

**Course Description**

This course is a student-centered, 1 credit course intended to promote discussion between students and guest lecturers on timely topics relating to the animal-human disease interface. The course will be divided into 11 x 1.5 hour sessions, and will take place on **Mondays** from **5:10 pm-6:40 pm** in **PGA-SGAH Building Room 201**, unless otherwise noted. Assignments will include literature searches, assigned readings, student presentations and a short final paper assignment. Participation in class discussion is required.

**Course Objective** - to provide Global Animal Health Professional Certificate students and graduate students with a perspective on disease control at the human-animal interface beyond their didactic coursework. The goal is to provide a framework for the use of evidence-based tools to understand and achieve progress in addressing global animal health challenges by intervention at the human-animal interface.

**Credit**

\*1 course credit (16 contact hours) – this course is required for the Professional Certificate in Global Animal Health

**Pre-requisites**

There are no course pre-requisites. Students must be at the professional or graduate level.

**Course Coordinators**

**Faculty Course Coordinators**

Terry F. McElwain, DVM, PhD

Allen Center 231, ph#335-6342, [tfm@vetmed.wsu.edu](mailto:tfm@vetmed.wsu.edu)

Gretchen E. Kaufman, DVM

Allen Center 311, ph#335-4058, [gkaufman@vetmed.wsu.edu](mailto:gkaufman@vetmed.wsu.edu)

**Graduate Student Coordinator**

Petronella Hove, DVM, MPH

ADBF 3067, ph# 335-6326, [phove@vetmed.wsu.edu](mailto:phove@vetmed.wsu.edu)

Office hours vary, email to arrange.

**Course Instructors**

Multiple faculty members and guest speakers provide instruction.

**Doug Call, Professor**

Paul G. Allen School for Global Animal Health, WSU

<http://globalhealth.wsu.edu/Our-Team/faculty/douglas-r-call>

**Petronella Hove, Graduate Instructor**

Paul G. Allen School for Global Animal Health, WSU

**Gretchen Kaufman, Asst. Director and Adjunct Faculty**

Paul G. Allen School for Global Animal Health, WSU

<http://globalhealth.wsu.edu/Our-Team/faculty/gretchen-e-kaufman>

**Terry McElwain, Associate Director and Regents Professor**

Paul G. Allen School for Global Animal Health, WSU

<http://globalhealth.wsu.edu/Our-Team/faculty/terry-mcelwain>

**Susan Noh, Adjunct Faculty**

Paul G. Allen School for Global Animal Health, WSU

Animal Diseases Research Research Molecular Biologist, USDA-Agriculture Research Service

<http://globalhealth.wsu.edu/Our-Team/faculty/susan-noh>

**Guy Palmer, Director, Creighton Chair and Regents Professor**

Paul G. Allen School for Global Animal Health, WSU

<http://globalhealth.wsu.edu/Our-Team/faculty/guy-palmer>

**Raina Plowright, Assistant Professor**

Department of Microbiology and Immunology, Montana State University

<http://www.rainaplowright.com/>

**Rob Quinlan, Associate Professor**

Evolutionary & Sociocultural Anthropology, WSU

Department of Anthropology

<http://public.wsu.edu/~rquinlan/>

**Bill Sischo, Professor**

Paul G. Allen School for Global Animal Health, WSU

Food and Waterborne Disease Research Program

<http://globalhealth.wsu.edu/Our-Team/faculty/bill-sischo>

**Judd Walson, Associate Professor**

Department of Global Health, University of Washington

<http://globalhealth.washington.edu/faculty/judd-walson>

**Jon Yoder, Professor**

School of Economics, WSU

<http://cahnrs-cms.wsu.edu/ses/people/yoder/Pages/default.aspx>

**Resources**

There is no text book for this course. Resource information will be provided electronically on the course website prior to each lecture.

**Learning Outcomes**

Upon successful completion of this course students will:

Student Learning Outcome	Where the outcome is addressed in the curriculum	Evaluation of Outcome
understand what global health is and be able to broadly define the animal human interface with reference to global health	Session 1 ; reinforced in all other sessions	Online and class discussion (participation) Presentation in Session 11 and Final Assignment
become familiar with the multiple academic disciplines involved in solving global health challenges	Sessions are designed as a survey of contributing disciplines	Online and class discussion (participation) Final Assignment
gain a background knowledge that enables students to discuss the various ways that intervention at the animal human interface can impact human health	Each session will highlight an aspect of this learning goal, providing case examples of interventions. Assigned readings will provide further background that will be utilized during discussions	Online and class discussion (participation) Presentation in Session 11 and Final Assignment
gain an understanding of the need for quantitative assessment of the impact of animals and animal health on human health	Each session will include readings and presentations by primary researchers that emphasize various methods of quantitative assessment	Online and class discussion (participation) Presentation in Session 11, and Final Assignment
demonstrate independent thinking about addressing global health challenges through intervention at the animal human interface	Weekly online and class discussions will encourage students to critically examine interventions presented and suggest alternative options-; the Final assignment will provide an opportunity for reflection and independent thinking about their particular project	Online and class discussion (participation) Presentation in Session 11, and Final Assignment
enhance their ability to lead and participate actively in interdisciplinary discussions of global health	Weekly online and class discussions with invited guest presenter.	On-line and class discussion (participation); Assigned class discussion lead ; Presentation in Session 11

**Assignments**

Reading assignments will be given via the course website (Blackboard) at least one week prior to each class period unless otherwise stated. Students will be expected to actively participate in open class discussion and an online discussion based on the presentation and assigned readings. Students will also be assigned to lead class discussions on a rotating basis. Additional assignments include one group presentation on a specific topic and the completion of a short final paper. The final paper will incorporate lessons learned in the course to the students own work and experience in Global Animal Health.

**1. In-Class discussions**

Students will be assigned to lead class discussions on a rotating basis. During class discussions students will be assessed on how:

- Well prepared they are for class
  - Positive, supportive attitude toward course and class members and accurately listens to and considers feedback from others.
  - Consistently they contribute to class discussion and in-class activities.
2. **On-line discussions.** Students will be expected to actively participate in a class online discussion on Blackboard before and after class based on the readings.
  3. **Group presentation: Due 20 April 2015.** This assignment will be developed around the Ebola theme this year – details to follow.
  4. **Final paper: Due 1 May 2015.** A reflection paper (word or page limit) on how knowledge gained in this course applies to an individual student’s research or experience (e.g. certificate student’s major project, or graduate students thesis work)

### **Attendance**

Due to the participatory nature of the course, attendance is expected at all sessions. In the event of extenuating circumstances, contact the course coordinator(s) prior to class. Unexcused absences will result in an (F).

### **Grading**

Student grades will be distributed as follows:

- 40% - classroom discussion (including regular participation and leading discussion),
- 25% - online discussion of assigned reading,
- 20% - group presentation,
- 15% - final paper

This course will utilize the 4.0 A-F letter grade system, compatible with other graduate level courses. The criteria are as follows: Grade of **(A)** will be given for consistently excellent scholastic performance; thorough comprehension; ability to correlate the material with other ideas, to communicate and to deal effectively with course concepts and new material; reliability in attendance and attention to assignments. A **(B)** will be given for superior scholastic performance overall, reliability in attendance, and attention to assignments; may demonstrate excellence but be less consistent than the work of an A student. A **(C)** will be given for satisfactory performance overall, as well as reliability in attendance, and attention to assignments. A **(D)** will be given for minimal, barely passing performance overall; limited knowledge of subject matter. An **(F)** will be given for unsatisfactory performance and comprehension or unfulfilled requirements.

### **Students with Disabilities**

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center. All accommodations **MUST** be approved through the Access Center (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.

**WSU Safety Statement/ Policy**

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (<http://safetyplan.wsu.edu/>) and visit the Office of Emergency Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

**WSU Statement on Academic Integrity**

As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

Students found responsible for academic integrity violations may receive an F on the particular assignment or exam, as well as an F for the course. Repeated and/or serious offenses may result in referral to the conduct board and expulsion from WSU. For graduate students, academic integrity violations may also result in the loss of teaching and/or research assistantships.

Academic Integrity Statement and link to WSU's policy:

<http://www.wsulibs.wsu.edu/plagiarism/main.html>

<http://conduct.wsu.edu/academic-integrity-policies-and-resources/>

## GLANHLTH 503    Animal Human Disease Interface    Spring 2015

### Class Schedule

Students will be notified of any changes to the schedule as they arise. Classes will be held in Allen Center room 201.

1	12 January	Introduction	Introduction to the course; The big picture of the human-animal interface; Examples of thinking outside the [box]- and why it's important.	Guy Palmer
2	2 Feb	Drivers of disease emergence and the role of wildlife	Short review of drivers of disease emergence and discussion on the importance and challenges of understanding wildlife as a component of the animal-human disease interface	Gretchen Kaufman
3	9 Feb	Climate change, land-use change and emerging diseases	Climate change, land-use change and emerging diseases: how changing conditions impact disease dynamics, illustrations from vector borne and bat reservoir pathogens	Raina Plowright
	16 February	<b>Presidents day- No class</b>		
4	23 February	Food Security and Disease	Discussion focuses on population growth, and meeting the demands for feeding our growing population in an environmentally sustainable way	Bill Sischo
5	2 March	Anthropology	An overview of approaches in medical/animal health anthropology	Rob Quinlan
6	9 March	Economics	Smallholder household economic decisions and outcomes in the face of livestock infectious disease	Jon Yoder
	16 March	<b>Spring Break- No class</b>		
7	23 March	Rabies	Important aspects in rabies control in developed vs. developing countries; examples from Tanzania	Felix Lankester or Petronella Hove
8	30 March	Integrated Animal and Human Health Surveillance	The opportunities, challenges and barriers of combining animal and human health surveillance using an integrated syndromic surveillance model in Lwak, Kenya as a case example.	Thumbi Mwangi, Susan Noh & Terry McElwain
9	6 April	No Guts, No Glory	The Consequences of Environmental Exposures to Pathogens on Child Health	Judd Walson
10	13 April	Antibiotic resistance	A look at the use of antimicrobials in developing countries	Murugan Subbiah & Doug Call
11	20 April	Group Presentation	Student groups will present on various aspects of the current Ebola outbreak with specific reference to topics presented in class	Petronella Hove
	27 April	<b>No class</b>		
12	1 May	<b>Final Assignment due - No class</b>	A reflection paper on how knowledge gained in this course applies to an individual students research or experience	