



EQN*3070 Equine Health Management

Winter 2023

Section(s): C01

Department of Animal Biosciences

Credit Weight: 0.50

Version 1.00 - January 10, 2023

1 Course Details

1.1 Calendar Description

This course asks the equine student to apply principles of management to knowledge of the equine industry, equine facility design, biological systems and equine anatomy and physiology. The role of management in the optimization of the health of the horse is critical to success in the industry. Fundamental principles of horse health will be introduced including important indicators of individual and herd health, record keeping and the role of management in disease causation. Application of current, scientifically based management principles and techniques will ask the student to develop both proactive and reactive decision making skills in the context of equine health management.

Pre-Requisites:

EQN*2040

Restrictions:

Registration in BBRM.EQM.

1.2 Course Description

This course asks the equine student to apply principles of management to knowledge of the equine industry, equine facility design, biological systems and equine anatomy and physiology.

The role of management in the optimization of the health of the horse is critical to success in the industry. Fundamental principles of horse health will be introduced including important indicators of individual and herd health, record keeping and the role of management in disease

causation. Application of current, scientifically based management principles and techniques will ask the student to develop both proactive and reactive decision-making skills in the context

of equine health management.

1.3 Timetable

Lectures: Mon, Wed, Fri 11:30-12:20 pm; ANNU 030

Lab: Mon 8:30-11:20 am; ANNU 306

1.4 Final Exam

No final exam

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Wendy Pearson
Email:	wpearson@uoguelph.ca
Telephone:	+1-519-824-4120 x53652
Office:	ANNU 227

2.2 Teaching Assistants

Teaching Assistant (GTA):	Lindsay Korac
Email:	lkorac@uoguelph.ca

2.3 Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will attempt to respond to your email within 24 hours.
- **Video Call:** If you have a complex question you would like to discuss with your instructor, you may book a video meeting on Teams (or alternate platform being used by your instructor). Video meetings depend on the availability and are booked on a first come first served basis.

2.4 Netiquette Expectations

Online Behaviour

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password

- Recording lectures without the permission of the instructor
-

3 Learning Resources

3.1 Recommended Resources

Anatomy of the Horse (Textbook)

<https://ebookcentral.proquest.com/lib/uoguelph/detail.action?docID=4662350>

Aaron Horowitz and Rolf Berg - Budras, Sack, Rock. 6th edition

Infectious Diseases of the Horse: Diagnosis, pathology, management, and public health (Textbook)

<https://ebookcentral.proquest.com/lib/uoguelph/detail.action?docID=1407708>

Kolk, Kroeze. 1st edition

Equine Infectious Diseases (Textbook)

<https://ebookcentral.proquest.com/lib/uoguelph/detail.action?docID=1429834>

Sellon. Long 2nd

3.2 Course Technology and Technical Support

CourseLink

This course is being offered using CourseLink (powered by D2L's Brightspace), the University of Guelph's online learning management system (LMS). By using this service, you agree to comply with the University of Guelph's Access and Privacy Guidelines. Please visit the D2L website to review the Brightspace privacy statement and Brightspace Learning Environment web accessibility standards.

<http://www.uoguelph.ca/web/privacy/> <https://www.d2l.com/legal/privacy/>
<https://www.d2l.com/accessibility/standards/>

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939 Toll-Free (CAN/USA): 1-866-275-1478

Support Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

Teams (via Office 365)

Office 365 Teams is a collaboration service that provides shared conversation spaces to help teams coordinate and communicate information. This course will use Teams for one on one meetings with your Instructor. It is recommended that you use the desktop version of Teams. As a student you are responsible for learning how to use Teams and it's features.

For Teams Support visit the CCS website for more information.

<https://www.uoguelph.ca/ccs/services/office365/teams>

3.2 Library Access

As a student, you have access to the University of Guelph's library collection, including both physical and electronic materials. For information on checking out or couriering physical library items, accessing electronic journals and returning items to the library, visit the library's website.

If you are studying off campus and would like to access the library's electronic resources, use the Off Campus Login and login using your Single Sign On credentials or using your last name and library barcode.

