**COURSE SYLLABUS**

**APBI 290-002 (future code APBI214)**: Animal sheltering and companion animal support services

University of British Columbia

Applied Animal Biology, Faculty of Land and Food Systems

**ACKNOWLEDGEMENT**

I want to acknowledge that UBC’s Point Grey campus and endowment lands are the traditional, ancestral, unceded territory of the Musqueam. The hən̓q̓əmin̓əm̓ *(h-elk-kwah-MEEN-um)* speaking Musqueam people have, and have always had, a distinct understanding of animals that has been passed from one generation to the next and we are grateful for the opportunity to learn and work on this land.

**COURSE INFORMATION**

**Course Name**: Animal sheltering and companion animal support services

**Course Code Number:** APBI 290-002

**Class Time & Place:** Monday, Wednesday, Friday 10:00-11:00am Forest Sciences Centre 1003

**COURSE PREREQUISITES**

Prerequisites: Second-year standing in Applied Biology.

**COURSE COREQUISITES**

None.

**CONTACT**

|  |  |
| --- | --- |
| Instructors: | Alexandra Protopopova |
| Office: | MacMillan Building 193 |
| Telephone: | 778-554-9755 (cell) |
| Email: | a.protopopova@ubc.ca |
| TA: | Lexis Ly (lexisly@mail.ubc.ca) |

**COURSE OBJECTIVES**

Students will learn the history and philosophy of animal shelters and humane societies, with a focus on emerging issues and a One Health/ One Welfare perspective. The course will cover diverse topics in animal sheltering and companion animal support services such as strategies for supporting people and their animals in the community, managing a shelter, establishing community partnerships, public safety considerations, disaster and crisis response, among many others. The course is an ideal starting point for students interested in the interconnectedness of the wellbeing of people and companion animals as well as for students interested in working with animal welfare organizations.

**COURSE FORMAT/ STRUCTURE**  
The class will meet three times per week synchronously. Class begins with a lecture or a discussion to define and clarify an issue. The second part of class time is devoted to various in-class activities or discussion on the relevant topic. Everyone submits weekly discussions on Canvas, and their bi-weekly (once every 2 weeks) assignment to progress their final term paper before the next class.

