

**Clinical Animal Behavior
ANIMLSCI 497V**

Course Title	Clinical Animal Behavior
Course #	ANIMLSCI 497V
Credit Hours	3 credits A 3-credit-hour class requires 2.5 hours of classroom instructional time and 6.5 hours of student work outside of classroom time per week, totaling 135 hours over a 15 week semester.
Semester	Fall
Prerequisites	C or better in ANIMLSCI 105, ANIMLSCI 115 or ANIMLSCI 101 and ANIMLSCI 103
Class Meetings	TBD on UMass Amherst campus
Textbook	Shaw, J. & Martin, D. <i>Canine and Feline Behavior for Veterinary Technicians and Nurses</i> . 2015. Wiley Publishing. ISBN: 978-0813813189

INSTRUCTOR INFORMATION

Instructor	Dr. Sarah Lefebvre,
Office Location	111 Veterinary Technology Center
Office Hours	TBD
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Instructor	Jillianne Smith
Office Location	ISB 427ZD
Office hours	TBA on Moodle
Email Address	jrsmith@umass.edu

COURSE DESCRIPTION AND LEARNING OBJECTIVES

Course Description	This course focuses on common domestic animals and their behavior. The interaction of the hormonal and physiological factors in animal behavior is also discussed. Ethological principles and methods are examined in lecture and field exercises. The recognition of normal versus abnormal animal behavior and prevention of behavior problems are emphasized. Animal learning theories and behavior modification techniques are also covered. An introduction to career options in animal behavior and professional organizations and publications is also included.
Student Learning Objectives	In order to successfully complete this course, you must demonstrate that you possess the following learning outcomes (LO) as determined by your performance on the corresponding assessments: 1. Compare and contrast the different methods used to study animal behavior.

	<p><i>Assessments: Examination</i> <i>Metric: Examination Answer Key</i></p> <p>2. Discuss the current literature on genetic, anatomical, and hormonal influences on animal behavior. <i>Assessments: Examination</i> <i>Metric: Examination Answer Key</i></p> <p>3. Describe and differentiate between the ways animals communicate and the normal behaviors of the cat, bird, dog, horse and selected food animals. <i>Assessments: Examination</i> <i>Metric: Examination Answer Key</i></p> <p>4. Discuss the clinical aspects of veterinary behavior including but not limited to the following: the role of the veterinary technician in animal behavior, client education and training, and common behavioral problems in cats, dogs, birds, horses and selected food animals and psychopharmacology. <i>Assessment: Examination</i> <i>Metric: Examination Answer Key</i></p> <p>5. Reflect and respond to five online Discussion Board assignments using readings from the textbook, video, and internet sources. <i>Assessment: Discussion Boards 1-5</i> <i>Metric: Discussion Board Rubric</i></p> <p>6. Give a 20-minute group oral presentation using PowerPoint on an AVMA behavior case. Students will need to access information using library peer-reviewed resources. <i>Assessment: Presentation</i> <i>Metric: Presentation Rubrics</i></p>
Grading	<p>Grading Scale</p> <p>93%-100%=A 90%-92.99%=A- 87-89.99%=B+ 83-86.99%=B 80-82.99%=B- 77-79.99%=C+ 73-76.99%=C 70-72.99%=C- 67-69.99%=D+ 63-66.99%=D Below 63=F</p>
Course Percentages	<p>Exams (50%): There will be two exams during the semester, a Midterm and Final. Exams may consist of multiple choice, true/false, matching, and short answer and essay questions. Scantron sheets may be used for the objective questions. Exams will be closed-book and closed-notes unless otherwise indicated. Exams are administered during meetings or online in Moodle if necessary. Exams will be graded out of a possible 100%.</p>

