MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY
Faculty of Veterinary Medicine
Department of therapy, pharmacology, clinical diagnostics and biochemistry

MODULE SYLLABUS

Ethology and welfare of animals

_ required __

Implemented in the "Veterinary Medicine" Academic Program

Area of specialization 211 " Veterinary Medicine"

at the second (master 's) level of higher education

Sumy - 2024

Author: _____ Ulko LG __.___, __Ph.D., Professor__

Considered, approved and approved at the meeting of the department therapy, pharmacology, clinical diagnostics and biochemistry _____	protocol from *5. 06 24* № *15*
	The head departments _____ Olexsii Musiienko

Approved by:

Guarantor of the Academic program _____ Petrov

Dean of the Faculty _____ (O. Nechyporenko)

Work program review (attached) provided: _____ O.Shkromada

_____ (Nancaceuno OO)

Methodist of the Department of Education Quality,
licensing and accreditation ___А.Пар___   (Надёр Тарсаеdk)
                              (signature)   (Full name)

Registered in the electronic database: date: ___21. 06.___ 2024

Syllabus review data:

Academic year in which changes are made	The number of the application to the work program with a description of the changes	The changes have been reviewed and approved		
		Date and number of the minutes of the meeting of the department	Head of Department	Guarantor of the educational program

1. MODULE OVERVIEW		
1.	Name OK	Ethology and welfare of animals
2.	Faculty / department	Veterinary Medicine / therapy, pharmacology, clinical diagnostics and biochemistry
3.	Status OK	Obligatory
4.	Program / Specialty (programs), the component of which is OK for (to be filled in for mandatory OK)	Veterinary medicine / 211 «Veterinary medicine»
5.	OK can be suggested for (to be filled in for sample OK)	-
6.	Semester and duration of study	4 semester, 15 weeks
7.	Number of ECTS credits	5
8.	The total number of hours and their distribution	Contact work (classes)			Individual work
		Lectures	Practical / seminar	Laboratory	
9.	1- Semester	2		4	144
10.	Language of instruction	Ukrainian
11.	Teacher / Coordinator of the educational component	Ulko Larysa Hryhorivna, veterinarian n., professor
11.1	Contact Information	Building 3, room 72 larisau@ukr.net https://vet.snau.edu.ua/kafedri/kafedra-terapi%d1%97-farmakologi%d1%97-klinichno%d1%97-diagnostiki-ta-ximi%d1%97/sklad-kafedri/ulko- larisa-grigorivna-zav-kafedri-profesor-doktor-veterinarnix-nauk /
12.	General description of the educational component	The educational component is related to the general objectives of the OP and covers aspects of the formation of a modern specialist veterinarian in-depth theoretical knowledge on the study of welfare and science of animal welfare and behavior
13.	The purpose of the educational component	The study of animal welfare makes it possible to understand the condition of the animal at a given time, that is, talking about the well-being of a veterinarian

Note: Row 8 header has three sub-columns under "Contact work (classes)": Lectures, Practical / seminar, Laboratory.

		trying to assess the condition of the animal from the standpoint of the animal itself. In this case, animal welfare means not only disease control, but also the stability of the environment, the ability to meet the needs of animals. Therefore, mastering this course is important because it allows you to master the ability to understand their mistakes, both professional and purely human; master the needs of animals and propose new systems for keeping them or improve existing ones.
14.	Prerequisites for studying OK, connection with other educational components of OP	1. The educational component is based on OK 8 Basics of breeding and feeding animals OK 14 Animal physiology OK 20Veterinary hygiene and sanitation OK 26 Clinical diagnosis of animal diseases 2. The educational component is the basis for OK 31 General and special surgery OK 28 Obstetrics, gynecology and biotechnology of animal reproduction OK 32 Epizootology and infectious diseases OK 33 Internal diseases of the creature OK 37 Organization of veterinary affairs and national and internationalveterinary legislation
15.	The policy of academic integrity	No manifestations of academic dishonesty are allowed during the study of the OK. Systems are tools for counteracting violations of academic integrityPlagiarism check algorithm. In case of violations, the response is in accordance with the regulations on the academic integrity of participants in the educational process in Sumy NAU (https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/). If a violation of academic integrity is detected, the completed task is not credited and is sent for re-execution.
16.	Link to the course in the Moodle system	https://cdn.snau.edu.ua/moodle/course/view.php?id=4144

