**Topics in International Shelter Medicine with Virtual Exchange**

| **Module** | **Topic/Concept** | **Activities/Assignments/Opportunities for VE** |
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| Module 1: Introduction (1 week) | Course Introduction/ExpectationsSyllabusIntroduction to dog population management | Students will introduce themselves in a **Discussion Forum** and include a recording of themselves so we can see and hear them.  They can use cell phone videos or a FlipGrid or the Canvas video tool.  **Icebreaker**: In the introductions, students will say where they live/reside, what their primary language is, what sort of shelter/animal welfare project they are associated with in their country, and what challenges they feel they face in their country in terms of animal welfare.  Students will be encouraged to review other students' introductions to familiarize themselves with their colleagues. We can also add some fun items, ie. favorite animals, etc. Here we begin building trust.Students will be introduced to a board (embedded in Canvas?) where students can post interesting news articles they might come across pertaining to animal welfare around the world throughout the course.Quiz – readingQuiz – syllabus  |
| Module 2 (2 weeks):  An introduction to dog population management (DPM) | History and contextComponents of stray dog population managementRelationship between rabies control and dog population managementCommunity engagement | Required ReadingsPre-recorded video on DPM (ICAM)Teams are set up in groups. An initial icebreaker for the small groups: through an online discussion prompt or Padlet. Roles and responsibilities will be assigned for the teams. For this assignment, 1-2 students will be assigned to serve as representatives from an ‘exporting’ country and another 1-2 from an ‘importing’ country, and team members should work together to create a SOP for international dog transportation. Students should consider the legal requirements and on-the-ground capacity both in the exporting and importing country and protocols to minimize disease risk and maximize welfare of the animal. Students can share their SOP verbally on FlipGrid or post the actual SOP for classmates to see and comment on.KNOW Reflections |
| Module 3 (2 weeks): International sheltering | Unique challenges of operating shelters in resource limited environmentsGroup housing of dogsVaccination guidelinesInfectious disease controlInternational dog adoptions | Required readingsComparative discussion - Students will watch a series of pre-recorded descriptions/presentations on shelters and animal welfare program operations in several international locations (Israel, Brazil, Guam, Balkans, Thailand, etc) from ‘experts’ in the field, uploaded on Padlet. Each student will then answer a set of structured/open-ended questions designed to get them thinking about cultural similarities, differences,  and unique problems presented in each video.  They will then work in groups to compare their answers.  The groups can discuss asynchronously  in Google Drive.  Each group then creates one summary document to share with the class about their experiences.  The shared document will identify one challenge that is faced by each location and offer suggestions that are culturally appropriate for addressing that challenge.  Then,  each of the presenters who made the videos will be invited to discuss the findings of the groups with the students-- this discussion can be live via Zoom,  or asynchronously in Google Drive or a VoiceThread.  The point of this discussion is to see whether the students identified pertinent challenges and solutions, and whether the suggestions are culturally appropriate and why.   |
| Module 4 (2 weeks): Shelter medicine in Europe, Asia, and Australia | BSAVA Shelter Medicine manualTackling feline upper respiratory infections in European sheltersPuppy tradeComparison of cat adoption policies between UK and USFeline community cat management programs in Hong KongAsia-specific shelter medicine challenges | Required readingsShort re-recorded videos from shelter staff from around the worldCollaboration - On a Padlet, students will post photos and videos to document how various topics presented in the module (TNR/community cat management, feline URI, euthanasia) are addressed in their own location/country. Students then discuss similarities and differences displayed and reflect on anything that surprised them.  This Padlet can continue to grow throughout the semesters and could become quite rich with varietyReflection assignment (KNOW) |
| Module 5 (1 week): Dog and cat meat trade | Threats to public health and animal welfareRelationship between the dog and cat meat trade and rabiesMotivations for consumption | ReadingsRecorded lecture (K Polak)Discussion (entire class) board on Canvas on thought about regulation as a solution to ending the dog meat trade.Collaborative assignment: Campaigns require a clear Theory of Change that serves as a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. Working in small groups of 2-4 (can be the same groups as earlier), teams will work together to create a campaign plan (fill out a Theory of Change template) for a particular country to address the dog and cat meat trade. Students will be encouraged to form groups on Whatsapp to facilitate communication and completion of the assignment. The plan should be presented to the class, potentially during a synchronous session.  |
| Module 6 (2 weeks): Medical practices in resource-limited environments  | Practical and cost-effective diagnostic and treatment strategist for commonly observed conditions in cats and dogsEuthanasia consideration | In Modules 6-7, here is where students can collaborate on ‘product’ creation, with the product being the creation of a specific intervention designed to improve companion animal welfare in a selected community. This intervention could be spay/neuter, medical care, or sheltering/adoption initiative. Through collaboration, students can analyze the ethical, social and environmental challenges potentially affecting their project, and increase personal and social responsibility. This activity might also help facilitate applying knowledge to contemporary global contexts whereby the students can use what they’ve learned in readings and lectures and apply them to a real-world issue.  |
| Module 7: Operating a field spay/neuter clinic (2 weeks) | Selecting a clinic sitePatient return to-the-fieldInstrument sterilizationAnesthetic protocolsOvariohysterectomy: Flank vs midlineNon-surgical sterilizationIdentification of sterilized animals | This module will be merged with Module 6 . While students will still be assigned readings specifically on spay/neuter, students will use these weeks to work on the larger group project discussed above.Project to be submitted at the end of Module 7 or beginning of Module 8. |
| Module 8: Programmatic M&E (1 week) | Programmatic strategic planning and assessmentMethods of evaluating program success | Opportunity for reflection/story sharing. Was there an animal welfare activity that they’ve seen or heard about, and was it actually effective? How was that measured?  |
| Module 9: Wrap-up (1 week) | International opportunitiesMethods of evaluating potential programs | A discussion board will allow students to exchange information and post information about volunteer opportunities in their own area, or that they’ve heard about. This might facilitate actual in-person meet-ups and experiences. Incorporate study abroad ideas (VME 6905 Special Topics here also? Students will write a personal reflection about their experiences and submit it to the instructor. The reflection can be structured in a KNOW or 3-2-1 format (ie. Something you already knew, something that you learned that was new, something you observed about the overall learning experience, and what you still have questions or concerns about. Or, 3 things you discovered that were new to you, 2 skills you practiced and improved on during the learning experience, and 1 idea you will take forward in your own shelter practice.). It might also be helpful to encourage students to express what they didn’t like, or found challenging about the VE experience, to allow for continuous course improvement. Perhaps through a post-course survey. |