<https://www.lib.uoguelph.ca/>

<https://www.lib.uoguelph.ca/campus-login>

3.2 Technical Skills

As part of your learning experience, you are expected to use a variety of technologies for assignments, lectures, teamwork, and meetings. In order to be successful in this course you will need to have the following technical skills:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as

Dropbox, Quizzes, Discussions, and Grades (the instructions for this are given in your course);

- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Identify best management practices that support equine health and prevent disease.
2. Appreciate the importance of keeping records.
3. Understand the role of the veterinarian in equine health and disease.
4. Recognize environmental risk factors for disease.
5. Understand and be able to implement a complete and effective herd health program.
6. Be able to recognize symptoms of common equine disease states and understand appropriate management responses.
7. Understand how to perform a first aid assessment and follow an emergency action plan.
8. Plan for emergency situations and unusual health circumstances.
9. Appreciate the importance of periodic review and assessment of equine health performance targets.

5 Teaching and Learning Activities

Please note that this course schedule may be modified at the discretion of the instructor. If there will be changes to the schedule presented below, students will be notified in advance.

5.1 Lecture

Week of January 9

Topics:

Introduction to Equine Health Management

(Disease Management vs. Health Management)

Week of January 16

Topics: Keeping track of the crew

(Standard Operating Procedures; Records and record keeping)

Week of January 23

Topics: Home is where the health is

(Healthy pastures and barns; biosecurity; emergency action plans)

Week of January 30

Topics: Horses need shots too

(Vaccinations and vaccine protocols)

Week of February 6

Topics: Worms are gross!

(Parasites and parasite control)

Week of February 13

Topics: Manis and Pedis

(Maintaining hoof health)

Week of February 20

Topics: Winter break - no classes

Week of February 27

Topics: What to do while you're waiting for the vet

(Emergency first aid; wounds and wound care)

Week of March 6

Topics: Special diets for the special ones..

(Feeding fat horses, skinny horses, and geriatric horses)

Week of March 13

Topics: Veterinary Health Products

(Feed additives, nutraceuticals, dietary supplements)

Week of March 20

Topics: The troubles with tummies

(Maintaining a healthy GIT)

Week of March 27

Topics: The ouch factor

(Gait analysis; lameness assessment; Common lamenesses; medications)

Week of April 3

Topics: Healthy mind, healthy body

(Interactions between behaviour and health)

5.2 Lab

Mon, Jan 23

Topics: Health management of broodmares, stallions, and neonatal foals

Guest: Rob Fera, Deerpath Breeding and Development

Mon, Jan 30

Topics: Emergency Action Plans; Fire Safety; Emergency rescue

Guest: Dr. Susan Raymond; Equine Guelph

Mon, Feb 6

Topics: Innovative facility design; implications for equine health

Guest: Dr. Vern Osborne; Dept of Animal Biosciences

Mon, Feb 14 and 20

Topics: Student Teaching Seminars

Mon, Mar 7 and 28

Topics: Student Teaching Seminars

Mon, Apr 3

Topics: Gait analysis and lameness evaluations - this lab to be held at ESMRC

6 Assessments

6.1 Assessment Details

Student Teaching Seminar - topic and outline (5%)

Date: Mon, Jan 23, Submit via Dropbox by January 23, 11:59pm

Students must submit names of group members, title of teaching seminar, outline of topics to be covered in lecture, summary of discussion strategy, and summary of ideas for assessment pieces

Student Teaching Seminar worksheets (20%)**Learning Outcome:** 1, 2, 3, 4, 5, 6, 7, 8, 9

Each student will hand in the Student Teaching Seminar worksheets supplied by the presenting group. Grade for this element will be equally distributed amongst all the teaching seminars (ie. depends on how many groups will present).

Student Teaching Seminar (25%)**Learning Outcome:** 1, 2, 3, 4, 5, 6, 7, 8, 9

Students will work individually or in pairs. Each student or pairs of students will prepare and present a teaching seminar to your classmates during one of the regularly scheduled lab times. Seminars should be a mixture of lecture (minimum 45 minutes), discussion (minimum 30 minutes), and one assessment item that attendees of the seminar will participate in and be graded on.