	<p>Moodle Discussion/Forum Board (15%): Five discussion board assignments are part of the writing portion of the course. Each discussion opens on Monday at 8:00 am and closes on Friday at 11:00pm within their respective week. See Appendix A for more details.</p> <p>Oral Presentation (15%): Students will work in pairs to give a short 20 minute presentation using PowerPoint on an animal behavior case study. See Appendix B for details.</p> <p>Class Participation (10%): You are expected to be fully engaged when you arrive on time to class, are taking notes, asking questions, and remaining focused on course related activities and discussions. Forms of class participation include: answering questions in class, participation in all in-class assignments and/or activities, and submitting all in-class assignments when necessary. You are considered to be <u>unengaged</u> when using a cell phone and/or other non-essential technology, involved in unrelated conversations, sleeping or zoning, etc. In-class discussions are likely to occur throughout the semester. Points are deducted if students appear to be sleeping, zoning, or disengaged from the material presented.</p> <p>Assignments (6%): Assignments will be assigned throughout the semester and will be collected and counted toward your overall grade in the class. The assignments are listed below:</p> <ul style="list-style-type: none"> • Assignment #1 - APA Errors in Formatting: Students will listen to a brief audio lecture on the American Psychological Association (APA) style of formatting writing. Students will then find the APA errors regarding in-text citations and referencing within a Word document. Students will upload the completed assignment to Moodle. • Assignment #2 – PowerPoint Errors: Students will listen to an audio lecture on “How to Give a Good PowerPoint Presentation”. Students will then identify errors in a PowerPoint presentation. Students will upload the completed assignment to Moodle. • Assignment #3 – Reading and Understanding a Journal Article: Students will read a peer-reviewed article using a “step-by-step” process. Students will answer questions regarding the article. <p>Attendance (4% of Final Course Grade): Attendance is mandatory and vital to learning the material covered in class. You are expected to arrive on time for class and remain for the duration of the meeting. Attendance will be taken by a sign-in by the instructor</p>
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COURSE CALENDAR AND SCHEDULE

Wk	Date	Weekly Topics and Events	Quizzes, Tests, Major Assignments Due Dates
1	9/8	<p>Lecture:</p> <ul style="list-style-type: none"> • Syllabus Review, Discussion Forums • Study Design, Data Collection, & Observational Methods in Behavior 	<p>Due: Reading</p> <ul style="list-style-type: none"> • Drickmar Handout (Moodle)

	9/10	Lecture: <ul style="list-style-type: none"> Evolution of Behavior & the Domestication of the Cat and Dog 	Due: Reading <ul style="list-style-type: none"> Article "The Genetics of Domestication" Shaw & Martin pp. 37-38 (information on domestication) pp. 58-59 (paragraph on domestication)
2	9/14	Moodle Discussion #1 opens @ 8:00 am – "Stages of Development & Behavior"	
	9/15	Lecture: Nervous System, Hormones, & Behavior	Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 281-287 (read first paragraph under "Neurotransmitters")
	9/17	Lecture: <ul style="list-style-type: none"> Stages of Development & Behavior in the Dog and Cat 	Due: Assignment #1 <ul style="list-style-type: none"> APA Formatting Assignment – upload to Moodle
	9/18	Due–Moodle Discussion #1 closes at 11:00 pm	Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 41-49 (start at "Canine Behavioral Development"), pp. 63-68 (start at "Feline Behavioral Development")
3	9/21	Moodle Discussion #2 opens @ 8:00 am – "Introduction to Feline & Canine Behavior"	
	9/22	Lecture: An Introduction to Feline & Canine Behavior	Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 30-31 (stop before Communication), pp. 37-41 (start at "Canine Social Structure" & stop before Canine Behavioral Development) Shaw & Martin pp. 51-53 (stop before "Feline Communication"), pp. 59-63 (stop before "Feline behavioral development")
	9/24	In-class activity & discussion: "Entertainment Industry's Influence on Behavior"	
	9/25	Due–Moodle Discussion #2 closes at 11:00 pm	
4	9/28	Lecture: <ul style="list-style-type: none"> Communication in Dogs and Cats & the Dominance Theory 	Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 31-37 (Canine Communication), pp. 53-58 (Feline Communication) Handout – "Recognizing Fear in Dogs and Cats"

