

Module 34

Veterinarians as Animal Welfare Educators



This lecture was revised by
World Animal Protection
technical advisors in 2012.

Free online resources

To get free updates and additional materials, please go to
www.animalmosaic.org/education/tertiary-education/

This module will help you

Understand that a field of formal animal welfare education exists and what it hopes to achieve

Understand that a research discipline concerning the evidence base for animal welfare education is emerging

Recognise and understand the central role of animal welfare within your learning environment.

Recognise your role as a veterinary educator in animal welfare.

Why is animal welfare education relevant to you?

The Conselho Federal de Medicina Veterinaria (CFMV) of Brazil (2002)

“I will fulfill legal and regulatory requirements, with special regard to the Code of Ethics of the profession, always seeking harmonization between science and art and applying my knowledge to the scientific and technological development in benefit of the health and **welfare of animals.**”

American Veterinary Medical Association (AVMA) (2010)

“I solemnly swear to use my scientific knowledge and skills for the benefit of society through the protection of animal health **and welfare, the prevention and relief of animal suffering.**”

The Royal College of Veterinary Surgeons (RCVS, UK) (2012)

“I promise and solemnly declare that my constant endeavor will be **to ensure the welfare of animals** committed to my care.”

Contexts for animal welfare education (AWE)

In practice

On farms /in industry

As a veterinary educator

When working with animals used in entertainment

As a policy-maker

Veterinary work for an animal welfare organisation

Forms of AWE

Formal education

- ⌘ Long-term approach to changing attitudes for the next generation

Formal training

- ⌘ Stockpersons, vets, slaughter personnel, etc.

Informal education

- ⌘ Education through youth clubs, farmers, pet owners, etc.

Public awareness campaigns

- ⌘ Can achieve changes in attitude relatively quickly

The example and advice of the veterinarian

Towards a humane society

Humane Education (HE) involves teaching compassion and respect in relation to animal welfare, environmental and social justice issues.

HE aims to

Create a culture of empathy and caring

Stimulating the moral development of children

Form a compassionate, responsible and just society

Animal welfare education (AWE)

⌘ Introduce citizens to the behaviour, experiences and emotions of animals

⌘ Children and adults: e.g. stockpeople, consumers etc.

Linking this to an understanding of the environment



Does HE with children and adults work?

Scientific evaluation of impact of AWE is scarce

Adult attitudes and behaviours to animals can be changed positively (e.g. Hemsworth 2003; Grandin 2010; Whay 2011; Mariti et al., 2012)

Importance of empowerment

⌘ Children feel powerless to make changes for animal welfare (Jamieson et al., 2012)

Assumptions and limitations

Increasing knowledge increases welfare-orientated behaviour?

Easily measured at a snapshot in time for specific cases

E.g. stockpeople (Hemsworth, 2003; Grandin, 2010).

Difficult to measure more generally

Needs lifetime studies

Existing research generally weak, e.g. no follow up, self-selected participants (Arbour et al., 2009; Aguirre & Orihuela 2010)



HE and the link between child abuse and the abuse of animals

- ❖ **Strong correlation between child abuse and animal abuse (Ascione, 2008)**
- ❖ **Children who abuse animals are likely to become violent adults**
- ❖ **Commonly called ‘the link’**
- ❖ **Research**
(Kellert & Felthous, 1985, 1987)
(Gullone & Robertson, 2008)



The cycle and AWE: the vet's role

- ❖ **AWE may help to prevent or break the cycle of violence**
- ❖ **Importance of vets recognising animal abuse as a differential diagnosis and reporting it**
(Benetato et al., 2011)
- ❖ **Animals are severely affected by domestic violence**
- ❖ **BUT...victims of violence unwillingly confide in veterinarians or seek help from animal shelters**
(Tiplady et al, 2012)

Vets and animal abuse: research

% of vets seeing cases of animal abuse

48.3% of vets in the UK (Munro & Thrusfield, 2001)

63% of vets in NZ (Williams et al., 2008)

The mean estimated animal abuse incidence

0.56 per 100 cases in the US (Sharpe & Wittum, 1999)

0.12 cases per 100 patient in Australia (Green & Gullone, 2005)

Veterinary commitment to safeguard animal welfare

- ❖ **Verbal commitment to animal welfare**
- ❖ **Vet students become professional ambassadors of animal welfare**
- ❖ **“Ensuring that veterinary students have the opportunity to take animal welfare courses may enable them to better meet public expectations as practitioners.”**

(Lord et al., 2012)

- ❖ **Attitudes of veterinary students and qualified veterinarians towards animals and animal welfare?**



Attitudes towards animal welfare within veterinary education

“Hardening effect” of veterinary education?