2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

MLOs: On successful completion of the module the learner will be able to:	As estimated by RND				
	PLOs 1	PLOs 3	PLOs 4	PLOs 5	
DRN 1. Describe some basic principles of animal behavior (ethology), collect, determine and use data on animal behavior; recognize normal and abnormal behavior of animals. Describe common behavioral problems of domestic and captive wildlife.	+				− defense of an animal behavior research project − writing public speeches. Doing independent work (including elearn) − survey on theoretical issues − test control
DRN 2. Ability to recognize the interaction between pet behavior and well-being		+			− problem solving − demonstrative performance of research tasks. − survey on theoretical issues − test control
DRN 3. Ability to explain how animal welfare is determined and its role and impact in modern society	+				− final control − computer testing − solving situational problems
DRN 4. Ability to discuss current and new issues related to animal welfare in Ukraine and other countries	+			+	− presentation and defense of a practical task − Modeling and evaluation of the influence of various conditions on animal behavior.
DRN 5. Ability to interpret and communicate different ethical perspectives on the use of animals for commercial, recreational or research purposes, to explain how economic pressures affect animal welfare decisions and to identify key legislative instruments on animal welfare.		+	+		− test control − solving situational problems − Practical works with the use of scientific ethological methods - observation, description, using modern means of video surveillance and registration.

3. CONTENT OF THE EDUCATIONAL COMPONENT (PROGRAM OF THE COURSE)

Topic. List of issues to be addressed within the topic	Distribution within the general budget of time				Recommended Books[1]
	Classroom work			Individual work	
	Luke	P.z / semin. with	Lab. with.		
Topic 1. Ethology: normal behavior and its violation.The human-animal relationship and its impact on animals.	2		2	10	[1,3, 7, 12,13]
Topic 2.Prosperity (welfare) of animals: the definition of welfare as a science, its tasks. Determining the welfare of animals from different points of view and their explanation. Aspects, criteria and assessment of animal welfare. The "five freedoms" of welfare assessment and its criteria.			2	12	[1, 2,4,5]
Topic 3.Welfare of cattle Requirements and regulation of animal welfare. Influence of physical and biological environmental factors on animal life and behavioral features (abiotic, biotic and anthropogenic factors).				14	[1, 3, 8, 12]
Topic 4. The welfare of horses Behavior of animals. Reproductive behavior. Influence of physical and biological environmental factors on animal life and behavioral features (abiotic, biotic and anthropogenic factors).				14	[3, 5, 6,8]

[1] Specific source from the main or additional recommended literature

Topic 5.Welfare of sheep and goats Behavior of animals. Reproductive behavior. Sexual demorphism. Marital and family relations. Caring for offspring.				14	[4, 7, 8]
Topic 6. Welfare of pigs Features of animal behavior under specific conditions of keeping, care and operation				12	[2, 6, 12]
Topic 7.The welfare of birds Influence of physical and biological environmental factors on animal life and behavioral features (abiotic, biotic and anthropogenic factors).				14	[1, 3, 5, 8, 12]
Topic 8.Welfare of dogs and cats Behavior of animals. Reproductive behavior. Sexual demorphism. Marital and family relations. Caring for offspring.				14	[1, 2, 4, 7, 12]
Topic 9. Welfare of wild, exotic and laboratory animals. Features and requirements for the welfare of laboratory animals, their use in the experiment.				14	[5, 8, 12]
Topic 10. Animal welfare at slaughter The problem of euthanasia of animals.				12	[3, 7, 8]
Topic 11. Animal welfare during transportation Determining the needs of the animal, and classification of needs.				14	[2, 6, 9, 11]
Total for the fall semester	2		4	144	

4. METHODS OF TEACHING AND TEACHING

DRN	Teaching methods (work to be carried out by the teacher during classes, consultations)	Number of hours	Teaching methods (what types of educational activities the student must perform independently)	Number of hours
DRN 1.Ability to describe some basic principles of animal behavior (ethology) and collect, determine and use data on animal behavior; recognize the normal and abnormal behavior of animals and describe common behavioral problems of domestic and captive wildlife.	Methods of teaching by source of knowledge: *Verbal:*story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:*demonstration, illustration, observation. Active methods: (use of technical means of training and problem situations, classes in production, group research in the conditions of "Educational production complex-vivarium", use of training and control tests) Interactive teaching methods: (use of multimedia technologies, spreadsheets, case-study (method of analysis of specific situations), dialogue learning, student cooperation (cooperation)	2	Methods of teaching by source of knowledge: *Verbal*: work with the book (reading, translation, writing, taking notes, making tables, graphs, reference notes), Visual: observations. Teaching methods by the nature of the logic of cognition (analytical, synthesis methods, inductive method, deductive method). Active methods (brainstorming, binary classes, group research). Interactive learning technologies (use of multimedia technologies, dialogue learning, student cooperation (cooperation). Self-study, analysis, preparation of multimedia reports on the materials: Ethology and animal welfare	26
DRN 2. Ability to recognize the interaction between pet behavior and well-being	Methods of teaching by source of knowledge: *Verbal:*story, explanation, conversation (heuristic	2	Methods of teaching by source of knowledge: *Verbal*: work with the book (reading, translation, writing, taking notes, making tables, graphs,	28

