:

If you require more assistance than can be provided in class, and office hours, you may want to contact Student Support Services (<http://www.uaf.edu/sssp/>) or the Department of Veterinary Medicine for assistance.

13. Disability Services:

All students, including those with disabilities, are welcome in this course, and we are committed to providing equal access to this course for all students. If you have a disability (including learning disabilities) please inform us during the first week of class so that we can accommodate your specific needs. If you have not already done so, you will also need to contact UAF's Office of Disabilities Services (474-7043). Everyone should have the opportunity to participate fully in the course and to complete assignments and exams to the best of their ability. If accommodations are needed to enable you to do so, we will gladly work with you to provide them.

Tentative Lecture/Activity Schedule

Foundations I (Fall 2015)			
Week	Dates	Activity	Category
1	Aug 31 – Sept 4	Course Introduction IACUC/Safety modules	Background info
2	Sept 7 - 11	Instrument Handling	Surgical activity
3	Sept 14 - 18	Cardiac and Respiratory Cycles	Simulation lecture
4	Sept 21 - 25	Intro to sounds sim lab	Simulation activity
5	Sept 28 – Oct 2	FA PE/Production/Handling	PE lecture
6	Oct 5 - 9	FA PE/Handling	Hands-on activity
7	Oct 12 - 16	EQ PE/Production/Handling	PE lecture
8	Oct 19 - 23	EQ PE/Handling	Hands-on activity
9	Oct 26 - 30	SA PE/Handling	PE lecture
10	Nov 9 - 13	SA PE/Handling	Hands-on activity
11	Nov 16 - 20	Critical Thinking/History	Problem- based/Communication
12	Nov 23 - 27	Trigger Point Anatomy lab	Surgical activity
13	Nov 30 – Dec 4	Animal Welfare Case	Communication/Ethics
14	Dec 7 - 11	Comparative Anatomy Case	Problem-based
15	Dec 14 - 18	OSCE/Vet Olympics	Final exam

Course is designed to provide instruction in basic restraint and physical examination of small and farm animals. Instruction is in basic surgical instrument handling along with use of live animals and cadavers for trigger point anatomy identification. Simulation will provide background into cardiovascular and pulmonary auscultation skills, reinforcing the physiology of the organ systems. Students will begin to gather relevant historical information and learn to apply the information to a case. Animal welfare concepts will be investigated in combination with a researched literature search.

Activities are planned in conjunction with the courses being taught: Anatomy, Physiology, Diagnostic imaging, and Immunology.