**COURSE SCHEDULE/ SCHEDULE OF TOPICS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lecture | Topic | DUE (prior to class) | Homework (webinars/ reading) | |
| History and philosophy | | | | |
| Jan 10 | Introduction to the course |  |  | |
| Jan 12 | Lexis Ly: Research into One Welfare in Animal Sheltering |  | Fawcett, A. (2019). Is a One Welfare approach the key to addressing unintended harms and maximising benefits associated with animal shelters?. *Journal of Applied Animal Ethics Research*, *1*(2), 177-208. | |
| Jan 14 | Tour of Texas Shelter |  | <https://www.sheltervet.org/assets/docs/shelter-standards-oct2011-wforward.pdf> | |
| Jan 17 | History and philosophy of animal sheltering | Reflection 1 | <https://blogs.scientificamerican.com/dog-spies/the-history-of-science-in-animal-shelters/> | |
| Jan 19 | Capacity for Care |  | Karsten, C. L., Wagner, D. C., Kass, P. H., & Hurley, K. F. (2017). An observational study of the relationship between Capacity for Care as an animal shelter management model and cat health, adoption and death in three animal shelters. The Veterinary Journal, 227, 15-22. | |
| Jan 21 | Efficient Flowthrough | Topic selection | <https://www.americanhumane.org/app/uploads/2016/08/au-asilomar-accordspdf.pdf> | |
| One Welfare: Keeping animals out of the shelter | | | | |
| Jan 24 | Efficient Flowthrough 2 | Reflection 2 | |  | | --- | |  | | <https://www.maddiesfund.org/lss-intake-mitigation-and-managed-intake.htm?p=0EECED7D-7E3F-4ECB-A2D8-CD9099F21539> | | |
| Jan 26 | Foster programs |  | Gunter, L. M., Feuerbacher, E. N., Gilchrist, R. J., & Wynne, C. D. (2019). Evaluating the effects of a temporary fostering program on shelter dog welfare. PeerJ, 7, e6620. | |
| Jan 28 | Keeping families together |  | <https://www.aspcapro.org/resource/covid-19-and-housing-challenges-keeping-people-and-pets-together> | |
| Jan 31 | Rescue and community partnerships | Reflection 3 |  | |
| Current practices: Animal intake and management | | | | |
| Feb 2 | Animal intake |  |  | |
| Feb 4 | Infectious disease | Annotated bibliography |  | |
| Feb 7 | Population vs. individual health | Reflection 4 | <http://www.maddiesfund.org/the-first-60-minutes-webcast.htm> | |
| Feb 9 | Housing |  |  | |
| Feb 11 | Housing |  | <https://www.aspcapro.org/webinar/20110929/shelter-guidelines-animal-handling> | |
| Feb 14 | In-kennel/ cage enrichment | Reflection 5 | Lindig, A. M., McGreevy, P. D., & Crean, A. J. (2020). Musical Dogs: A Review of the Influence of Auditory Enrichment on Canine Health and Behavior. Animals, 10(1), 127. | |
| Feb 16 | Social enrichment and training |  | Willen, R. M., Schiml, P. A., & Hennessy, M. B. (2019). Enrichment centered on human interaction moderates fear-induced aggression and increases positive expectancy in fearful shelter dogs. Applied Animal Behaviour Science, 217, 57-62. | |
| Feb 18 | Dog play groups | Outline | <https://www.aspcapro.org/webinar/20120712/canine-behavior-dog-introductions> | |
| Feb 21-25 | NO CLASS | | | |
| Feb 28 | Behavior assessments | Reflection 6 | Patronek, G. J., & Bradley, J. (2016). No better than flipping a coin: Reconsidering canine behavior evaluations in animal shelters. Journal of Veterinary Behavior, 15, 66-77. | |
| Mar 2 | Occupational health of staff |  | Andrukonis, A., & Protopopova, A. (2020). Occupational Health of Animal Shelter Employees by Live Release Rate, Shelter Type, and Euthanasia-Related Decision. Anthrozoös, 33(1), 119-131. | |
|  | | | | One Welfare: Adopter support |
| Mar 4 | Marketing animals | Full draft to peer | Protopopova, A., & Gunter, L. M. (2017). Adoption and relinquishment interventions at the animal shelter: A review. Anim. Welf, 26, 35-48. | |
| Mar 7 | Breed labels and EDI | Reflection 7 | Hoffman, C. L., Harrison, N., Wolff, L., & Westgarth, C. (2014). Is that dog a pit bull? A cross-country comparison of perceptions of shelter workers regarding breed identification. Journal of Applied Animal Welfare Science, 17(4), 322-339. | |
| Mar 9 | Barrier free adoption and EDI |  | <https://www.maddiesfund.org/lss-increasing-adoptions.htm?p=0EECED7D-7E3F-4ECB-A2D8-CD9099F21539> | |
| Mar 11 | Telehelp and adopter support |  | <https://www.aspcapro.org/webinar/20160615/conversational-adoption-counseling> | |
| One Health/ One Welfare: Field services and community support | | | | |
| Mar 14 | Field services | Reflection 8 | Milot, L., & Dyer, J. L. (2014). Social Vulnerability Assessment of Dog Intake Location Data As a Planning Tool for Community Health Program Development: A Case Study in Athens-Clarke County, GA, 2014-2016. GA, 2016, 2019-35. | |
| Mar 16 | Public health |  | Lee, C. T., Slavinski, S., Schiff, C., Merlino, M., Daskalakis, D., Liu, D., ... & Layton, M. (2017). Outbreak of influenza A (H7N2) among cats in an animal shelter with cat-to-human transmission—New York City, 2016. Clinical Infectious Diseases, 65(11), 1927-1929. | |
| Mar 18 | Community cats and rabbits | Peer-review | <https://www.maddiesfund.org/return-to-field-you-say.htm?p=0EECED7D-7E3F-4ECB-A2D8-CD9099F21539> | |
| Mar 21 | Animal hoarding | Reflection 9 | |  | | --- | |  | |  |   Reinisch, A. I. (2008). Understanding the human aspects of animal hoarding. The Canadian Veterinary Journal, 49(12), 1211. | |
| Mar 23 | Disaster relief |  | <https://www.maddiesfund.org/shelters-role-in-disaster-response.htm?p=0EECED7D-7E3F-4ECB-A2D8-CD9099F21539> | |
| Mar 25 | Wildlife issues |  | <https://www.maddiesfund.org/handling-fearful-and-fractious-wildlife-and-companion-animals.htm> | |
| Mar 28 | FINAL PRESENTATIONS |  |  | |
| Mar 30 | FINAL PRESENTATIONS |  |  | |
| April 1 | FINAL PRESENTATIONS |  |  | |
| April 4 | FINAL PRESENTATIONS |  |  | |
| April 6 | FINAL PRESENTATIONS |  |  | |
| April 8 | FINAL PRESENTATIONS | Final paper |  | |

**LEARNING OBJECTIVES**

At the end of this course, the student will be able to:

1. Develop an appreciation of the complex ways in which animal shelters support the interactions between people and animals as evidenced by class participation in discussion and in-class weekly activities;
2. Effectively integrate ideas from multiple sources and compose and submit online weekly reflections on complex topics within the field of animal sheltering and support services;
3. Compose a term review paper on a topic of your choosing within the broad topic of animal sheltering.

**LEARNING ACTIVITIES**

Students will watch a webinar, read a scientific paper, or a blog about best-practices or emergent research prior to each class and participate in weekly reflection on Canvas.