	9/29	In-class activity & discussion: <i>“Showdown with Sally”</i>	<ul style="list-style-type: none"> Handout – <i>“Dominance vs. Unruly Behavior”</i>
5	10/5 10/6 10/8 10/9	Moodle Discussion #3 opens @ 8:00 am – “The Human-Animal Bond” Lecture: <ul style="list-style-type: none"> The Role of the Veterinary Team in Animal Behavior Lecture: <ul style="list-style-type: none"> The Human-Animal Bond Due–Moodle Discussion #3 closes at 11:00 pm	Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 1-7 (stop before “Trainer’s roles”), pp. 12-28 Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 70-81
6	10/13 10/15	Midterm Examination Lecture: <ul style="list-style-type: none"> Introduction to Psychopharmacology 	Study Design, Evolution and Domestication of the Dog and Cat, Introduction to Feline & Canine Behavior, Stages of Development and Behavior, Communication in Dogs and Cats and Dominance Theory, The Role of the Veterinary Technician, Human-Animal Bond Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 287-299 (do not need to read the two tables)
7	10/19 10/20 10/22 10/23	Moodle Discussion #4 opens @ 8:00 am – “Problem Prevention” Lecture: <ul style="list-style-type: none"> Problem Prevention Lecture: <ul style="list-style-type: none"> Training and Behavior Modification Due–Moodle Discussion #4 closes at 11:00 pm	Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 146-168 (ignore “Canine Socialization”, “Feline Socialization”, “Litter box Training” sections) Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 7-12 <i>“Inside Behavior – Ten Quick Ways to Improve Patient Handling”</i> Veterinary Technician Due: Assignment #2 <ul style="list-style-type: none"> “How to Give a good PowerPoint Presentation” & Identifying Errors – students will upload to Moodle

8	10/27	Lecture: <ul style="list-style-type: none"> Fears, Phobias, Anxiety Disorders 	Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 214-215, pp. 167 (Feline – litter box training) Handout – Noise and Storm Phobias Handout – Canine Separation Anxiety
	10/29	Lecture <ul style="list-style-type: none"> Stereotypic and Compulsive Disorders 	Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 215
9	11/2	<i>Moodle Discussion #5 opens @ 8:00 am- “Canine & Feline Aggression”</i>	
	11/3	Lecture: <ul style="list-style-type: none"> Canine and Feline Aggression 	Due: Reading <ul style="list-style-type: none"> Shaw & Martin pp. 207-213 AVSAB – “Position Statement on Breed-Specific Legislation”
	11/5	Lecture: <ul style="list-style-type: none"> Aging and Behavior in Senior Animals – Cognitive Dysfunction Syndrome 	Due: Assignment #3 <ul style="list-style-type: none"> “Reading and Understanding a Journal Article” – students will upload to Moodle.
	11/6	<i>Due–Moodle Discussion #5 closes at 11:00 pm</i>	
10	11/10	No Class – Wednesday Schedule	
	11/12	Lecture: <ul style="list-style-type: none"> The Domestication of the Horse 	
11	11/17	Lecture: <ul style="list-style-type: none"> Introduction to Horse Behavior 	
	11/19	Lecture: <ul style="list-style-type: none"> Behavior Problems in Horses 	
12	11/24-27	Thanksgiving Break – No Classes	
13	TBD	Oral Presentations Oral Presentations	
14	TBD	Oral Presentations Final Exam (Date TBD)	Learning & Behavior Modification, Intro to Psychopharmacology, Problem Prevention, Specific Behavioral Modification Tools, Canine & Feline Aggression, Fears, Phobias, & Anxiety, Stereotypic & Compulsive Disorders, Aging & Behavior, Introduction of Horse and Food Animal Behavior, Behavior Problems in Horses and Food Animals, Avian Behavior

UMass Amherst Academic Regulations	<p>All undergraduate students are responsible for complying with the academic regulations at the following link: https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations</p> <p>The UMass Amherst policy on class attendance is: “Students are expected to attend all regularly scheduled classes at the University for which they are registered. Students absent due to extenuating circumstances-including jury duty, military obligations, scheduled activities for other classes, the death of a family member, or verifiable health-related incapacity-remain responsible for meeting all class requirements and contacting the faculty member in a timely fashion about making up missed work. Faculty shall offer such students reasonable assistance in making up missed classes.”</p>
Accommodation	<p>The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.</p>
Academic Honesty	<p>Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).</p>
Ownership of course material	<p>Many of the materials created for this course are the intellectual property of the instructor. This includes, but is not limited to, the syllabus, lectures, problem sets, exams, study guides, and course notes. Except to the extent not protected by copyright law, any use, distribution or sale of such materials requires the written permission of the instructor. Please be aware that it is a violation of university policy to reproduce, for distribution or sale, course material including the syllabus, lectures, problem sets, exams, study guides, and course notes.</p>

Appendix A

Moodle Forum/Discussion Boards

Intended Learning Objective

Discussion board topics are based on assigned readings from the Shaw & Martin textbook and/or handouts provided by the instructor. Students are to reflect on the topic and write an appropriate response.

Students' posts should:

- be free of grammatical/mechanical errors.
- be respectful and thoughtful (some discussions require replying to another student's post).
- relate to the reading; not from the internet and/or the instructor's lecture notes.
- be between 200 (minimum) and 350 words.