	and reproductive), lecture, instruction. *Visual:*demonstration, illustration, observation. Active methods: (use of technical means of training and problem situations, classes in production, group research in the conditions of "Educational production complex-vivarium", use of training and control tests) Interactive teaching methods: (use of multimedia technologies, spreadsheets, case-study (method of analysis of specific situations), dialogue learning, student cooperation (cooperation)		reference notes), Visual: observations. Teaching methods by the nature of the logic of cognition (analytical, synthesis methods, inductive method, deductive method). Active methods (brainstorming, binary classes, group research). Interactive learning technologies (use of multimedia technologies, dialogue learning, student cooperation (cooperation). Self-study, analysis, preparation of multimedia reports on the materials: Animal Welfare	
DRN 3. Ability to explain how animal welfare and its role and impact in modern society are determined	Methods of teaching by source of knowledge: *Verbal:*story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:*demonstration, illustration, observation. Active methods: (use of technical means of training and problem situations, classes in production, group research in the	10	Methods of teaching by source of knowledge: *Verbal*: work with the book (reading, translation, writing, taking notes, making tables, graphs, reference notes), Visual: observations. Teaching methods by the nature of the logic of cognition (analytical, synthesis methods, inductive method, deductive method). Active methods (brainstorming, binary classes, group research).	30

	conditions of "Educational production complex-vivarium", use of training and control tests) Interactive teaching methods: (use of multimedia technologies, spreadsheets, case-study (method of analysis of specific situations), dialogue learning, student cooperation (cooperation)		Interactive learning technologies (use of multimedia technologies, dialogue learning, student cooperation (cooperation). Self-study, analysis, preparation of multimedia reports on the materials: Ethology and welfare of animals	
DRN 4. Ability to discuss current and new issues related to animal welfare in Ukraine and other countries	Methods of teaching by source of knowledge: *Verbal:*story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:*demonstration, illustration, observation. Active methods: (use of technical means of training and problem situations, classes in production, group research in interfaculty NNL electron microscopy, use of training and control tests) Interactive teaching methods: (use of multimedia technologies, spreadsheets, case-study (method of analysis of specific	2	Methods of teaching by source of knowledge: *Verbal*: work with the book (reading, translation, writing, taking notes, making tables, graphs, reference notes), Visual: observations. Teaching methods by the nature of the logic of cognition (analytical, synthesis methods, inductive method, deductive method). Active methods (brainstorming, binary classes, group research). Interactive learning technologies (use of multimedia technologies, dialogue learning, student cooperation (cooperation). Self-study, analysis, preparation of multimedia reports on the materials: Animal Welfare	30

	situations), dialogue learning, student cooperation (cooperation)			
DRN 5. Ability to interpret and communicate different ethical perspectives on the use of animals for commercial, recreational or research purposes, to explain how economic pressures affect animal welfare decisions and to identify key legislative instruments on animal welfare.	Methods of teaching by source of knowledge: *Verbal:*story, explanation, conversation (heuristic and reproductive), lecture, instruction. *Visual:*demonstration, illustration, observation. Active methods: (use of technical means of training and problem situations, classes in production, group research in the conditions of "Educational production complex-vivarium", use of training and control tests) Interactive teaching methods: (use of multimedia technologies, spreadsheets, case-study (method of analysis of specific situations), dialogue learning, student cooperation (cooperation)	6	Methods of teaching by source of knowledge: *Verbal*: work with the book (reading, translation, writing, taking notes, making tables, graphs, reference notes), Visual: observations. Teaching methods by the nature of the logic of cognition (analytical, synthesis methods, inductive method, deductive method). Active methods (brainstorming, binary classes, group research). Interactive learning technologies (use of multimedia technologies, dialogue learning, student cooperation (cooperation). Self-study, analysis, preparation of multimedia reports on the materials: Animal Welfare	30
Total for the semester		44		144