Teaching Seminar Rubric

	1-3 (inadequate)	3-4 (adequate)	4-5 (excellent)	Weight	Score
Teaching Lecture					
1. Introduction	Connection between introduction and topic was unclear. Introduction did not contain sufficient information to clearly link the topic to Equine Health Management	Introduction adequately presented topic. Links to Equine Health Management were somewhat clearly presented.	Introduction very clearly represented the topic. Strong links to Equine Health Management were clear.	X 1	
1. Content	Information presented was somewhat accurate but there was a lack of relevant content	Information presented was mostly accurate and some relevant content was discussed; most references	Information presented was accurate and complete; references were current, relevant, and available to	X 4	

	discussed; references were not current, relevant, and/or available to the audience; resources for additional reading or further information were not provided	were current, relevant, and available to the audience; resources for additional reading or further information were not provided	the audience; resources for additional reading or further information were provided		
1. Format and delivery	Visual aids were cluttered and/or confusing, and/or contained many spelling/grammar errors; presenter(s) was (were) did not use a clear voice and did not engage the audience; seminar was between 20-30 minutes or between 75-90 min	Visual aids were adequately structured, mostly clear, somewhat aesthetically pleasing, and mostly free of spelling/grammar errors; presenter(s) was (were) sometimes difficult to hear and/or focused more on their visual aids than their audience; seminar was between 30-45 minutes or between 60-75 min	Visual aids were well-structured, clear, creative, aesthetically pleasing, and free of spelling/grammar errors; presenter(s) used clear voice and eye contact; seminar was between 45-60 minutes	X 1	
Discussion					
	Presenter(s) did not present	Presenter(s) was (were) prepared	Presenter(s) was (were) prepared	X4	

Health Management SOP Manual

	questions that were prepared in advance; answers to audience questions did not demonstrate knowledge in the area; discussion was between 20-25 minutes or between 40-45 minutes	with some questions for the audience and guided discussion to correct answers; answers to questions from the audience demonstrated adequate knowledge in the area; discussion was between 25-30 minutes or between 35-40 minutes	with thoughtful questions for the audience, and guided the audience to correct and insightful answers; answers to questions from the audience demonstrated clear evidence of knowledge in the area; discussion was between 30-35 minutes		
Assessment Item					
	No evidence of creativity and/or thought into the assessment item; little or no learning value is derived from the assessment item	Assessment item was somewhat creative and provided an adequate learning opportunity for the audience	Assessment item was creative and provided an engaging learning opportunity for the audience	X3	
Total Score					
Comments to Presenters:					

(25%)

Date: Thu, Apr 6, 11:59 PM, Submit via Dropbox by April 6, 11:59pm**Learning Outcome:** 1, 2, 3, 4, 5, 6, 7, 8, 9

Students may work individually, or in pairs. Each pair (or individual) will create a Standard Operating Procedures manual for a barn. The barn can either be fictional or non-fictional. Each SOP manual must include (as a minimum):

- 500-600 word description of the barn, including (but not limited to) description of paddocks and barn facilities, riding spaces, number of horses, business activities (if applicable), and approximate number of staff and clients.
- scaled drawing of interior (all outbuildings including barn, riding arena, haybarn etc) and exterior (paddocks, riding trails) views of the property (make sure you include the scale on your drawings)
- emergency contacts list (including facility manager, staff, horse owners, barn vet, farrier, etc)
- indexed SOPs for the following: Personnel, Animal husbandry (eg. feeding, sanitation, environmental enrichment, manure management), Animal procedures (eg. quarantine procedures, transportation of horses, general handling, etc.), Horse Health (eg. reporting of health concerns, veterinary care program, vaccinations, deworming, farriery, endpoint/euthanasia etc.), Emergency Preparedness and Action Plan (eg. fire safety, list of common horse health concerns with identifying features and action plans for each), any other SOPs that may be relevant to your barn (eg. management of broodmares, handling of stallions, sanitization of shared equipment, etc). SOPs should be sufficiently detailed that someone not familiar with the 'barn' could precisely follow the SOP and horses would be cared for in the intended manner.
- blank examples of each record described in SOPs (eg. horse intake form)