Students will write a term paper on a topic of their choosing, and give a presentation to the class based on the term paper. The term paper will be divided into smaller bi-weekly (every 2 weeks) graded assignments, which will culminate in the final term paper. The format of the final presentation will be up to the student, with preference for creative presentations, such as art work, dance, movie, in-class activity, etc.

For the final weeks, we will focus on skills in oral and visual presentation and leading discussion, and gain exposure to a wide range of topics. Students will use the skills they have developed by presenting their final creative presentation of 5 minutes followed by leading a 10 min discussion. Everyone will thus have some exposure to ~30 different topics.

There will be an introductory webinar presentation by topic experts that students watch or a reading to read before class to set the stage for discussion. The class period will be devoted to lecture, discussion, and occasionally in-class activities, such as guest lectures, break-out group discussions, and others.

Research will be done by each student for the term paper. Comments and feedback by the instructors are a key element of the learning materials.

**LEARNING MATERIALS/ REQUIRED READING**

All learning materials, such as blog posts, scientific papers, webinars, etc. will be posted on Canvas. No textbook is required.

**ASSESSMENT OF LEARNING, EVALUATION, AND GRADING**

Reflections- 25%

For the weekly reflections, we will cover different topics each week. You will read the assigned papers and write a reflection on Canvas. You will also be asked to add a comment or reply to someone else’s reflection. Both the person reflection and the reply constitute one “reflection”.

Only 5 out of 9 reflections (own reflection+reply) will contribute to the final mark. Everyone is encouraged to write all the reflections to get the most experience and feedback, but students can also choose to only complete 5. Reflections are expected to be more than 200 words, no longer than 500. Please include a word count on each reflection. The replies do not have a minimum or maximum word count.

Reflections will be graded using the following criteria:

1. Reading summary: Reflection demonstrates an understanding of the readings/ webinar and summarizes one or more primary themes presented.
2. Presentation: Reflection is written clearly, shows technical quality (e.g. sentence structure), and is within the word count.
3. Analysis and synthesis: Thoughtful synthesis of information from assigned readings. Reflection goes beyond summarizing reading content and shows personal reflection and extension of the presented ideas.

Bi-weekly paper assignments – 40%

Term papers will be worked on throughout the course (bi-weekly assignments). Each second week, a section of the term paper will be graded (with established grading criteria for each), and feedback will be provided. The following is the sequence of assignments:

* Topic selection
* Annotated bibliography (read and summarize 5 papers)
* Outline (develop an outline of term paper sections and proposed content)
* Full draft (Finish any remaining portion of the paper. Edit your paper to improve flow of ideas and address any edits)
* Peer-review (Read and provide comments and edits on one other paper)

Final term paper – 15%

The final term paper will be submitted on the last day of class and will be expected to be 8-10 double-spaced pages (excluding references) in 12 font using APA guidelines. The final paper will be graded on an established rubric, which takes into account the following categories:

1. Research: thoroughness, use of authoritative sources (e.g., peer-reviewed articles, organization position statements, government publications, interview of leaders, etc.), and use of multiple sources.
2. Analysis and synthesis: thoughtful synthesis of different types of information and (especially for the term paper) critical evaluation of material.
3. Presentation: structure of the essay, technical quality of the writing (sentence structure, paragraph structure), clarity, and quality of the reference list.

Final Project or Presentation- 10%

For the final 6 classes, we will focus on skills in oral and visual presentation and leading discussion, and gain exposure to a wide range of topics. Students will use the skills they have developed by presenting their final creative presentation of 5 minutes followed by leading a 10 min discussion. Everyone will thus have some exposure to ~30 different topics.

In the last weeks of class, students will be randomly selected to present their term paper topic and lead discussion on that topic. Students will use the skills they have developed by presenting their final creative presentation of 5 minutes followed by leading a 10 min discussion.

The final presentations will be graded according to the following categories:

1. Connection to Topic: Presentation or project communicates and represents themes and concepts discussed in the term paper.
2. Creativity and Originality: Presentation or project is interesting, engaging, unique.
3. Effort: Demonstrated individual effort and/or thought in creation of the presentation.

Participation- 10%

Class participation will be marked throughout the term thorugh in-class discussion. Student are expected to come to class having read all required readings and prepared to discuss the topic. Only respectful and constructive discussion will be tolerated.

**GRADES**

1. Weekly reflections (best 5 out of 9, 5 marks each) - 25 points; 25%

2. Bi-weekly term paper assignments (best 4 out of 5, 10 marks each)- 40 points; 40%

3. Final term paper- 15 points; 15%

3. Final presentation- 10 points; 10%

4. Participation in class- 10 points; 10%

**UNIVERSITY POLICIES**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website.

**ACADEMIC INTEGRITY**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar.