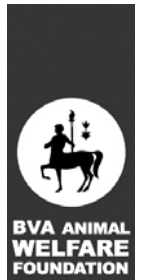


Dr David Main BVetMed PhD CertVR DWEL MRCVS

BVA Animal Welfare Foundation Senior Lecturer in Animal Welfare

RCVS Recognised Specialist in Animal Welfare Science, Ethics and Law

Animal welfare education : University level



What do children need ? : Baseline

- **Future carers** of any animals :
 - animals as sentient beings
 - legal duties to as a carer
- **Future consumers** of animal products :
 - role of farm animals in the food chain
 - potential influence of consumer choice on these issues
- **Future citizens** :
 - animals can be considered within ethical frameworks

Animal welfare : University

- Who needs it ?
 - Specific animal welfare and behaviour degree
 - Any degree that involves animals (Science / Agriculture)
 - All veterinary science degrees
- What needs to be covered ?
 - What is our impact on animals ? : Science
 - How should we treat animals ? : Ethics
 - How must we treat animals ? : Legislation

Veterinary students need animal welfare



- Assess welfare
- Knowledge of legislation
- Compare husbandry systems
- Inform clinical decisions
- Understand ethical dilemmas
- Persuade owner to change

University of Bristol :

Welfare & ethics teaching

- Year 1 – welfare & ethics element in animal management
 - 10 lectures, 2 debates, 2 discussion sessions, project
- Year 2 – behaviour
- Year 3 – farm welfare – 6 lectures group discussion,
- Year 4 – 1 lecture – clinical ethics, small group discussion

- Specific learning outcomes for new graduates :
 - Evolution of Animal-Welfare Education for Veterinary Students J Vet Med Educ 2010, 37: 30-35

Key challenge : 5 freedoms & 3 concepts

Freedom from **hunger & thirst** by ready access to fresh water and a diet to maintain full health and vigour

Mental states

Freedom from **discomfort** by providing an appropriate environment including shelter and a comfortable resting area

Physical states

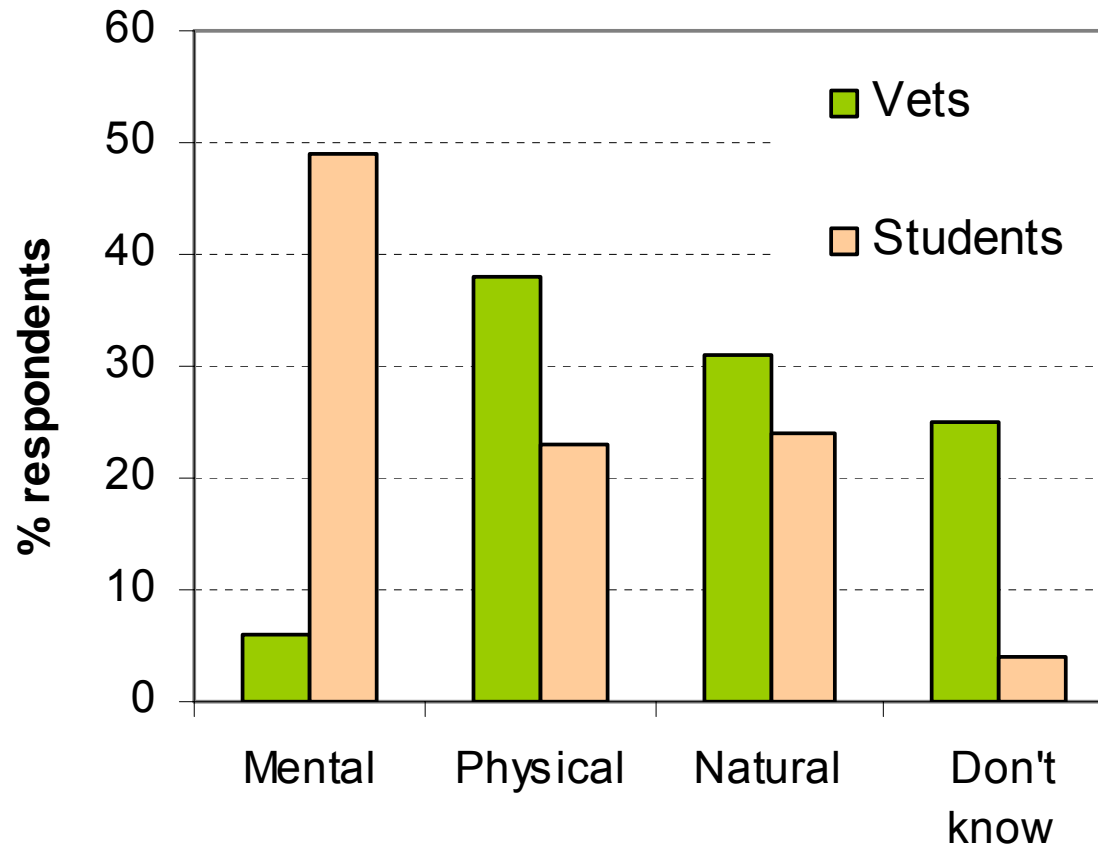
Freedom from **pain, injury and disease** by prevention or rapid diagnosis and treatment

