I. Course Description

Contact with animals in public settings (e.g., fairs, educational farms, petting zoos, and schools) provides opportunities for entertainment and education, and there are many positive benefits of human-animal contact. However, an inadequate understanding of disease transmission and animal behavior can increase the likelihood of infectious diseases and other health problems among visitors, especially children, in these settings. Since 1996, well over 200 human infectious disease outbreaks associated with animal contact have been identified in the United States, and the number of such outbreaks has increased markedly in recent years. Such outbreaks have substantial medical, public health, legal, and economic effects.

As in many other states, disease outbreaks associated with animal contact in public settings is an important public health problem in Minnesota; since 2000 we’ve identified over 20 such outbreaks. These types of outbreaks affect predominantly children. Outbreaks are often caused by *E. coli* O157:H7, which can cause a serious complication called hemolytic uremic syndrome (HUS) that involves kidney failure...
and is fatal in about 6% of cases. In 2012, a child in North Carolina died from HUS from an *E. coli* O157:H7 infection acquired at a highly publicized outbreak at a county fair petting zoo.

The “Compendium of Measures to Prevent Disease Associated with Animals in Public Settings” (Compendium) has been published by the National Association of Public Health Veterinarians (NASPHV) since 2005. The Compendium provides standard national recommendations for public health officials, veterinarians, animal venue operators, animal exhibitors, visitors to animal venues and exhibits, and others concerned with control of disease and with minimizing health risks associated with animal contact in public settings. Despite the presence of the national Compendium for 10 years, uptake of appropriate prevention measures at many public animal contact venues has been modest to poor, and outbreaks continue to occur as frequently as ever. Even legislation passed in some states to mandate implementation of prevention measures has failed to prevent outbreaks.

This course is designed to give students an in-depth understanding of this issue. Topics will include: a history and overview of outbreaks associated with animal contact at public venues; pathogens involved and their clinical consequences; animal types involved; contributing antecedents and risk factors; content of the Compendium recommendations; the extent of uptake of the Compendium recommendations; legislation approaches to prevention; and issues and challenges related to prevention.

**Competencies**

The core competencies in Public Health Preparedness and Response identified in the CDC planning model that apply to this course include:

**Domain 1: Model Leadership**
1.6 Act within the scope of one’s legal authority

**Domain 3: Plan for and Improve Practice**
3.3 Participate in improving the organization’s capacities

The core competencies identified in the HRSA Council of Linkages model that apply to this course include:

2. **Policy Development/Program Planning Skills**
7. Examines the feasibility (e.g. fiscal, social, political, legal, geographical) and implications of policies, and services.

3. **Communication Skills**
6. Communicates information to influence behavior and improve health (e.g., uses social marketing methods, considers behavioral theories such as the Health Belief Model or Stages of Change Model)

5. **Community Dimensions of Practice Skills**
3. Suggests relationships that may be needed to improve health in a community

6. **Public Health Sciences Skills**
2. Describes prominent events in the history of public health (e.g., smallpox eradication, development of vaccinations, infectious disease control, safe drinking water, emphasis on hygiene and hand washing, access to health care for people with disabilities)

7. **Financial Planning and Management Skills**
2. Identifies government agencies with authority to address specific community health needs (e.g., lead in housing, water fluoridation, bike lanes, emergency preparedness)

8. **Leadership and Systems Thinking Skills**
9. Contributes to continuous improvement of individual, program, and organizational performance (e.g., mentoring, monitoring progress, adjusting programs to achieve better results)

II. **Course Prerequisites**

None
III. Course Goals and Objectives

After completing the course, participants will be able to:

- Describe the occurrence of zoonotic disease outbreaks associated with animal contact in public settings in the United States in the last 20 years (number of outbreaks, recent trends in outbreaks, pathogens, settings, animal sources, risk factors and antecedents for outbreaks, and burden of illness among affected humans).
- Discuss the history of development of guidelines and recommendations to minimize zoonotic disease outbreaks associated with animal contact in public settings in the United States.
- Describe in detail the latest version of the “Compendium of Measures to Prevent Disease Associated with Animals in Public Settings” (Compendium) published by the National Association of Public Health Veterinarians.
- List and describe challenges/obstacles to implementation of Compendium recommendations at public animal contact venues.
- Develop and explain strategies to achieve more comprehensive implementation of Compendium recommendations, and to decrease the occurrence of outbreaks associated with animal contact in public settings in other ways.