Replying to a student's post should be a minimum of 100 words.

Students may want to write their post in Word and then copy and paste post into the Discussion Board. Using this process will help ensure that the post has no grammatical or misspelled words.

APA in-text citations and references

Students may use American Psychological Association (APA) formatted in-text citations in the post. However, the post should not contain direct quotes from the textbook; students should paraphrase the information. APA uses the author/date method for in-text citations. Please go to:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

On the left-hand side of the page are "In-text Citations: Basics" and "In-text Citations: Author/Authors". Review these areas for information on how to paraphrase from a book with editors.

Students will be evaluated using the scale below for discussions 1-5.

Discussion Board Grading

Awarded all 5 points if student:

1. successfully posted assignment on or before due date and adhered to length criteria.
 2. properly posts assignment in correct location, sends appropriate response.
 3. post has no grammatical errors or misspelled words, correct APA formatting.
 4. communicated effectively and respectfully with others.
 5. post is clearly connected to assigned readings and other course materials, addresses required elements in assignment; post is thoughtful and reflective.
- **Students will lose 1 point for not fulfilling each of the grading criteria above.**
 - **Students that do not post or do not respond to another student's post (when assignment asks to) will receive "0" points.**

Appendix B

Oral Presentation Guidelines

Objective:

Student groups will give a 20-minute presentation using PowerPoint on a JAVMA animal behavior case study.

Learning Outcomes:

- Students will work collaboratively to create a final presentation.
- Students will apply information from class lectures and peer-reviewed sources to provide an overview of the animal behavior problem in the case.
- Students will create a presentation and perform public speaking.

Presentation Topic:

The topic of the presentation is a case study/presentation on an animal behavior problem. The topic/case study will be chosen randomly in class.

Components of PowerPoint (Required):

- Include the signalment, presenting complaint, and any pertinent history.
- Groups should discuss the initial work-up of the patient as it pertains to a possible medical problem followed by a discussion that leads the veterinarian and/or behaviorist to conclude why a behavior diagnosis was made.
- Groups should give a brief overview (**minimum of 4 slides**) of the behavior condition. If the patient in the case has more than one behavioral problem, pick the problem that there is the most information available.
- Groups should cover the treatment plan, prognosis and follow-up (if available).

Illustrations/Video clips:

The presentation must contain a minimum of three pictures (not including a title slide or questions slide). All pictures must be cited (see below). One short video clip may be used (1 minute maximum).

Citations:

- All pictures and/or video within the presentation must be cited **underneath the picture**.
- Any information that is not known by the audience or that was cited in a paper should be cited. You may use superscripts to cite within the presentation.

References:

There should be a minimum of four sources cited in the presentation.

- One source will be the case study from JAVMA's Animal Behavior Case of the Month.
- Two of the additional sources must be from a peer-reviewed journal.
- The fourth source may come from a peer-review journal, conference proceeding, or book.

The last slide(s) should be the references used for the presentation. Use APA style to format these references.

Presentation guidelines:

Giving a good presentation involves the information presented as well as the way the individual presents the information.

- Each presenter should make every attempt not to refer to note cards during the presentation.
- Each presenter should speak clearly and pronounce the words correctly within the presentation.

- Groups should be prepared for questions from the audience (especially the instructor).
- The presentation should not contain any grammar/spelling or other mechanical mistakes.
- The font type and size should be consistent throughout the presentation. Please take into consideration that using certain colored font and colored background can make it difficult for the audience to read the presentation.

Students should review PowerPoint on how to give a good presentation (audio lecture)

Working as a Team:

A component of this project is the ability to work cohesively as a group to stay on task and meet set goals. As with any professional project, groups are expected to work out issues within the group to come to solutions that are acceptable to all. That said, it is understood that group members may not have the resources to address all issues. If such a situation should arise, it is expected group members will bring these issues to the instructor immediately. Failure to resolve issues will not be considered an excuse for missed deadlines and/or unacceptable work and will count against the final project grade.

Required length of presentation: 20 minutes.

Dates of presentation: TBD

You will receive no credit if you do not give your presentation. Students will upload a copy of their presentation to Moodle.

Grading: Students within each group will be graded the same on the overall PowerPoint presentation. Students will be graded individually on their speaking part of the presentation.

Group Presentation Rubric

The rubric is used to verify specific task performed when producing a presentation. If the task has been successfully completed, all points are awarded. If it has been partially completed then partial points are awarded. In some categories, no points are awarded if the task is not complete.