Freedom to **express normal behaviour** by providing sufficient space, proper facilities and company of the animal's own kind

Naturalness

Freedom from **fear and distress** by ensuring conditions and treatment which avoid mental suffering

Veterinary surgeons focus on “physical” state but students focus on “mental” state



Responses to electronic voting during welfare lectures

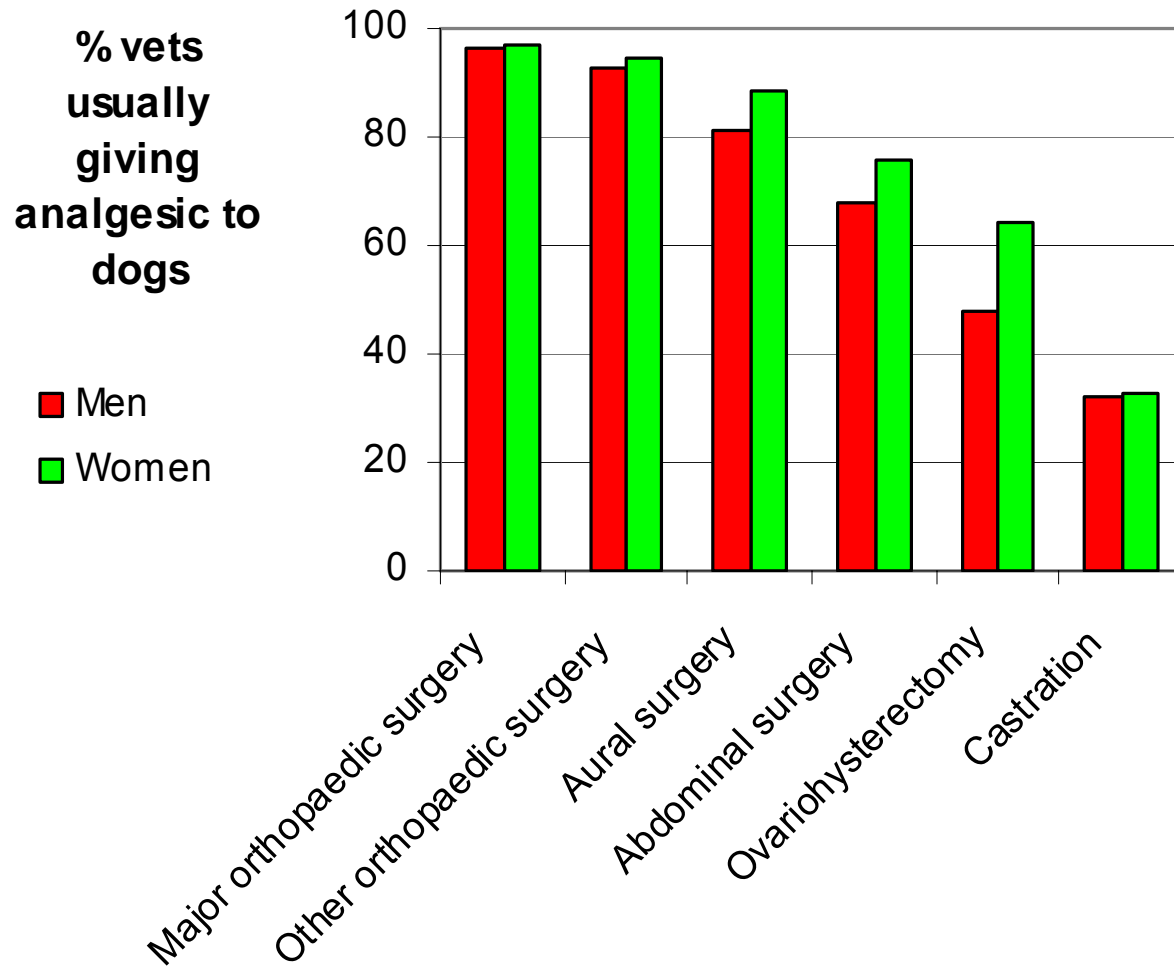
Welfare education :

