
NSCI 688A-001: PSM INTERNSHIP PREPARATION

COURSE & INSTRUCTOR INFORMATION

Class Schedule: Tuesdays, 9 am – 10:50 am

Class Location: Yates 306 and Echo360

Instructor: Annie Wallin, PSM

Office: Biology 250

Office Hours: M 10am-12pm; T 11am-12:30pm in my office or on Teams, other hours by arrangement

Email: annie.wallin@colostate.edu

Phone: (970) 491-4612, (801) 520-4971 -cell, or Teams chat

Communication Policy: I strive to return text/Teams messages or calls same day and emails within 24 hours (Monday-Friday)

PSM Advisor: Jennie K. Willis, PHD

Office: Biology 252

Office Hours: [Use link to make appointments](#)

Phone: (970) 491-2993, (970) 481-4252 - cell, use Teams to text messages for quickest response

Email: jennie.willis@colostate.edu

PREREQUISITES FOR COURSE

Admission to the PSM program

COURSE DESCRIPTION & OBJECTIVES

This course allows PSM students to develop professional skills, a career plan, and scientific opinions on relevant topics to the animal field. Upon the completion of this course, students will be able to:

- 1) Convey their personal goals and values confidently and professionally
- 2) Assess their professional skills and create a development plan in a way that will contribute to achievement of goals
- 3) Discuss relevant topics to their field in a knowledgeable way
- 4) Have a broad understanding of species biology and the challenges and needs of keeping that species in captivity
- 5) Work with PSM advisor Dr. Jennie Willis to create a match with a mentor and organization before the end of the semester

TEXTBOOK / COURSE READINGS

- No textbooks are required for this course
- Any required readings will be shared on Canvas and will be posted by the end of day on Tuesdays as Modules are released for the following class

PARTICIPATION/BEHAVIORAL EXPECTATIONS

This is a graduate-level class aimed at students who will be future leaders in the field of animal welfare and well-being. These topics have been selected to discuss because misconceptions or failure to understand these ideas have led to challenges in capstone project and future work. Bring your big ideas and your critical thinking to this class; be respectful of other perspectives and experiences. Many students have formed consulting groups after this program and your fellow students will become your friends and colleagues.

Expectations for field trips: Bring your most professional attitude and curiosity to field trips including punctuality, dress, and questions you ask of hosts. Refer to the code of conduct and class conversations for further details.

COURSE POLICIES (PARTICIPATION, ATTENDANCE, MAKE-UP PARTICIPATION)

Residential Instruction (Section 001): RI students are expected to attend class to participate in in-class discussions and activities and overall program success. Please communicate if you are unable to come to class- Teams chat is best the day of, or email/Teams chat in advance. Otherwise, please try to be on time so we can make the best use of our time together. If you can't attend class due to illness or University-excused absence, or if you have overlap with another course, you can make up classes by watching the recordings of class on Canvas through the Echo360 tab by the following Monday at 11:59 pm unless otherwise arranged with instructor.

Late work: Late work will be accepted only in the event of a University-excused absence or as arranged with instructor.

To make up a class (especially in case of illness or University-excused absence that you've communicated about before class starts):

- Watch the recording through the Echo360 tab on Canvas
- Write a one-page reflection on the content
- Upload your reflection to the assignment "Missed Class Reflection" in the Assignments tab by the following Monday at 11:59pm

- Include any questions or concerns you may have about the missed class - the instructor or GTA will review and respond
- We will not remind you to turn in makeup reflections

For students missing portions of each class due to overlapping courses:

- Watch the portion of the class recording you had to miss and send a brief accountability paragraph (4-5 sentences) with summary/reflection of the content to Annie via Teams for each class, otherwise you will receive half credit for attendance
- Include any questions or concerns you may have about the part of class you missed - the instructor or GTA will review and respond

GRADING POLICY

Grade	Range
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

ASSIGNMENTS OVERVIEW

ASSIGNMENTS/PROJECTS	GRADE POINTS	GRADE PERCENTAGE
Individual Development Plan (Ram IDP)	20	~3%
4 Personal/Professional Reflection Papers (20pts each)	80	~12%
Experiential Learning Opportunities (ELO) <ul style="list-style-type: none"> • Online + Field Trips <ul style="list-style-type: none"> ○ Plan - 10 ○ Implement and Document – 100 ○ Reflection Paper - 40 	150	~23%*
Biology of Welfare Group Wiki and Presentation	100	~15%
15 Weekly Discussions (10pts each x 15 = 150)	150	~23%
Participation/Engagement (10pts each x 15 = 150)	150	~23%
Total:	650	100 %

Important! Keep a copy of all work created for the course, including work submitted through Canvas.

ASSIGNMENT DESCRIPTIONS:

1) INDIVIDUAL DEVELOPMENT PLAN (RAM IDP): 20 POINTS

Using the tools provided, you will use the Ram IDP form to develop personal and professional development goals to discuss with Dr. Willis.

2) 4 REFLECTION PAPERS: 20 PTS EACH = 80 POINTS

Reflection papers should be 750-1000 words each and must thoroughly and thoughtfully address the topic(s) outlined in each prompt.

3) EXPERIENTIAL LEARNING OPPORTUNITY (ELO): 10 + 150 + 40 = 200 POINTS

- A) *Plan*: turn in a list of the online ELO you plan to complete this semester and look ahead at which field trips you can/cannot attend to communicate with Annie (10 pts)
- B) *Implement and Document (150 points)*:
 - a. Completion of 20 hours of online learning this semester (San Diego Zoo Global, AAWA On Point Learning Library, Maddie's Fund, ASPCA Pro) with documentation of course completion (screen shots, etc.)
 - i. At least 6 hours of this online time will be dedicated to AAWA's DEI Dozen series or equivalent DEI-related topics such as from AZA
 - b. Attend Fall semester field trips
 - i. You should plan to attend all field trips over the semester, including those held during class and on weekends, however, conflicts do arise
 - ii. This semester we're offering 8 Saturday field trips and 2-4 field trips during class
 - iii. *If you miss more than 2 field trips without being otherwise excused, you will automatically be docked one letter grade
 - iv. Communicate field trip conflicts with Annie
- C) *Reflect*: Write a 1500- to 2000-word reflection paper on what you learned from this semester's experiences including online learning, in class field trips, and daylong field trips- include professional takeaways, questions of inquiry, or topics of interest that you gained from these experiences (40 pts)

4) BIOLOGY OF WELFARE ASSIGNMENT: 10 + 20 + 35 + 35 = 100 POINTS

- A) Group proposal (10 pts)
- B) 2 Group check-ins (10 pts each = 20 pts)
- C) Create a wiki resource for the class through Canvas (35 points, graded by group ratings)
 - a. Sensory perception review: vision, hearing, olfaction
 - b. Natural diet and hunting/foraging behavior
 - c. Development, mating and parenting strategies
 - d. Body language cues
 - e. Diet, diseases, challenges, and successes in managed human care
 - f. Conservation status, challenges/successes, direction
- D) Group presentation covering your species and introducing your wiki: 10- to 12-minute presentation of the above information, taught to your classmates during final week of class (35 points, graded by group ratings)

5) 15 WEEKLY DISCUSSIONS: 10 POINTS EACH X 15 = 150 POINTS

Each week you will be responding to a prompt via Canvas discussion and responding to at least one classmates' post; responses should be thoughtful, meaningful, and relevant.

6) IN-CLASS PARTICIPATION AND LEARNING ENGAGEMENT: 10 POINTS EACH X 15 = 150 POINTS

Following participation and engagement outlined above, we will also discuss class engagement together. You may also be asked to consider and reflect on your own engagement with the class at mid-semester and end of semester.

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the site where course content, grades, and communication will reside for this course.

- [Login for Canvas](#)
- [Canvas Support](#)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276
 - help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct and Student Conduct Code](#) policies as found in the General Catalog.

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

These principles, along with our program Code of Conduct, create the core of our program in which we strive to foster belonging and support student growth and development in a professional setting through vulnerability, authenticity, bravery, accountability, and trust.

DIVERSITY, EQUITY, AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Office for Inclusive Evidence includes a comprehensive statement of CSU's commitment to diversity, equity, and inclusion. We support and commit to these initiatives as a program.

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.