**COURSE SYLLABUS**

**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 (credit: Allison Cuffley, BCSCPA).

**COURSE INFORMATION**

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

**Course Code Number:** APBI 214

**Class Time & Place:** Monday, Wednesday, Friday 10:00-11:00am MacMillan 158.

**COURSE PREREQUISITES**

Prerequisites: Second-year standing in Applied Biology.

**COURSE COREQUISITES**

None.

**CONTACT**

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**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 is typically a lecture or a discussion to define and clarify an issue. After completion of a thematic section, we will devote class time for in-class activities that are marked. Everyone submits weekly marked assignments or discussions on Canvas. There are no quizzes, exams, nor final exams. Instead, students compose a final poster on a topic of their choosing and present to community members.

**COURSE SCHEDULE/ SCHEDULE OF TOPICS**

**\*Will notify through Canvas announcements and in-class if there is a change**

|  |  |  |  |
| --- | --- | --- | --- |
| Lecture | Topic | DUE (prior to class) | Homework (webinars/ reading) |
| History and philosophy | | | |
| Jan 9 | Introduction to the course |  |  |
| Jan 11 | History and philosophy of animal sheltering |  | <https://blogs.scientificamerican.com/dog-spies/the-history-of-science-in-animal-shelters/> |
| Jan 13 | Tour of Shelter |  | Skim these two documents:  <https://www.sheltervet.org/guidelines-for-standards-of-care-in-animal-shelters?fbclid=IwAR3gUMDTzbEWlb9BjMIXI1lyOGVw8g7hlEFYYg-Trw7cUxmea5CAyhJJ4zk>  https://www.pawsforhope.org/uploads/pdf/AWANBC\_Rescue\_Standards.pdf |
| Jan 16 | Research into One Welfare in Animal Sheltering (Lexis) | Reflection 1 | Fawcett, A. (2019). Is a One Welfare approach the key to addressing unintended harms and maximizing benefits associated with animal shelters?. *Journal of Applied Animal Ethics Research*, *1*(2), 177-208. |
| Jan 18 | **Challenge #1** Open your shelter COME TO CLASS | | |
| Facility planning and shelter management | | | |
| Jan 20 | 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 23 | Efficient Flowthrough | Reflection 2 | <https://www.americanhumane.org/app/uploads/2016/08/au-asilomar-accordspdf.pdf> |
| Jan 25 | Efficient Flowthrough 2 |  | |  | | --- | |  | | <https://www.maddiesfund.org/lss-intake-mitigation-and-managed-intake.htm?p=0EECED7D-7E3F-4ECB-A2D8-CD9099F21539> | |
| Jan 27 | **Challenge #2** Calculate Capacity for Care COME TO CLASS | | |
| Current practices: Animal intake and husbandry | | | |
| Jan 30 | Animal intake | NO REFLECTION |  |
| Feb 1 | Infectious disease |  | [Microbial resistance animal shelters L](https://www.youtube.com/watch?v=XkPIfWD6BKc) |
| Feb 3 | Class was cancelled |  |  |
| Feb 6 | Population vs. individual health |  | <https://www.maddiesfund.org/infectious-disease-outbreak-management.htm> |
| Feb 8 | Housing | Reflection 3 | <https://sheltermedicine.vetmed.ufl.edu/2019/08/09/an-expert-talks-about-animal-shelter-housing-and-how-to-make-it-better/> |
| Feb 10 | In-kennel/ cage enrichment |  | 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 13 | Social enrichment and training | Reflection 4 | 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 15 | Dog play groups |  | <https://www.aspcapro.org/webinar/20120712/canine-behavior-dog-introductions> |
| Feb 17 | **Challenge #3** Construct your new physical shelter COME TO CLASS | | |
| Feb 20-24 | NO CLASS | | |
| One Welfare: Barriers to Life Saving | | | |
| Feb 27 | Behavior assessments. Guest lecture by Dr. Kelsea Brown |  | 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 1 | Marketing animals |  | Lamb, F., Andrukonis, A., & Protopopova, A. (2021). The role of artificial photo backgrounds of shelter dogs on pet profile clicking and the perception of sociability. *PloS one*, *16*(12), e0255551. |
| Mar 3 | Barriers in adoption |  | https://network.bestfriends.org/proven-strategies/best-friends-podcast/best-friends-podcast-ep-16 |
| Mar 6 | DEI in animal sheltering. Guest lecture by Dr. Emilia Gordon | Reflection 5 | Spencer, T., Behar-Horenstein, L., Aufmuth, J., Hardt, N., Applebaum, J. W., Emanuel, A., & Isaza, N. (2017). Factors that influence intake to one municipal animal control facility in Florida: a qualitative study. *Animals*, *7*(7), 48 |
| Mar 8 | **Challenge #4** Reboot adoption program COME TO CLASS | | |
| One Welfare: Keeping animals out of the shelter | | | |
| Mar 10 | Keeping families together. Guest lecture by Kristen Hassen |  | <https://www.aspcapro.org/resource/covid-19-and-housing-challenges-keeping-people-and-pets-together> |
| Mar 13 | Cultural perspectives  Guest lecture by Dr. Rubina Mondal | Reflection 6 | Srinivasa, D., Mondal, R., Von Rentzell, K. A., & Protopopova, A. (2022). Interviews with Indian Animal Shelter Staff: Similarities and Differences in Challenges and Resiliency Factors Compared to Western Counterparts. *Animals*, *12*(19), 2562 |
| Mar 15 | **Challenge #5** A sudden increase in intake COME TO CLASS | | |
| One Health/ One Welfare: Field services and community support | | | |
| Mar 17 | Field services. Guest lecture by BC SPCA humane officer |  | 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 20 | Dog importation and supply/demand | Reflection 7 | von Rentzell, K. A., van Haaften, K., Morris, A., & Protopopova, A. (2022). Investigation into owner-reported differences between dogs born in versus imported into Canada. *Plos one*, *17*(6), e0268885. |
| Mar 22 | Community cats and rabbits  (Discussion with Rabittats) |  | https://humanepro.org/magazine/articles/bunny-days-ahead |
| Mar 24 | Animal hoarding: Guest lecture by Dr. van Haaften, ASPCA |  | |  | | --- | |  |   Reinisch, A. I. (2008). Understanding the human aspects of animal hoarding. The Canadian Veterinary Journal, 49(12), 1211. |
| Mar 27 | Occupational health  Guest lecture by Dr. Andrukonis | Reflection 8 | 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. |
| Mar 29 | Wildlife issues  Guest Lecture by Dr. Sara Dubois, BC SPCA |  | <https://www.maddiesfund.org/handling-fearful-and-fractious-wildlife-and-companion-animals.htm> |
| Mar 31 | **Challenge #6** Tackle a community issue COME TO CLASS | | |
| Apr 3 | **In-class discussion** COME TO CLASS  Reflection 9 | | |
| Apr 5 | **In-class discussion** COME TO CLASS | | |
| Apr 12 | **POSTER SESSION** COME TO CLASS | | |