Three Essentials of Stockmanship (FAWC 2007)

- *“ **Knowledge** of animal husbandry. Sound knowledge of the biology and husbandry of farm animals, including how their needs may be best provided for in all circumstances.*
- ***Skills** in animal husbandry. Demonstrable skills in observation, handling, care and treatment of animals, and problem detection and resolution.*
- ***Personal qualities.** Affinity and empathy with animals, dedication and patience. ”*
- **Goal** : increase “better behaviours” that improve welfare

Example of “better behaviours”

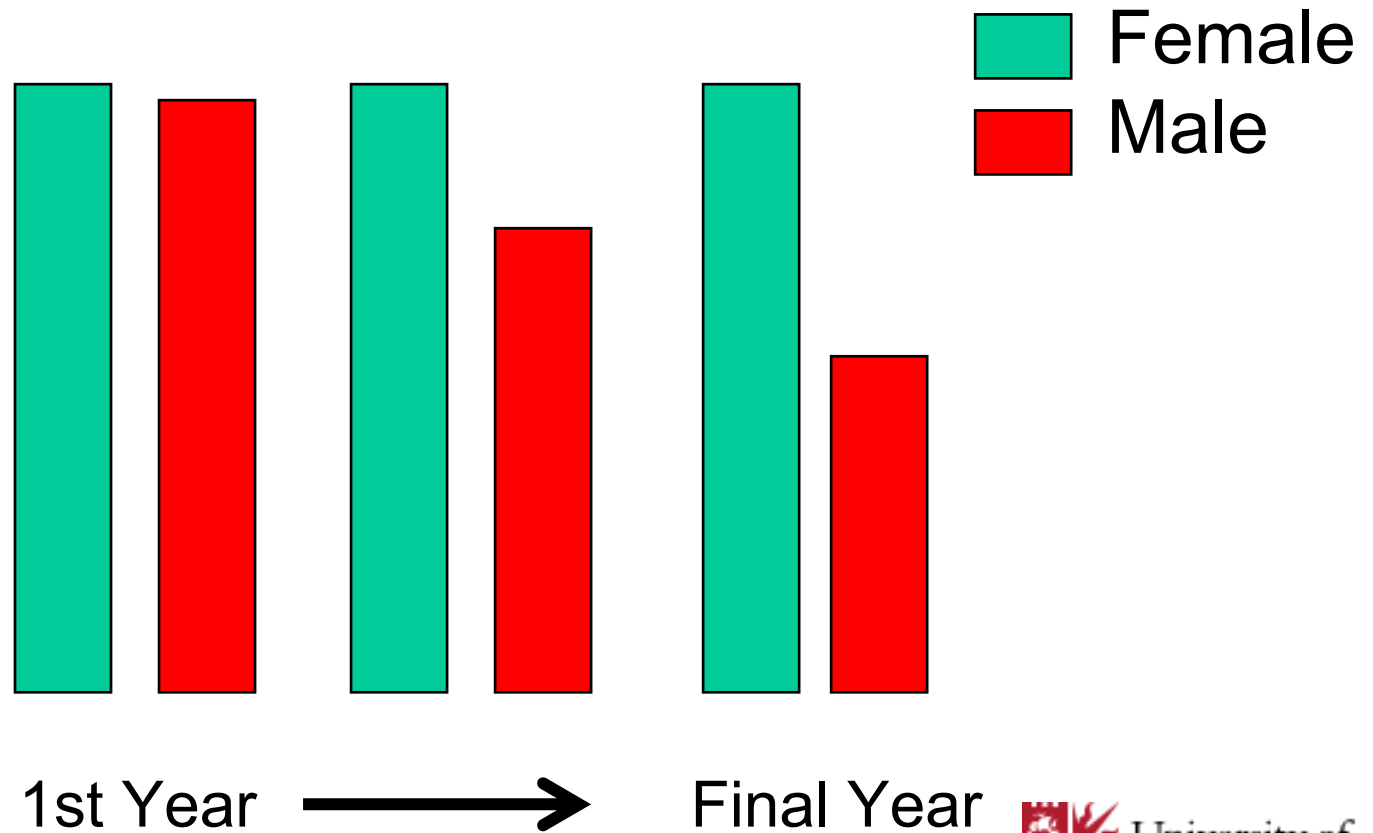
Providing pain relief for veterinary procedure



