City University of Hong Kong
Course Syllabus

offered by Department of Infectious Diseases and Public Health
with effect from Semester A 2017/18

Part I Course Overview

Course Title:	Transboundary Animal Diseases
Course Code:	VM 4104
Course Duration:	1 semester
Credit Units:	3 credits
Level:	B4
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Completion of Year 4 courses with C grade or above
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

Globalisation and global trade in livestock products creates new challenges for governments and international organisations (OIE, WHO, FAO, WTO) in predicting, preventing and controlling transboundary diseases, which can be defined as epidemic diseases which are highly contagious or transmissible and have the potential for very rapid spread, irrespective of national borders, causing serious socio-economic and public health consequences. These diseases may also constitute a constant threat to the livelihood of livestock farmers and also have a significant detrimental effect on national economics.

Hong Kong has been at the epicentre of several transboundary animal diseases (TADs), notably avian influenza and SARS and has suffered economically as well as on a social level. It is imperative that veterinarians are taught to be aware of transboundary diseases and how to handle and control them if they should be detected in a controlled fashion. This course aims to enhance technical, legal, entrepreneurial, leadership and organisational skills of veterinarians involved in animal disease control, with strong emphasis on epidemiology, statistics, exotic and epizootic disease, the role of government veterinary services and health information systems.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Be able to identify clinical signs, clinical course, transmission potential and pathogens associated with TADs (OIE). Obtain detailed coverage of avian influenza and foot and mouth disease history and current surveillance, monitoring and control and prevention methodology as examples of TADs.		✓	✓	
2.	Visit to local poultry, pig and fish farms and demonstrate an ability to critique biosecurity issues as well as logistical issues for depopulation of animal populations (RCVS).		✓	✓	✓
3.	Be familiar with and able to apply, animal disease control concepts such as biosecurity, culling, ring vaccination, compartmentalisation, disposal techniques, equipment sterilization and disinfection of clothing and logistical issues involved in such operations such as supplies, equipment, PPE, manpower, international trade and legal issues (RCVS).		✓	✓	
4.	Be familiar with world organisations (OIE, FAO, WHO, WTO) and the roles they play in international trade. Understand the risk analysis principles for trade, the SPS TBT agreements, the OIE terrestrial and aquatic animal health codes and the international and local regulatory implications of TADs (OIE).		✓	✓	

** If weighting is assigned to CILOs, they should add up to 100%.*

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Overview of TADs	✓	✓	✓	✓	2 hr/wk
Tutorials	Practice in applying standards from an exporting and importing country's perspective e.g. to prevent incursion of disease into a country from a specific animal product and laying out foundation for freedom from disease as per OIE standards	✓	✓	✓	✓	1 hr/wk
Presentation	Present a topic related to TADs discussing implications of TADs e.g. climate change and the spread of arboviruses	✓	✓	✓	✓	1 hr/wk

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: 80%						
Tutorials	✓		✓	✓	40%	
Presentation	✓	✓	✓	✓	40%	
Examination: 20% (duration: 1 hour)						
** The weightings should add up to 100%.*					100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C)	Failure (F)
1. Tutorials	Ability to understand the epidemiology of TADs, implement international standards set by the OIE and argue against trade practices.	Very good understanding of TADs and how governments set and implement policies according to international guidelines.	Good understanding of TADs and how governments set and implement policies according to international guidelines.	Acceptable understanding of TADs and how governments set and implement policies according to international guidelines.	Poor understanding of TADs and how governments set and implement policies according to international guidelines.
2. Presentation	Ability to research and present on an issue related to TADs demonstrating deep understanding of TADs.	Very good understanding of epidemiological concepts of TADs and ability to link TADs with real world issues.	Good understanding of epidemiological concepts of TADs and ability to link TADs with real world issues.	Competent understanding of epidemiological concepts of TADs and ability to link TADs with real world issues.	Poor understanding of epidemiological concepts of TADs and ability to link TADs with real world issues.
3. Examination	Ability to understand and compare and contrast attributes and concepts about TADs.	Thorough knowledge of TADs and their global impact.	Good knowledge of TADs and their global impact.	Competent knowledge of TADs and their global impact.	Poor knowledge of TADs and their global impact.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Transboundary animal diseases, foreign animal disease, epidemic diseases, avian influenza, SARS, veterinary public health

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Foreign Animal Diseases 7th Ed. Committee on Foreign and Emerging Diseases of the United States Animal Health Association.
2.	AUSVET plan. https://www.animalhealthaustralia.com.au/our-publications/ausvetplan-manuals-and-documents/
3.	OIE Terrestrial and Aquatic Animal Health Codes.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	None