Virtual Barn Animal Health SOP Manual – Grading Rubric

	1-3	3-4	4-5	Weight	Score
1. Description of barn	Description of facilities and/or activities is unclear; many details are missing, which makes accurate assessment of SOPs difficult	Somewhat clear description of facilities and activities; some details are missing, which makes accurate assessment of SOPs somewhat difficult	Clear and well-written description of facilities and activities; details provided allow for accurate assessment of SOPs	x3	

1. Scaled drawing	Some elements (interior and exterior views of outbuildings and paddocks) included, but several important elements are missing; scale not identified on drawing and/or drawing is not accurately to scale	Most elements (interior and exterior views of outbuildings and paddocks) included; scale identified on drawing but drawing does not appear to be accurately to scale	All elements (interior and exterior views of outbuildings and paddocks) included; scale identified on drawing and drawing is to scale	x1	
1. Emergency contact list	List not present and/or missing one or more important contacts	List present; important contacts are listed, but some less important contacts are missing	List present and complete	x1	
1. Personnel	List not present and/or missing one or more important persons	List present; important personnel are listed, but some less important personnel are missing	List present and complete	x1	
1. Blank Records	Not included	Included but incomplete	Included and complete	X1	
1. Indexed SOPs (see below)				x5	
For SOPs, please observe the following guidelines:					

<p>A. Include all required SOPs (Animal Husbandry, Animal Procedures, Horse Health, Emergency Preparedness and Action Plan, others?)</p> <p>B. For each SOP:</p> <ol style="list-style-type: none"> Is the SOP <u>user</u> clearly defined? Is <u>when</u> the SOP should be used clearly defined? Is a reason <u>why</u> the SOP should be used included, and if so, is it clearly stated? Is <u>where</u> the SOP should be used clearly defined? Is the <u>process</u> in the SOP clearly summarized? (ie. flowcharts, graphics, visual aids) Are the <u>steps in the process</u> clearly described and sufficiently detailed? Are SOPs appropriately cross-referenced? Is there a revision date on the SOP? Are circumstances which trigger revisions or update of the SOP clearly described? Who is in charge of revisions? 		
	Total Score	
Written Comments to Student:		

Health Management SOP manual - intro and outline (10%)

Date: Fri, Feb 3, Submit via Dropbox by Feb 3, 11:59pm

Groups must submit names of group members, ~500 word summary of their barn facility, and table of contents for their SOP manual

Mare, Foal and Stallion Worksheet (5%)

Date: Fri, Jan 27, 11:59 PM, Submit via Dropbox by Fri Jan 27, 11:59pm

Worksheets will be provided to students at the beginning of the lab on January 23.

Worksheets will be due via Dropbox on Friday January 27, 11:59pm.

Emergency Preparedness Worksheet (5%)

Date: Fri, Feb 3, 11:59 PM, Submit via Dropbox by Friday Feb 3, 11:59pm

Learning Outcome: 1, 4, 6, 7, 8

Worksheets will be provided to students at the beginning of the lab on January 30.

Worksheets will be due via Dropbox on Friday Feb 3, 11:59pm.

Innovative Facility Design Worksheet (5%)

Date: Fri, Feb 10, Submit via Dropbox by Feb 10, 11:59pm

Learning Outcome: 1, 4

Worksheets will be provided to students at the beginning of the lab on February 6.

Worksheets will be due via Dropbox on Friday Feb 10, 11:59pm.

7 Course Statements

7.1 Grading Policy

Assignments are to be submitted on time, and will be electronic. Submissions should be made to the course instructor via courselink Dropbox, unless otherwise instructed. Late assignments will be penalized by a deduction of 10% per day, for a maximum of 3 days. After 3 days, late assignments will not be accepted and will receive a grade of 0.

7.2 Groupwork Policy

For group assignments, one assignment will be submitted per group. Students are expected to contribute equally to group assignments.

7.3 Dropbox Submissions

Assignments should be submitted electronically via the online **Dropbox** tool on your courselink site. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., OneDrive), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or CourseLink Support.

<http://spaces.uoguelph.ca/ed/contact-us/>

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

8.10 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

8.11 Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.