(Capner et al, 1999)

Empathy in veterinary students

Increasing
Empathy



1st Year



Final Year

Attitudes in vet students (Paul & Podbersbeck 2000)

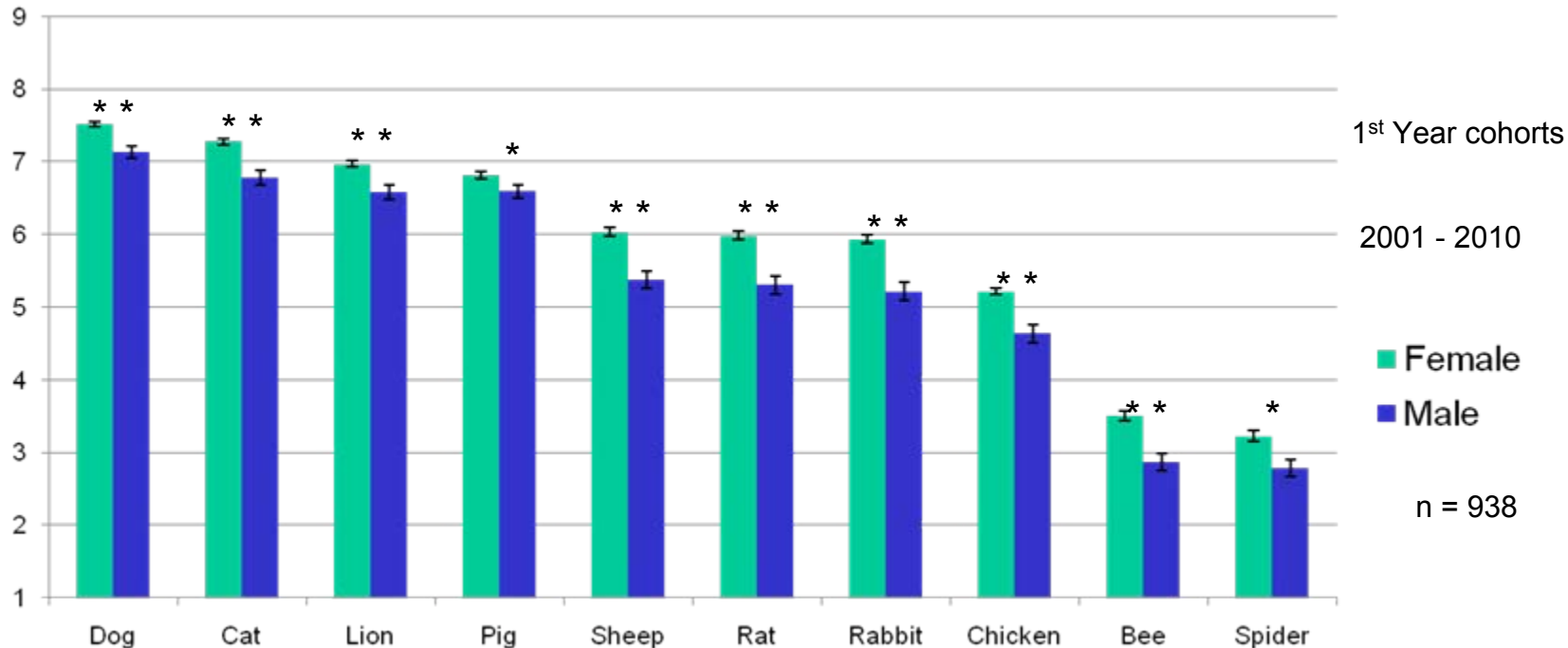
Belief in Sentience : affected by gender

Nancy Clarke, David Main, Elizabeth Paul



“Just like us”

Mean Sentience Score



“Not at all”

MANOVA $F = 6.063, P < 0.001$
Error bars show standard error
* $P \leq 0.01$, ** $P < 0.001$