Category	Scoring Criteria	Pts.
Adherence to Time Limits	1 = Presentation was 5 minutes over or under the 20 minute time period. 2 = Presentation was 3-4 minutes over or under the 20 minute time period. 3 = Presentation was 1-2 minutes over or under the 20 minute time period. 4 = Presentation was 20 minutes in length.	
Components	0 = Presentation did not include all of the following: signalment, presenting complaint, history, medical/behavioral differential diagnosis, treatment, followup 5 = Presentation did include all of the following: signalment, presenting complaint, history, medical/behavioral differential diagnosis, treatment, followup	
Discussion	0 = Presentation did not include a brief overview of the behavioral diagnosis 1 = Presentation's overview of the behavioral diagnosis had little to no detail. 2 = Presentation's overview of the behavioral diagnosis had good detail. 3 = Presentation's overview of the behavioral diagnosis had excellent detail.	
Visual Images	0 = No pictures are cited within the presentation 1 = 25% of the pictures are cited within the presentation 2 = 50% of the pictures are cited within the presentation 3 = 75% of the pictures are cited within the presentation 4 = All the pictures are cited within the presentation	
Mechanics	1 = Presentation has four or more spelling and/or grammatical errors. 2 = Presentation has three misspellings and/or grammatical errors	

	<p>3 = Presentation has no more than two misspelling and/or grammatical errors</p> <p>4 = Presentation has no misspellings or grammatical errors</p>	
PowerPoint Style	<p>1 = Presentation has no consistency between font size and style, or presentation is difficult to see due to color scheme, or slide contains excessive wording.</p> <p>2 = Presentation has some consistency between font size and style or presentation is somewhat difficult to see due to color scheme or presentation contains some slides with excessive wording.</p> <p>3 = Presentation is mostly consistent in font size and style, no difficulty seeing presentation due to color scheme, few slides contain excessive wording.</p> <p>4 = Presentation has consistent font size and style, no difficulty seeing presentation due to color scheme, and no slides contain excessive wording.</p>	
Citations & References	<p><i>Citations</i></p> <p>0 = Information is not cited within presentation</p> <p>1 = 25% of the information is cited within presentation</p> <p>2 = 50% of the information is cited within presentation</p> <p>3 = 75% of the information is cited within presentation</p> <p>4= All information is cited within presentation</p>	
	<p><i>References</i></p> <p>0 = References are not in APA format and/or reference slide is not provided</p> <p>1 = 25% of references are in APA format, reference slide is provided</p> <p>2 = 50% of references are in APA format, reference slide is provided</p> <p>3 = 75% of references are in APA format, reference slide is provided</p> <p>4 = All references are in APA format, reference slide is provided</p>	
	Total Points Possible:	32
	Total Points Earned:	
	Comments:	

Individual Presentation Rubric

The rubric is used to verify specific task performed when producing a presentation. If the task has been successfully completed, all points are awarded. If it has been partially completed then partial points are awarded. In some categories, no points are awarded if the task is not complete.

Category	Scoring Criteria	Score
Eye Contact	1 = No eye contact with audience, as entire report is read from notes. 2 = Displayed minimal eye contact with audience, while reading mostly from notes. 3 = Consistent use of direct eye contact with audience, but still returns to notes. 4 = Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	
Poise	1 = Tension and nervousness is obvious; has trouble recovering from mistakes. 2 = Displays mild tension; has trouble recovering from mistakes. 3 = Makes minor mistakes, but quickly recovers from them; displays little or no tension. 4 = Student displays relaxed, self-confident nature about self, with no mistakes.	
Enthusiasm	0 = Shows absolutely no interest in topic presented. 1 = Occasionally shows positive feelings about topic. 2 = Mostly shows positive feelings about topic. 3 = Demonstrates a strong, positive feeling about topic during entire presentation.	
Elocution	1 = Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear. 2 = Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. 3 = Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. 4 = Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Subject Knowledge	0 = Student does not have a grasp on the information presented. Appears ill-prepared to answer any questions regarding subject. 1 = Student is uncomfortable with subject. Appears prepared to answer simple questions regarding subject. 2 = Student is at ease with subject. Appears prepared for any questions regarding subject. 3 = Student demonstrates full knowledge of subject. Appears prepared for any questions regarding subject.	
	Total Possible Points:	18
	Total Points Earned:	
	Comments:	