Tough-minded’ vets vs. ‘tender-minded’ pet owners
(O’ Farrell, 1990; Blackshaw & Blackshaw, 1993)

First year vs. final year vet students belief in animal sentience
(Paul & Podberscek, 2000)

Other sources of variation

Faculty vs. students analgesia use and belief in animal emotions
(Hellyer et al., 1999; Ozen et al., 2009)

Males vs. females attitudes to pain in animals (Ozen et al., 2009)

Culture and concern for animal welfare amongst faculty staff
(Izmirli & Phillips, 2012)

The effects of including animal welfare education in the veterinary curriculum

After completing courses in animal welfare, veterinary students are

Better at assessing welfare

More empowered to learn about welfare

Believe more strongly in the importance of being able to answer client's questions on animal welfare topics
(Lord et al., 2010)

More concerned about how animals are treated (Hazel et al., 2011)

More able to effectively identify ethical dilemmas, discuss options and the impact on stakeholders.
(Abood & Seigford, 2012)

The ‘silent curriculum’ – do actions speak louder than words?

“Intended or unintended teaching or learning effects of schooling that are not stated as aims in formal documents” (Pedersen, 2004, 2010)

Vet students’ perceptions could depend on the professor’s attitudes (Paul & Podberscek, 2000; Izmiri & Phillips, 2012)

Animals as ‘learning objects’ or ‘educational tools’ for human use

A silent curriculum in veterinary education?

More research is needed

Student responses and ethical concerns to the humane use of animals in teaching

Dissection (Tiplady et al., 2011)

Surgical (Herzog, 1989)

Overall use of non-harmful alternatives (Knight, 2007)

Student stress, coping mechanisms, satisfaction and Humane Education?

(Herzog, 1989; Arluke, 1992)

Using alternatives to animals in veterinary education

Range of alternative learning tools and approaches to veterinary education exist

These engender respect for life

Benefits to veterinary students, educators, animals, the veterinary profession and society in general (Jukes & Chiuiia, 2003; Martinsen & Jukes, 2005)

Veterinary haptic simulators as effective teaching tools (Baillie et al., 2007, 2010)

Movement towards careful consideration of animal use in teaching (Lee et al., 2010)

Animal welfare education as a veterinary practitioner

Educating the decision makers

Advise governments and authorities

Educating other vets

Teach other veterinary professionals or animal handlers in specifically designed training courses

Educating the public

Advise and provide information to clients or colleagues

Demonstrate best practice



AWE in the clinic

- ❖ **People attend for professional advice and guidance**
- ❖ **Address negative attitudes**
- ❖ **Advise on the needs of companion animals**
- ❖ **Guide the prevention of undesired behaviours**
- ❖ **Provide information leaflets and posters**



AWE in the field 1

Providing guidance and encouragement in the field for owners to take pride in well treated animals

Treat animals well

Understand animals' needs

Peer-to-peer teaching in the community



AWE in the field 2

Emphasise the link between good health and welfare and improved production
E.g. Control of parasitic disease

Understand the resources available

Target the community members most likely to embrace change



The importance of effective communication

Animal welfare education vs. information exchange

Traditional

Vet is expert, owner is ignorant lay person

One-way communication

Relatively high non-compliance, i.e. waste of your time, waste of their time and money, and animals not helped

More effective way

Understand owner's viewpoint, priorities, experience

Two-way discussion

Higher compliance: 'win-win'

Communicating with clients: listening and understanding 1

Their internal motivation (Lam et al 2011) **E.g.**

Economics

**Culture and views of others e.g. “This is how we do things”,
“There’ s nothing we can do”**

Trust in vet / ‘experts’ etc

Perception of the risk e.g. “It won’ t happen to me”

Peer pressure – what other owners do

Communicating with clients: listening and understanding 2

Need to know what clients / others really want

Men vs. women

**Money may not be the farmer's most
important goal:**

▣ Satisfaction of caring well for their animals can be
more important (Kristensen & Jakobsen, 2011;
Markeman et al., 2009)



Communicating with clients: encouraging welfare focused human behaviour change

Aims of the encouragement approach

Pass ownership of the problem and solution to the farmer

Mental rehearsal of changes

Discuss problems with peers

(Whay & Main, 2010)

Social marketing approach

Benefits and barriers

Facilitation

Norms

Commitment

Prompts

Incentives

(Whay & Main, 2010)



Should vets influence clients?

“Animal welfare and environmental concerns are public goods that justify interventions to promote their uptake.”

“It is not unreasonable to expect that the veterinary profession should help the livestock industry to deliver on these public goals.”

“Changing client behaviour is an important part of practice and students should be equipped with the skills to do this.”
(Main, 2011)

Summary

Under the umbrella of HE, AWE aims to encourage a compassionate society

As an emerging research discipline, AWE is being proven to increase knowledge and empathy, change attitudes, and result in behaviour change

AWE can take the form of a formal programme, or a community engagement or public awareness campaign

AWE can play a central role in your own learning environment

Vets have an important and unique role in effectively educating veterinary students, other veterinary professionals, animal owners and society in general

Feedback:

Please let us know what you think

- ❖ How have you used this module?
- ❖ What did you like about it?
- ❖ What did you not like?
- ❖ Do you have any tips to share?

Please take part in our 10 minute survey here:

<https://www.surveymonkey.com/s/BKP3D6H>

Your feedback will help other teachers like you

References

- Abood, S. K. & Siegford, J. M. (2012). Student perceptions of an animal-welfare and ethics course taught early in the veterinary curriculum. *Journal of Veterinary Medical Education*, 39(2), 136–141.
- Aguirre, V. & Orihuela, A. (2010). Assessment of the impact of an animal welfare educational course with first grade children in rural schools in the state of Morelos, Mexico. *Early Childhood Education Journal*, 38, 27-31.
- Arbour, R., Signal, T. & Taylor, N. (2009). Teaching kindness: the promise of humane education. *Society and Animals*, 17, 136-148.
- Arluke, A. (1992). Trapped in a guilt cage? *New Scientist*, 134(1815), 33-35.
- Ascione, F. (1993). Children who are cruel to animals: A review of research and implications for developmental psychopathology. *Anthrozoos*, 6, 226-247.
- Ascione, F. (Ed.). (2008). *The International Handbook of Animal Abuse and Cruelty: Theory, Research, and Application*. West Lafayette: Purdue University Press.
- Baillie, B., Mellor, D., Brewster, S. A. & Reid, S. W. J. (2005). Integrating a Bovine Rectal Palpation Simulator into an Undergraduate Veterinary Curriculum. *Journal of Veterinary Medical Education*, 32, 79-85.
- Baillie, B., Crossan, A., Brewster, S. A., May, S. A. & Mellor, D. (2010). Evaluating an Automated Haptic Simulator Designed for Veterinary Students to Learn Bovine Rectal Palpation. *Simulation in Healthcare*, 5 (5), 261-266.
- Blackshaw, J. K. & Blackshaw, A. W. (1993): Student perceptions of attitudes to the human-animal bond. *Anthrozoos*, 6(3), 190-198.
- Benetato, M. A., Reisman, R. & McCobb, E. (2011). The veterinarian's role in animal cruelty cases. *Journal of the American Veterinary Medical Association*, 238, 31-33.
- Bones, V. C. & Yeates, J. (2012). □The Emergence of Veterinary Oaths: Social, Historical, and Ethical Considerations□. *Journal of Animal Ethics*, 2(1), 20-42.
- DeMello, M. (Ed.). (2010). *Teaching the Animal: Human-Animal Studies across the Disciplines*. New York: Lantern Books.
- Felthous, A. & Kellert, S. (1987). Childhood cruelty to animals and later aggression against people: A review. *American Journal of Psychiatry*, 144, 710-717.
- Grandin, T. (2010). How to improve livestock handling and reduce stress. In: Grandin, T. (Ed.), *Improving Animal Welfare: A practical approach* (pp.64-87). Wallingford: CABI.
- Green, P. & Gullone, E. (2005). Knowledge and attitudes of Australian veterinarians to animal abuse and human interpersonal violence. *Australian Veterinary Journal*, 83, 619–25.
- Gullone, E. & Robertson, N. (2008). The relationship between bullying and animal abuse behaviors in adolescents: The importance of witnessing animal abuse. *Journal of Applied Developmental Psychology*, 29, 371-379.
- Hafen, M. Reisbig, A.M., White, M.B., Rush, B.R. 2008. The first-year veterinary student and mental health: the role of common stressors. *Journal of Veterinary Medical Education*, 35(1):102-9.
- Hazel, S. J., Signal, T. D. & Taylor, N. (2011). Can teaching veterinary animal science students about animal welfare affect their attitudes toward animals and human-related empathy. *Journal of Veterinary Medical Education*, 38, 74-83.