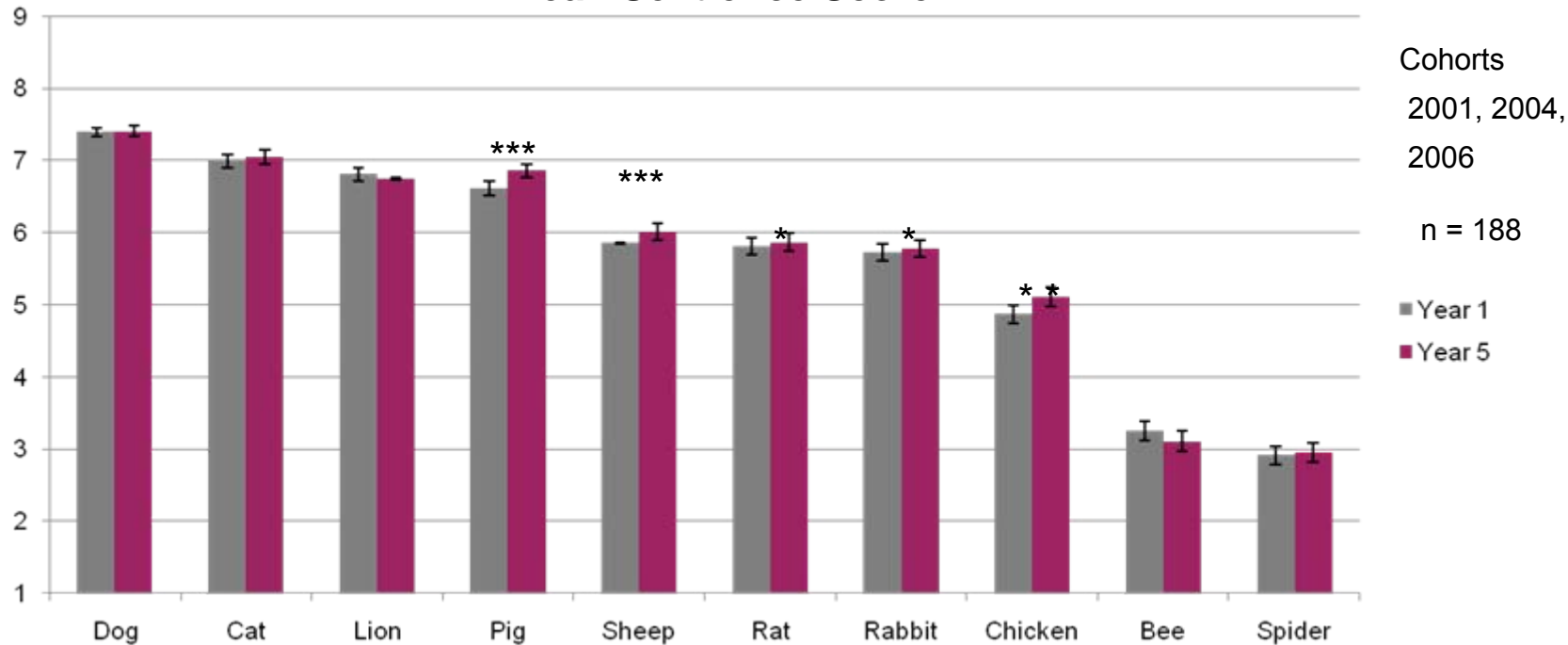
Belief in Sentience : affected by education ?

Nancy Clarke, David Main, Elizabeth Paul



“Just like us”

Mean Sentience Score



“Not at all”

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 Error bars show standard error
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Look & look again.....& think



“Welfare skills” - Standardised assessment



Welfare Quality®
Care and security improving animal welfare

NEN



Welfare Quality®
Care and security improving animal welfare

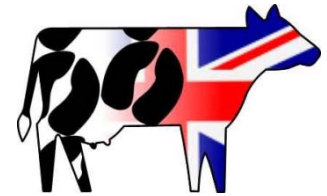
NEN



Welfare Quality®
Care and security improving animal welfare

NEN

“Welfare skills” : promoting change



Healthy Feet Project

Working together to reduce cattle lameness

- **Facilitation**

- *People are more likely to change their behaviour if they think it is their own idea.*

- **Benefits and Barriers**

- *Knowing the benefits and barriers underpins the approach.*

- **Norms**

- *People are more likely to change behaviour if they know others have done the same.*

- **Commitment**

- *Commitment is key to sustaining behaviour change*

- **Prompts**

- *Prompts act to remind people of agreed activities and help sustain the new behaviour.*

Animal welfare education

.....questions that need asking

- **Think cow :**

.....what are **all** its needs / wants ?

- **Think farmer :**

.....how do we motivate change ?

- **Think big :**

.....how can politics make a difference ?