

PH8009: SPECIAL TOPICS IN AQUATIC ANIMAL HEALTH

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Special Topics in Aquatic Animal Health

Subject Code

PH - Infectious Diseases and Public Health

Course Number

8009

Academic Unit

Infectious Diseases and Public Health (PH)

College/School

Jockey Club College of Veterinary Medicine and Life Sciences (VM)

Course Duration

One Semester

Credit Units

2

Level

R8 - Research Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course will cover special topics on aquatic animal health to help solidify the training of our graduate students. The learning will be personalized to address deficiency in knowledge of individual students. Each week the student(s) will meet with the course leader to discuss learning activities which will include attending topic specific lectures and seminars, assigned scientific readings, and case studies. At the end of this course students should be knowledgeable in the specific topic of aquatic animal health. A written exam will be used to assess aquatic animal health learning outcomes at the end of the semester.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss aquatic animal health topics with an understanding of the current fish health practices.		x	x	x
2	Advise on mitigating typical fish health issues in aquaculture using the most recent known treatment strategies.		x	x	x
3	Discuss emerging issues in aquatic animal health.		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures and seminars	Students will attend fish health lectures and or seminars (preapproved by the course coordinator based on the topics) to support knowledge acquisition	1, 2	1 hour per week on average
2	Reading materials	Scientific literature will be assigned to augment the learning material on certain topics relevant to the student's research projects (decided on by course leader and student)	1, 2	1 hour per week

3	Case studies	One or two case studies will be assigned to the student to work through over the course of the semester	1, 2, 3	3 hours per semester
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Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Presentation on Case studies	1, 2, 3	40	-	Yes

Continuous Assessment (%)

40

Examination (%)

60

Examination Duration (Hours)

2

Minimum Continuous Assessment Passing Requirement (%)

50

Minimum Examination Passing Requirement (%)

50

Additional Information for ATs

*For the use of GenAI on AT1, Presentation on Case Studies, the course leader would like the students to learn how to use AI to solve cases in veterinary medicine so s/he will ask the students to work on the case without AI and then with AI assistance.

Assessment Rubrics (AR)**Assessment Task**

Case reports

Criterion

Students should be able to critically work through a fish disease case, evaluate literature on the topic, and present the case to their peers.

Excellent

(A+, A, A-)

The student solves the fish health case without any assistance from the instructor (i.e. provide a differential list, list of diagnostic tests, recommendations to the fish owner and a prevention strategy based on a literature review). They complete a clearly written grammatically correct report on the case without any errors. They present the case to the class with an effective clear, and professional oral presentation. Demonstrate excellent synthesis of how to assess a fish health case in detail.

Good

(B+, B, B-)

The student solves the fish health case with limited assistance from the instructor (i.e. provide a differential list, list of diagnostic tests, recommendations to the fish owner and a prevention strategy based on a literature review). They complete a clearly written report on the case with only minor grammatical and content errors. They present the case to the class with an effective clear, and professional oral presentation with only a few minor mistakes. Demonstrate good synthesis of how to assess a fish health case in detail.

Fair

(C+, C, C-)

The student solves the fish health case with assistance from the instructor (i.e. provide a differential list, list of diagnostic tests, recommendations to the fish owner and a prevention strategy based on a literature review). They complete a written report on the case but there are several grammatical and content errors. They present the case to the class but the presentation has errors and is not professional (choice of words, dress and mannerisms are not professional). Demonstrate some ability to assess a fish health case but needs prompting from the instructor.

Marginal

(D)

Study has some knowledge of fish health but needs to improve to be able to work in this field.

Failure

(F)

Students fail to complete the assignment. They cannot accurately describe and work through relevant information related on various aspects of fish health issues. They cannot provide appropriate analysis and satisfactory justifications to the diagnosis of pathological manifestations, and may show evidence of plagiarism or inability to communicate ideas. And/or they submit a plagiarized assignment.

Assessment Task

Final Examination

Criterion

Students should have obtained and be able to communicate in written formats an understanding of the fish health, aquatic animal diseases and mitigation strategies currently accepted in the field of veterinary medicine.

Excellent

(A+, A, A-)

Students achieve a 90% or greater on the examination of the class and case material.

Good

(B+, B, B-)

Students achieve an 80% or greater on the examination of the class and case material.

Fair

(C+, C, C-)

Students achieve a 70% or greater on the examination of the class and case material.

Marginal

(D)

Students achieve a 60% or greater on the examination of the class and case material.

Failure

(F)

Students achieve 59% or less on the examination of the class and case material.

Part III Other Information**Reading List****Compulsory Readings**

Title	
1	TBD (scientific papers)

Additional Readings

Title	
1	Holmes K. and Pitham T. 2011. Manual of Koi Health 2nd. Firefly Books Inc. Buffalo, NY.
2	Stoskopf, MK. Fish Medicine. 1993. WB Saunders Company, Philadelphia, Pennsylvania.
3	Leatherland, J. F., Woo, P. T. K., & Bruno, D. W. 1995. Fish diseases and disorders (V1-3). Wallingford, Oxon, UK: CABI Pub.
4	Noga, E, J., 2014. Fish Disease Diagnosis and Treatment 2nd ed. Wiley Blackwell, Daryaganj, New Delhi.