**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. Work through fictional situations that challenge your fictional animal shelter in six in-class assignments;
4. Synthesize a possible action to assist with a community issue and present a poster to community leaders.

**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 engage in a semester-long group activity of creating a fictional animal shelter and then working through six challenges posed to this fictional shelter across the term. Students will work on these challenges in the form of in-class assignments. The written in-class assignments will be submitted through Canvas for a mark (best 4 out of 6). At the end of the term, we will have 2 class days devoted to larger reflections and discussion which will involve each group creating a presentation about their animal shelter’s activities during the term. The final day will be a poster session presented to local community leaders.

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 in-class assignments. Comments and feedback of 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- 40%

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 8 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 8. 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.

In-class assignments (Challenges) – 40%

At the beginning of the course, students will be grouped into small groups of 4 students and will be asked to create a fictional animal shelter. Throughout the term, there will be six class days to work on “challenges” posed to your animal shelter. Your group will be provided materials needed for the challenge (e.g., your shelter’s intake data) and a certain challenge will be posed (e.g., your shelter was asked to take in 100 dogs from a hoarding environment). You will have the class time to work on a written document suggesting your actions to the Board of Directors (myself and the TA). After each challenge, you will be marked on an established rubric that will evaluate your thinking process that led you to suggest an action. You will receive feedback from the Board after each assignment. Your best 4 out of 6 challenges will be included in the final grade for the course. All members of the group will receive the same mark; however, at any time, group members can elect to “fire” a student from a group due to lack of work (by emailing the instructor). If so, that “fired” student will continue to complete challenges on their own.

There will be six challenges posed to the students:

1. Create a mission statement, scope of practice (10 points)
   1. Challenge: You are asked to take over a dysfunctional municipal animal shelter. Considering your community needs, what will be the mission and scope of your sheltering organization?
2. Calculate your Capacity for Care (10 points)
   1. Challenge: Your Board of Directors is planning to fundraise but don’t know what your shelter needs. Give the board of directors some statistics about your shelter operation.
3. Construct a plan of a physical animal shelter (10 points)
   1. Challenge: The Board of Directors was successful at fundraising and you got a grant to build a new facility. Utilize your knowledge of population management, infectious disease control, and animal needs to create a rough physical layout and employment plan.
4. Reboot adoption program (10 points)
   1. Challenge: Your Board of Directors noted that the length of stay is too long and adoptions are too low. Board of Directors reprimanded you and asked you to improve. Revise your marketing, adoption, and outreach programs.
5. A sudden increase in the population (10 points)
   1. Challenge: You have a hoarding case coming in from a Northern BC community. You have an extra 100 dogs to admit. The public is also posting hateful racist comments on your social media as a result. Create a proposal for a response that includes addressing both the animal needs as well as the racist comments.
6. Tackle a community issue (10 points)
   1. Challenge: Community activists keep interrupting your meetings with the Board of Directors and requesting action on multiple community issues. Decide which local community issue you would like your shelter to address, consider why this issue, and propose a solution to the Board.

Final Poster Presentation- 20%

For the final 2 classes, we will focus on skills in oral and visual presentation and leading discussion. We will invite local industry leaders and students will hold present their posters on overcoming a community challenge (taken from Challenge 6).

The last challenge will involve students picking a local community issue out of a list of possible issues. For the poster presentation, the students will expand on this issue and construct a poster to present to local community leaders.

**GRADES**

1. Weekly reflections (best 8 out of 9, 5 marks each) - 40 points; 40%

2. In class assignments (“Challenges”) (Best 4 out of 6, 10 marks each)- 40 points; 40%

3. Final poster presentation- 20 points; 20%

**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.