5. ASSESSMENT
5.1. Diagnostic assessment
5.2. Summative assessment
5.2.1. Intended learning outcomes methods:

№	Methods of summative evaluation	Points / Weight in the overall score	Date of compilation
1.	Current control: Thematic survey Solution of situational problems.	30 points / 30%	4… 13 weeks
2.	Execution of tasks in laboratory-practical classes	30 points / 30%	4… 13 weeks
3.	Protection of the project on the study of animal behavior, problem solving. demonstrative implementation of research tasks, solving situational problems, presentation and defense of practical tasks	25 points / 25%	4… 13 weeks
4.	Assessment - Final test (multiple choice test)	15 points / 15%	8 weeks

5.2.2. Grading criteria

Component	Unsatisfactorily	Satisfactorily	Fine	Perfectly
Current control: thematic survey performing tasks in laboratory-practical classes Solution of situational problems.	**<10 points**	**11-20 points**	**21-29 points**	**30 points**
	Task requirements not met.	Most of the requirements are met, but some components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue. Partially reproduced knowledge based on directly presented material within the program.	Most of the requirements are met, but some components are missing. Reproduced knowledge of directly presented material within the program with some evidence of broader research.	All requirements of the task are fulfilled, creativity, thoughtfulness is shown, own solution of a problem is offered. Reproduced knowledge obtained outside the directly presented material within the program.
Defense of the project on the	**<10 points**	**11-17 points**	**18-24 points**	**25 points**
	The student is	Using the	The student	The correct

study of animal behavior, problem solving, demonstration of research tasks, presentation and defense of practical tasks	not prepared to solve problems, the answer is incomplete, some components are missing or insufficient to disclose	basic theoretical provisions, the student has difficulty performing the task. Execution of tasks is significantly formalized: there is compliance with the algorithm, but there is no deep understanding of the work	has mastered the basic material, and understands the solution of problems, has suggestions on the direction of their solutions. Understands the main provisions that determine the course, can solve similar problems that have been discussed with the teacher, but allows a small number of inaccuracies	answer. When performing tasks he showed the ability to solve tasks independently
Assessment - Final test (multiple choice test)	**<3 points**	**4-10 points**	**11-14 points**	**15 points**
	25% correct answers	50% correct answers	75% correct answers	100% correct answers

5.1. Formative assessment:

To assess current progress in learning and understanding areas for further improvement

№	Elements of formative assessment	Date
1.	Oral feedback after studying topics 1-3, 4-7	3 weeks
2.	Written feedback on topics 1-3	Within 1 week after assembly
3.	Intermediate control	According to the schedule
4.	Oral feedback after studying topics 8-12	12 weeks
5.	Written feedback on topics 8-12	Within 1 week after assembly
6.	Testing after studying topics 13-14	14 weeks
7.	Current control (testing, generalization of points)	15 weeks

	15 weeks

6. LEARNING RESOURCES (LITERATURE)

6.1.Main sources

1. Goat VI Animal welfare // textbook, Bila Tserkva. - 2012. - 320 pp. Pathological physiology in questions and answers: textbook. [For students. higher textbook lock IV level of accreditation]. Kyiv: VSV, 2010.164 p.
2.https://kurkul.com/spetsproekty/378-nassr-u-virobnitstvi-moloka-vimogi-bezpechnosti-na-potujnostyah-virobnitstva
3.https://www.apd-ukraine.de/images/2021/Biosicherheit_und_Tierwohl/09%D0%9A%D0%BD%D0%B8%D0%B3%D0%B0%D0%91%D0%BB%D0%_B0%_D0%_B3%_D0%_BE%_D0%_BF%_D0%_BE%_D0%_BB%_D1%_83%_D1%_87%_D1%_87%_D1%_8F%_D0%_91%_D1%_96%_D0%_BE%_D0%_B1%_D0%_B5%_D0%_B7%_D0%_BF%_D0%_B5%_D0%_BA%_D0%_B02021%_D0%_94%_D1%_80%_D1%_83%_D0%_BA.pdf
3.https://issuu.com/ukraineards/docs/_____
4.https://zakon.rada.gov.ua/laws/show/z0210-21#Text https://ciwf.in.ua/?p=1
5.http://efu.org.ua/upload/documents/1/132/attachment/FEI%20%D0%9A%D0%BE%D0%B4%D0%B5%D0%BA%D1%81%20%_D0%_BF%_D0%_BE%_D0%_B2%_D0%_B5%_D0%_B4%_D1%_96%_D0%_BD%_D0%_BA%_D0%_B8%_20%_D0%_BF%_D0%_BE%_20%_D0%_B2%_D1%_96%_D0%_B4%_D0%_BD%_D0%_BE%_D1%_88%_D0%_B5%_D0%_BD%_D0%_BD%_D1%_8E%_20%_D0%_B4%_D0%_BE%_20%_D0%_BA%_D0%_BE%_D0%_BD%_D1%_8F.pdf