IV. Methods of Instruction and Work Expectations

Methods of Instruction include:

- Lectures will be used to present relevant material.
- Classroom discussions of scientific papers, published prevention recommendations, state laws, media stories, and relevant concepts will support lectures. Discussion of case-studies will provide insights to issues being discussed.
- Students will develop a checklist to assess the degree of adherence of public animal contact venues to the national Compendium recommendations. Then, the students will use their checklist to assess an actual public animal contact venue that will be visited during class time on the third day of class. The results of the students’ assessments will be discussed as a group during the final day of class.
- Up to 1 hour of each class period (days 1-2) will be dedicated to working on the checklist.
- Course grading will be determined on the basis of class participation (50%) and the checklist/evaluation of the public animal contact venue (50%). Students will be able to obtain full credit for classroom participation by asking questions and participating in discussions.
- Students will be expected to spend about 2.5 hours reading in detail the “Compendium of Measures to Prevent Disease Associated with Animals in Public Settings”, and 1 other article prior to the course (see reference below). These are the only required readings, although an extensive bibliography is provided in case students are interested.

V. Course Text and Readings

The required readings are available on-line or through the UMN Library, which can be accessed through the course Moodle site.

Access Course Moodle Site

- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

Required Readings (prior to class):


The following references comprise a library of articles that might also be useful as references for class or at a later date (no need to print out or read before class):


VI. Course Outline/Weekly Schedule

| Day 1 – May 26 | Introduction and course overview  
|               | Overview of outbreaks associated with animal contact in public settings  
|               | - number of outbreaks  
|               | - recent trends in outbreaks  
|               | - pathogens  
|               | - settings  
|               | - animal sources  
|               | - risk factors and antecedents  
|               | - burden of illness among affected humans  
|               | History of development of prevention recommendations  
|               | Case studies of specific outbreaks  
|               | Work on Checklist  
| Day 2 – May 27 | Compendium of Measures to Prevent Disease Associated with Animals in Public Settings  
|               | State laws  
|               | Case studies of specific outbreaks  
|               | Work on Checklist  
| Day 3 – May 28 | Field trip to working public animal contact venue  
|               | - assess adherence to Compendium recommendations  
| Day 4 – May 29 | Discuss field trip and assessment of public animal contact venue  
|               | Challenges/obstacles to prevention  
|               | Strategies to achieve more comprehensive implementation of Compendium recommendations  

VII. Evaluation and Grading

**Outline of Grading**

- Class Participation  
  25 points (50% of grade)  
- Checklist/Evaluation  
  25 points (50% of grade)

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td>77-79%</td>
</tr>
<tr>
<td>Grade</td>
<td>Value</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Represents achievement that meets the course requirements in every respect. 73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. 63-68%</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. below 60%</td>
</tr>
</tbody>
</table>

- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu. The grading option for Public Health Institute courses may not be changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

**WITHDRAWAL POLICY FOR PUBLIC HEALTH INSTITUTE COURSES**

School of Public Health students may withdraw from a 4-day course through the second day of class without permission and no “W” will appear on the transcript. Students enrolled in 2-day courses may withdraw only through the first day of class. After these withdrawal deadlines pass students are required to do the following.

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
- The student must send an e-mail to the SPH Student Services Center (SSC) at sph-ssc@umn.edu. The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student’s intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A “W” will be placed and remain on the student transcript for the course.

**Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html).

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:}
If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

**Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

**Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

**Mental Health and Stress Management**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

**The Office of Student Affairs at the University of Minnesota**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. *

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**OR:**

**Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. *

When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Template update 9/2014