MODULE SPECIFICATION PROFORMA

Module Title:	**Animal Behaviour Modification**	**Level**	6	**Credit Value:**	20

Module code:	ANM601	**Is this a new module?**	No	**Code of module being replaced:**	None

Cost Centre(s):	GAAN	JACS3 **code**:	C300

With effect from:	September 19

School:	Social & Life Sciences	**Module Leader:**	Angela Winstanley

Scheduled learning and teaching hours	50 hrs
Guided independent study	1500 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Equine Science and Welfare Management	✓	☐
BSc (Hons) Animal Science	✓	☐
BSc (Hons) Animal Studies	✓	☐

Pre-requisites
None

Office use only
Initial approval: June 17
APSC approval of modification: *Enter date of approval* Version: 1

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Module Aims
To develop students' awareness of the need for a systematic approach to understanding the aetiology of behavioural problems seen in captive animals. To extend students' understanding of how to analyse behavioural problems in animals and appreciate the limitations of relevant diagnostic techniques To provide students with the opportunity to develop the necessary skills to suggest appropriate solutions to behavioural problems.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Strategically collect and formalise information to complete a case history for a given animal behaviour problem.	KS1	KS4
		KS2	KS5
		KS3	KS6
2	Offer strategic application of relevant methods and diagnostic techniques to exercise appropriate judgment relating to the possible causes for a given animal behaviour problem	KS1	KS5
		KS3	KS6
		KS4	
3	Critically review relevant treatments applicable to a given animal behaviour problem and formulate an appropriate action plan based on a selected treatment	KS1	KS5
		KS3	KS6
		KS4	

Transferable skills and other attributes
Communicate information to specialist and non-specialist audiences. Critically evaluate information to identify a range of solutions to a problem.

Derogations
None

Indicative Assessment:

Coursework one
The student will design a case history questionnaire (relevant to their degree programme) to gather the information needed to understand and treat abnormal behaviours. This will include but not be limited to - relevant clinical history, genetic influences, early experiences, temperament and management. The questionnaire will then be utilised in a role play scenario. The case history questionnaires will be used to collect information relating to the animal's behavioural problem described within the role play scenario. Students will be assessed on suitability of questionnaire design, effectiveness of questioning during the role play and accuracy of recording information.

Coursework two
Students will be provided with a case history of an animal with an abnormal behaviour. They will critically analyse the case study and differentiate between peripheral (e.g. diet) and crucial information (e.g. accident). Students will then identify the possible diagnostic differentials including motivation, predisposing and maintenance factors for the abnormal behaviour. This information will be presented as a report showing the differentials and the supporting evidence for each. Students will be assessed on their ability to identify a range of differentials and analyse the evidence for each.

Coursework three
Students will produce a treatment plan report to be utilised by the owner of an animal with a given behavioural problem. The plan will explain the nature and context of the behavioural problem and detail a step by step treatment process that is appropriate to the owner and animal. Students will be assessed on their knowledge and understanding of the problem, the appropriateness of their choice of treatment and written communication skill.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Case Study	20		800
2	2	Case Study	30		1,200
3	3	Case Study	50		2,000

Learning and Teaching Strategies:

Learning and Teaching Strategies:

Behavioural problems are related to companion animal relinquishment, poor welfare and human / animal injury.

This module will enable students to consolidate and deepen their knowledge of the relationship between an animal's genetics, environment, experience and behaviour. Knowledge of how behavioural problems arise, their treatment and prevention is essential for those pursuing a career in the animal industry. Delivery of the module content will consist of lead lectures, seminars, student centred research, guest speakers and practical sessions.

Students will investigate the potential causes of behavioural change, and how professionals establish a diagnosis through observation and questioning. Students will undertake role play exercises to establish practical investigative and data recoding techniques. Students will investigate behavioural modification techniques and the importance of a multidisciplinary / team approach to addressing such problems. Guest speakers working in the field of animal behaviour will give students insight into professional practice. Visits to rescue and re-homing centres will provide opportunities for applied and experiential learning.

Syllabus outline:

- Behaviour profiles of companion animals
- Management strategies for preventing behavioural problems.
- Defining abnormal behaviour and categories of behavioural problems
- Sensitisation, fears and phobias
- Medical conditions implicated in behavioural problems.
- The role of animal behaviour counsellors, Veterinary surgeons and animal managers and the importance of a multidisciplinary approach.
- Communicating with clients and professionals
- Taking case histories
- Differentials of diagnosis
- Practical Application of Behavioural modification techniques – desensitisation, counter conditioning
- Use and limitations of adjunctive procedures
- Pheromones and pharmaceuticals.
- Relationship between behavioural issues and relinquishment of animals
- Practical training and management techniques for animal rehabilitation, life skills for companion animals, clicking for confidence.
- Behavioural enrichment

Bibliography:

Essential reading

Heath, S. & Bowen, J. (2005) *Behaviour problems in small animals, Practical advice for the veterinary team*. UK: Elsevier.

McGreevy P. & R. A., Boakes (2007) C*arrots and sticks: Principles of animal training*. London. Cambridge University Press.

Other indicative reading

Alloway,T., Wilson, G., Graham, J. (2005). *Sniffy the virtual rat Pro version 2.0*. London: Thompson Wadsworth

Domjam, M. (2003). *The principles of learning and behaviour*. London: Thompson. Wadsworth

Kershaw, E. (2000) *Clicker training*. UK. Association of pet behaviour counsellors.

Lindsay, S.R. (2000) *Handbook of applied dog behaviour and training: Volume one- adaptation and learning.* Iowa, USA. Iowa State University Press.

McGreevy, P.D. (2004) *Equine behaviour a guide for veterinarians and equine scientists*. London: Saunders

McLean, A. (2003). *The Truth about Horses.* Hauppauge: Barron.

Mills, D. and Nankervis, K. (1999). *Equine behaviour: principles and practice*. London: Blackwell Science.

Overall, K. (1997) *Clinical behaviour medicine for small animals*. Mosby, St. Louis.

Pryor, P. (2002) *Don't shoot the dog*: *The new art of teaching and training*. Revised ed. Glos: Ringpress Books.

Reid, J. (1996). *Excel-erated Learning, Explaining how dogs learn and how best to teach them*. Hertfordshire: James & Kenneth UK

Yin, S. (2011) *Low stress handling restraint and behaviour modification of cats and dogs. New Jersey*. TFH publications.

Yin. S. (2004) *How to behave so your dog behaves.* New Jersey. TFH publications.

Zeitler-Feicht, M. H. (2004). *Horse behaviour explained: Origins, treatment and prevention of problems*. London: Manson Publishing.

Reference will be made to contemporary research articles from journals such as:

- Applied Animal Behaviour Science
- Equine Veterinary Education
- Animal Welfare
- Journal of Applied Behaviour Analysis
- Journal of the Experimental Analysis of Behaviour
- Animal behaviour
- Animal cognition
- Animal learning and behaviour
- Journal of Veterinary Behaviour