6.2. Additional sources and Internet resources:

6.https://qftp.org/wp-content/uploads/2020/05/14_blahopoluchchia-tvaryn.pdf
7. https://qftp.org/wp-content/uploads/2020/05/14_blahopoluchchia-tvaryn.pdf
8. http://www.fao.org/livestock-systems/resources/scientificpublications/health-and-animal-welfare/ru/
9. https://www.coursera.org/learn/animal-welfare/home/welcome
10.https://www.oie.int/en/what-we-do/animal-health-and-welfare/animal-welfare/
11.Journal of Applied Animal Welfare Sciencehttps://www.resurchify.com/impact/details/40377
12.https://www.rspca.org.uk/
13.https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach

	ment_data/file/985332/Action_Plan_for_Animal_Welfare.pdf
14.	https://www.gov.uk/government/news/government-launches-second-animal-welfare-bill-to-protect-pets-livestock-and-wild-animals
15.	https://achievainc.articulate-online.com/p/6152487142/DocumentViewRouter.ashx?Cust=61524&DocumentID=4cc40c77-1eae-44c7-b981-a349eef023bc&Popped=True&v=20&InitialPage7f96c4c61396 & content_endpoint = https% 3a% 2f% 2fachievainc.articulate-online.com% 2fp% 2f6152487142% 2f & endpoint = https% 3a% 2f% 2fachievainc.articulate-online.com% 2f615248722-1fb% 7f96c4c61396 & actor = {% 22name% 22: [% 22% 22],% 22mbox% 22: [% 22% 22],% 22objectType% 22:% 22Person% 22} & registration = 4fb6bde6-d964-4f0d-b395-00e2ba247070 & activity_id = articulate_ourse
16.	https://protecttheharvest.com/get-involved/educational-resources/?gclid=CjwKCAjwrPCGBhALEiwAUl9X0-OBlPxqptiuDNzylHcuJimgSBPAy5Akc6cDJyoy1UYri5mlH61hQhoDF
17.	https://www.worldanimalprotection.org/our-work/animals-farming-supporting-70-billion-animals/farm-animal-welfare
18.	https://www.researchgate.net/publication/298464767_Animal_welfare_Concepts_study_methods_and_indicators_translation_of_Spanish_original
19.	https://www.researchgate.net/publication/41393397_Animal_welfare_Review_of_the_scientific_concept_and_definition
20.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC340178/
21.	https://www.wellbeingintlstudiesrepository.org/assawel/16/
	https://worldanimal.net/documents/1_Animal_Welfare.pdf

6.3. Software

1. MOODL platforms; "ZOOM"; "Viber"; Facebook.

Рецензія на Робочу програму (силабус)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проєктної групи	Так	Ні	Коментар
Результати навчання за освітнім компонентом (ДРН) відповідають НРК	+		
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)	+		
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення	+		

Член проектної групи ОП _____ _____

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем відповідної кафедри	Так	Ні	Коментар
Загальна інформація про освітній компонент є достатньою	+		
Результати навчання за освітнім компонентом (ДРН) відповідають НРК	+		
Результати навчання за освітнім компонентом (ДРН) дають можливість виміряти та оцінити рівень їх досягнення	+		
Результати навчання (ДРН) стосуються компетентностей студентів, а не змісту дисципліни (містять знання, уміння, навички, а не теми навчальної програми дисципліни)	+		
Зміст ОК сформовано відповідно до структурно-логічної схеми	+		
Навчальна активність (методи викладання та навчання) дає змогу студентам досягти очікуваних результатів навчання (ДРН)	+		
Освітній компонент передбачає навчання через дослідження, що є доцільним та достатнім для відповідного рівня вищої освіти	+		
Стратегія оцінювання в межах освітнього компонента відповідає політиці Університету/факультету	+		
Передбачені методи оцінювання дозволяють оцінити ступінь досягнення результатів навчання за освітнім компонентом	+		
Навантаження студентів є адекватним обсягу освітнього компонента	+		
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)	+		
Література є актуальною	+		

Рецензент (викладач кафедри) _____ _____ _____

                          (назва)   (посада, ПІБ)   (підпис)