References

- Hellyer, P. W., Frederick, C., Lacy, M., Salman, M. D. & Wagner, A. E. (1999). Attitudes of veterinary medical students, housing officers, clinical faculty and staff toward pain management in animals. *Journal of the American Veterinary Medical Association*, 214(2), 238-244.
- Hemsworth, P. (2003). Human-animal interactions in livestock production. *Applied Animal Behaviour Science*, 81,185-198.
- Herzog, H. A., Vore, T. L. & New, J. C. (1989). Conversations with veterinary students: Attitudes, ethics and animals. *Anthrozoos*, 2(3),181-188.
- Izmirli, S. & Phillips, C. J. C. (2012). Attitudes of Australian and Turkish veterinary faculty toward animal welfare. *Journal of Veterinary Medical Education*, 39(2), 200- 206.
- Jamieson, J., Reiss, M. J., Allen, D., Asher, L., Wathes, C. M. Abeyesinghe, S. (2012). Measuring the success of a farm animal welfare education event. *Animal Welfare*, 21, 65-76.
- Jukes, N. & Chiuiua, M. (Eds.). (2003). *From Guinea Pig to Computer Mouse: Alternative Methods for a Progressive, Humane Education* (2nd ed.). Leicester: InterNICHE.
- Karafokas, A. (2011). Too cool to care? *The Journal of the Association of Veterinary Students*, Spring Edition: 14.
- Kellert, S. & Felthous, A. (1985). Childhood cruelty toward animals among criminals and noncriminals. *Human Relations*, 38, 1113-1129.
- Knight, A. (2007). The effectiveness of humane teaching methods in veterinary education. *ALTEX-Alternativen Zu Tierexperimenten*, 24(2), 91-109.
- Kristensen, E. & Enevoldsen, C. (2008). A mixed methods inquiry: How dairy farmers perceive the values of their involvement in an intensive dairy herd health management program. *Acta Veterinaria Scandinavica*, 50, Article no 50.
- Kristensen, E. & Jakobsen, E. B. (2011). Challenging the myth of the irrational dairy farmer; understanding decision-making related to herd health. *New Zealand Veterinary Journal*, 59,1-7.
- Lam, T. J. G. M., Jansen, J., van den Borne, B. H. P., Renes, R. J. & Hogeveen, H. (2011). What veterinarians need to know about communication to optimise their roles as advisors on udder health in dairy herds. *New Zealand Veterinary Journal*, 59, 8-15.
- Lee, G. H., Choe, B. I., Kim, J. S., Hat, L. A. & Han, J. S. (2010). The current use of animal use and alternatives in Korean veterinary medical schools. *Alternatives to Laboratory Animals*, 38(3), 221-230.
- Lempp, H. & Seale, C. (2004). The hidden curriculum in undergraduate medical education: qualitative study of medical students' perceptions of teaching. *British Medical Journal* , 2;329(7469), 770-773.
- Lord, L. K., Walker, J. B., Croney, C. C. & Golab, G. C. (2010). A comparison of veterinary students enrolled and not enrolled in an animal-welfare course. *Journal of Veterinary Medical Education*, 37(1), 40-48.
- Main, D. (2011). Viewpoint: Influencing clients. *The Veterinary Record*, 168, 383.

