

ANIMAL ASSISTED THERAPY

11:067:395 (3 credits)

FALL 2020

**LOCATION: THIS CLASS WILL BE HELD AS A SYNCHRONOUS REMOTE CLASS
CLASS MEETINGS WILL BE HELD LIVE ON MONDAY AND WEDNESDAY FROM 3:55-5:15 PM.
LIVE CLASSES WILL BE HELD USING THE CONFERENCE FUNCTION IN CANVAS.**

CONTACT INFORMATION:

Instructor: Sara Malone, Ph.D.

Email: s.malone@rutgers.edu

COURSE DESCRIPTION:

This course will introduce students to the human-animal bond and its relevance in animal-assisted activities and therapies. Information regarding the history and evolution of the human-animal bond, the benefits of this relationship, common uses of animals in therapeutic settings, as well as ethical concerns when working with animals will be covered.

PREREQUISITES:

General Biology 01:119:115-116

COURSE WEBSITE, RESOURCES AND MATERIALS:

All course material will be posted on Canvas <https://canvas.rutgers.edu/>. You can log into Canvas using your RUID and password. Select Animal Assisted Therapy under the Courses tab. The material for each day will be posted in Modules. Live lectures will be held during class time beginning at 3:55 PM using the Conference function in Canvas. Recordings of the lectures will be available if you miss a lecture. To access the recording go to the Conference tab, select the date, and select "video". Communication for the class will primarily occur using your University email, so be sure to check your email daily.

Technology Requirements: For this course it is recommended that you have:

1. A computer (desktop or laptop) or a mobile device (smartphone or tablet) that is less than five years old.
2. Speakers/headphones/earbuds for listening to audio and videos.
3. Webcam for interacting in the course and recording final project.
4. A reliable internet connection. A speed at or above 25 Mbps is recommended for smooth video streaming and class meetings.

Recommended (Optional) Textbook: Handbook on Animal-Assisted Therapy: Foundations and Guidelines for Animal-Assisted Interventions. Fifth Edition. Edited by Aubrey H. Fine. Academic Press. 2019.

ISBN: 978-0-12-815395-6.

LEARNING GOALS:

At the end of the course, students will:

1. Develop an understanding of the human-animal bond, the benefits of a variety of animal-assisted activities, and the procedures utilized for selecting and training an animal for animal-assisted therapy. (PLG 3) **Assessment:** Quizzes and the final project.
2. Identify and address safety, ethical and legal concerns of working with animals, as well as discuss the necessary precautions that need to be taken to ensure safety of all those involved. (PLG 3) **Assessment:** Quizzes and the final project.
3. Demonstrate an understanding of the current research in the field of animal-assisted therapy and the implications for the future of animal-assisted therapy. (PLG 6) **Assessment:** The final project.

GRADING:

Grades will be calculated as follows:

A = 90% or above	C = 70 - 76%
B+= 86 - 89%	D = 60 - 69%
B = 80 - 85%	F = less than 60%
C+= 76 - 79%	

ASSIGNED GRADES:

	POINTS
Quizzes (13 quizzes worth 20 pts each, drop one)	240
Intro/Completion Surveys	10
Project	100
Participation	100
TOTAL	450

ASSIGNMENTS/RESPONSIBILITIES:

Comprehension of the learning outcomes will be assessed using quizzes and the final project. Late work will not be accepted without prior approval or in the case of an emergency. If a quiz or assignment is submitted late it will result in a grade of zero. Recorded lectures will be posted online and students are responsible for any material covered in their absence. Absence is not an excuse for not being prepared for a quiz or assignment.

FINAL PROJECT:

The final project will be to identify and explore a real-life animal-assisted therapy program. Students will find the program online and answer a series of questions about the program. They will submit a write-up of the program as their final project due November 23rd submitted online before 11:59 PM. The grading rubric is included below.

PARTICIPATION:

Students are expected to attend live classes. The live classes will include interactive discussions where students can obtain a maximum of 5 points per day for their participation. This could include answering polls during the lecture or participating in a discussion at the beginning or end of lecture. Canvas provides a record of which students attend and talk during live classes. Students can earn up to 100 points for participation over the semester.