References

- Mariti, C., Gazzano, A., Papia, F., Mengolia, M. & Moretti, G. (2011). Improvement in children's humaneness toward nonhuman animals through a project of educational anthrozoology. *Journal of Veterinary Behavior*, 6, 12-20.
- Markemann, A., Stemmer, A., Siegmund-Schultze, M., Piepho, H. P. & Valle Zerate, A. (2009) Stated preferences of llama keeping functions in Bolivia. *Livestock Science*, 124, 119-125.
- Martinsen, S. & Jukes, N. (2005). Towards a humane veterinary education. *Journal of Veterinary Medical Education*, 32(4): 454-472.
- Munro, H. M. C. & Thrusfield, M. V. (2001). 'Battered pets': features that raise suspicion of non-accidental injury. *Journal of Small Animal Practice*, 42, 218-226.
- O'Farrell, V. (1990). Students' stereotypes of owners and veterinary surgeons. *Veterinary Record*, 127, 625.
- Özen, A. R., Özen, A., Yasar, A., Armutak, S., Bayrak, A., Gezam, V. E. I. & Seker, I. (2009). Attitudes of Turkish Veterinary Students and Educators towards the Moral Status of Animals and Species Rating. *Kafkas Univ Vet Fak Derg*, 15, 111-118.
- Paul, E. S. & Podberscek, A. L. (2000). Veterinary education and students' attitudes towards animal welfare. *Veterinary Record*, 146, 269-272.
- Pedersen, H. (2004). Schools, speciesism, and the hidden curricula: The role of critical pedagogy for humane education futures. *Journal of Future Studies*, 8(4), 1-4.
- Pedersen, H. (2010). *Animals in Schools: Processes and strategies in human-animal education*. West Lafayette: Purdue University Press.
- Sharpe, M. S. & Wittum, T. E. (1999). Veterinarian involvement in the prevention and intervention of human violence and animal abuse: a survey of small animal practitioners. *Anthrozoos*, 12, 97-104.
- Tiplady, C., Lloyd, S. & Morton, J. (2011). Veterinary science students preferences for the source of dog cadavers used in anatomy teaching. *Alternatives to Laboratory Animals*, 39(5), 461-469.
- Tiplady, C. M., Walsh, D. B. & Phillips, C. J. C. (2012). Intimate partner violence and companion animal welfare. *Australian Veterinary Journal*, 90, 48-53.
- Whay, B. (2011). Horses and Donkeys. In Webster, J. (Ed.), *Management and Welfare of Farm Animals* (4th Ed) (pp.414-451). Oxford: Wiley Blackwell.
- Whay, H. R. & Main, D. C. J. (2010). Improving animal welfare: Practical approaches for achieving change. In Temple Grandin (Ed.), *Improving Animal Welfare: A Practical Approach* (pp.227-251). Oxford: CABI.
- Williams, V. M., Dale, A. R., Clarke, N. & Garrett, N. K. G. (2008). Animal abuse and family violence: Survey on the recognition of animal abuse by veterinarians in New Zealand and their understanding of the correlation between animal abuse and human violence. *New Zealand Veterinary Journal*, 56:1, 21-28.

Further Reading

Coleman, G. J. (2010). Educating the public: Information or persuasion? *Journal of Veterinary Medical Education*, 37(1), 74-82.

Colonius, T. & Swoboda, J. (2011). Student Perspectives on Animal-Welfare Education in American Veterinary Medical Curricula. *Journal of Veterinary Medical Education*, 37(1), 56-60.

Cribb, A. & Bignold, S. (1999). Towards the Reflexive Medical School: the hidden curriculum and medical education research. *Studies in Higher Education*, 24(2), 195-209.

de Boo, J. & Knight, A. (2005). Concepts in animal welfare: A syllabus in animal welfare science and ethics for veterinary schools. *Journal of Veterinary Medical Education*, 32(4), 451-453.

Gaufberg, E. H., Batalden, M., Sands, R. & Bell, S. K. (2010). The hidden curriculum: what can we learn from third-year medical student narrative reflections? *Academic Medicine*, 85(11), 1709-1716.

Haslam, N. (2006). Dehumanization: An integrative review. *Personality and Social Psychology Review*, 10(3), 252-264.

Hewson, C., Baranyiova, E., Broom, D. M., Cockram, M. S., Galindo, F., Hanlon, A. J., Hanninen, L., Lexer, D., Mellor, D. J., Molento, C. F. M., Odberg, F. O., Serpell, J. A., Sisto, A., Stafford, K. J., Stookey, J. & Waldau, P. (2005). Approaches to Teaching Animal Welfare at 13 Veterinary Schools Worldwide. *Journal of Veterinary Medical Education*, 32(4), 422-437.

Zili, J. & Koelsar, R. (2012). WSPA and APRSI humane slaughter programme in China: STEPS®. *Animal Welfare*, 21(S2), 95-97.

Websites

Institute for Humane Education:

www.humaneeducation.org

The American Veterinary Medical Association (AVMA) Veterinarian's Oath:

www.avma.org/KB/Policies/Pages/veterinarians-oath.aspx

The Canadian Veterinary Medical Association (CVMA) Veterinary Oath:

<http://canadianveterinarians.net/about-oath.aspx>

The Conselho Federal de Medicina Veterinaria (CFMV) Veterinary Oath:

www.cfmv.org.br/portal/legislacao/resolucoes/resolucao_722.pdf

The Federation of Veterinarians of Europe (FVE) position papers:

www.fve.org/news/papers.php?j=13533831&e=&l=2064636_HTML&u=130616574&mid=83064&jb=0

The New Zealand Veterinary Association (NZVA) Animal Welfare Toolkit:

www.nzva.org.nz/sites/default/files/domain-0/2011%20Vet%20toolkit.pdf

The Royal College of Veterinary Surgeons (RCVS) Guide to Professional Conduct for Veterinary Surgeons :

www.rcvs.org.uk/advice-and-guidance/guide-to-professional-conducts-for-veterinary-surgeons/1a-introduction/