ACADEMIC INTEGRITY

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

STUDENT WELLNESS SERVICES

[Just In Case Web App](http://codu.co/cee05e) <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>. Rutgers University welcomes students with disabilities into all of the

University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for

reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/> Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Personal disclosures

Disclosure of personal information often occurs within this course. All students are ethically bound by confidentiality and are not to disclose to any person outside of the course (which includes close family members and friends) any personal information that was shared by any of the students.

COURSE SCHEDULE (SUBJECT TO CHANGE)

DATE	TOPIC	DUE BY 11:59 PM
1 9/2	Introduction to Animal Assisted Therapy	Introductory Survey
2 9/7	NO CLASS – LABOR DAY	
3 9/8	ATTEND MONDAY CLASSES (The Human-Animal Bond)	
4 9/9	Evolution of the Human-Animal Bond	Quiz 1
5 9/14	The Benefits of Working with Animals	
6 9/16	The Benefits of Working with Animals	Quiz 2
7 9/21	Different Types of Animals used in AAT	
8 9/23	History of AAT	Quiz 3
9 9/28	Working with Veterans	
10 9/30	Guest Lecture – Andrea Rego	Quiz 4
11 10/5	Service Animals	
12 10/7	Guest Lecture – Javier Robles	Quiz 5
13 10/12	School Based AAT Programs	
14 10/14	Working with the Aging Population	Quiz 6
15 10/19	AAT and Mental Health	
16 10/21	Welfare of AAT Animals	Quiz 7

17	10/26	Guest Lecture Dr. Ng	
18	10/28	Selecting an Animal to Use for AAT	Quiz 8
19	11/2	Research into AAT	
20	11/4	Research into AAT Continued	Quiz 9
21	11/9	Guest Lecture – Ellen Rankins	
22	11/11	Training an AAT Animal	Quiz 10
23	11/16	Training an AAT Animal Continued	
24	11/18	Student Opportunities to Volunteer or Work	Quiz 11
25	11/23	NO CLASS – PROJECT DUE	PROJECT DUE
26	11/25	NO CLASS – ATTEND FRIDAY CLASSES	
27	11/30	Review of Material Covered	
28	12/2	Guest Lecture – Therapeutic Riding	Quiz 12
29	12/7	Virtual Tour of Mane Stream	Completion Survey
30	12/9	LAST DAY OF CLASS	Quiz 13

**Animal Assisted Therapy
Final Project Grading Rubric**

Student: _____

Topic: _____

	Fails to Meet Criteria (1-4 pts)	Meets Criteria (5-7 pts)	Exceeds Criteria (8-10 pts)	Score (1-10)
Student Presentation	Turned in late	Turned in on time. Well prepared	Turned in on time, very well presented	
Topic/Flow	The paper is hard to follow and/or confusing	Topic is well focused and appropriate	Student shows interest in topic and conveys it in the paper. Paper has a smooth logical flow	
Paper Quality	Paper contained several spelling and/or grammatical errors	Paper is well organized and contains few errors	Paper is well organized, follows the outline provided and contains no spelling or grammatical errors	
Length	Paper is more than one page too short or long	Paper is one page too short or long	Paper is 4 pages in length not including the bibliography or pictures	
Research Articles	No use of research articles	Used two appropriate research articles	Used two appropriate research articles and can explain how these papers relate to their topic	
Citations	No attempt or extremely poor	Made a fair attempt	Cited the articles correctly in the paper	
Facility Choice	Student failed to select a real AAT facility.	Student selected a real AAT facility, but failed to convey the purpose of this facility	Student selected an AAT facility that was a good representative of that type of program. Student conveyed the details of the program in their paper	
Class Learning	Student misrepresented information learned in class or did not attempt to relate where appropriate	Student included information learned in class if appropriate	Student tied in concepts learned in class to improve parts of their paper	
Presentation Components	Presentation failed to address more than one of the questions posed in the outline	Student answered all the questions on a basic level	Student did an excellent job answering all the questions in the outline	
Conclusion	No conclusion	Student had a clear conclusion	Conclusion tied presentation together	
Total Score (100 possible)				