

UNIVERSITY OF MISSOURI

PSYCH 2830 Human-Companion Animal Interaction

Course Syllabus

Fall 2015



Faculty:

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PSYCH 2830: Human-Companion Animal Interaction (3 credit hours)
University of Missouri-Columbia
College of Veterinary Medicine
Sinclair School of Nursing

Semester: Fall, 2015

Eligibility: Psych 1000 is a prerequisite or permission

Meeting Times & Location:

Tuesdays and Thursdays 11:00 AM - 12:15 PM, E-125, Adams Conference Center, Vet Med Bldg.

Professor Information

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You can expect a return email from me within 24-48 hours of your email message.
Office Hours: After class until 1:30 PM, other times as arranged.

Teaching Assistant:
Jenna Rynders

Course Description

Exploration of historical & theoretical bases of human-companion animal interaction (HAI), the nature, issues, & clinical applications of HAI.

Objectives

After completing the course, the student should be able to:

1. Discuss the origins of HAI & it's evolution into a scientific discipline.
2. Identify the scientific rationale for HAI in facilitating health & well-being among humans and animals.
3. Analyze therapeutic uses of HAI including animal assisted therapy, animal assisted activity, & service animals.
4. Discuss issues relating to HAI in diverse populations.
5. Delineate the role of HAI across the lifespan.
6. Relate HAI to demographic trends in aging societies.
7. Describe processes of integrating HAI into practice.

Course Materials

Required Textbook

Fine, A. (Ed.). (2015). *The Handbook on Animal Assisted Therapy: Theoretical Foundations and Guidelines for Practice*. (4th ed.). New York: Academic Press.

Required Selected Readings

A selection of readings is also required. See reference list at end of syllabus for reading listed by class session.

Library Resources and ERes

Access to the reading list will be critical to your academic success. This course uses resources and materials accessible via the Electronic Reserve System (ERes): <http://eres.missouri.edu>. The password is animals.

Blackboard Course Page

We will use a Blackboard Course Page for your convenience. It includes the Syllabus, ERes link, a list of related Resources to help you with your assignments, Class notes, and your grades. Access the Blackboard Page by going to: <http://blackboard.missouri.edu/> logging in, and choosing the course.

Methods of Instruction

Readings (texts and articles), lecture/discussion, videotapes, small group discussions, activities in class, & guest speakers. You will work in small groups of 6-8 members on some in-class exercises.

Content Outline

NOTE: Where appropriate, content will be explored in consideration of both sides of the human-animal dyad.

1. Overview of human-companion animal interaction (HAI)
 - Definition of terms, animal species
 - Identification of HAI as a discipline
2. Historical beginnings of HAI
3. Aging society as a context for HAI across the lifespan
 - Child development and HAI
 - Aging and HAI
4. Scientific Rationale for HAI via companion animal ownership
 - Depression relief
 - Anxiety management
 - Social support
 - Healthy activity/lifestyles
5. Legal, ethical & moral responsibilities of companion animal ownership
6. Grief responses to loss of a companion animal
 - Humans' responses
 - Animals' responses
7. Therapeutic applications of HAI
 - Animal assisted therapy (including hippotherapy)
 - Animal assisted activity
 - Service animals
8. Scientific Rationale for therapeutic applications of HAI
 - Enhancing psychotherapy

- Facilitating physical function
- Empowerment
- 9. Integration of HAI into professional practice
 - Program standards
 - Practical & resource issues
- 10. Issues associated with HAI
 - Economic euthanasia & pet insurance
 - Animal bites
 - Breed bans
 - Animal abuse & neglect
 - Zoonotic transmission
 - Legal issues (via Americans with Disabilities Act, Older Americans Act)
 - Advocacy for HAI
 - HAI in diverse populations

Expectations and Course Management

1. Students have an obligation to conduct themselves in a manner that reflects honesty, integrity and respect for others. "Visiting" with a friend or person seated next to you is disruptive and should not occur during class.
2. Generally, late assignments will **NOT** be accepted for anything other than an extreme reason (e.g. serious illness, injury). If a late assignment is absolutely necessary, negotiation should be initiated by the student **PRIOR** to deadlines so that mutually agreed upon clarification can occur. With or without this negotiation, when an assignment is submitted late, a 5% deduction in grade will be taken for each business day after the due date. Procrastinating or being unable to "get to" work on assignments is not an acceptable reason for requesting a late submission.
3. Open, honest, and accurate communication is encouraged. Students are expected to be proactive in bringing concerns to the professor in a timely, private and professional manner. Do not wait until you are in extreme trouble to come to me for help. Please keep me apprised. I want to help you but cannot do this if you don't communicate.
4. Plagiarism is the act of misrepresenting ideas or words that are not your own....use citations accordingly. Plagiarism will result in a grade of "F" on any assignment.
5. Respectful, non-disruptive behavior is expected at all times in the classroom.
6. **Surfing the web, doing email, or other computer work unrelated to the course, text-messaging and taking or making cell phone calls are expressly forbidden in this class. This behavior is distracting and disrespectful of faculty and classmates and means that you are not engaged in the classroom activities. Cell phones are to be turned off before class begins. Laptop computers will be banned when improper use (E.g. Facebooking) is identified.**
7. **Those wishing to use laptop computers strictly for note-taking or viewing assigned articles will be expected to sit in the back rows of the student group so as not to distract other students.**
8. **You must read before class, and bring to class, the assigned reading for each class period. We will discuss them. I will call on you to contribute. You must read in this class and come prepared to participate in the discussion.**

Weekly Schedule and Assignments (Note: Please also see required journal reading list at end of this syllabus). We will have various Guest Speakers presenting either in person or by teleconference. I will inform you of changes in their scheduled presentation dates.

Date	Topic	Readings	Assignment
Week 1 8/25	Class Meets in E125 Adams Conference Center—Far East side of Vet School—Enter from Rollins Rd. Collegial introductions, Course Overview & How to read research		Bring course syllabus & textbook. Ask pertinent questions.
8/27	Introduction to HAI and Service Learning Guest Speaker: MU Office of Service Learning Guest Speaker: Ms. Karen Grindler, Cedar Creek Therapeutic Riding Center	Articles: See list at back of syllabus APPMA 2013-14 URL Murray et al, 2010 Dresser, 2002	Complete reading assignment. Participate in class discussion.
Week 2 9/1	Overview of human-companion animal interaction (HAI) & One Health Definition of terms, animal species	Fine: Ch 1, 3 & IAHAIO White Paper in Fine book Articles: AVMA, 2014 One Health, 2014 Printz, 2011	Complete reading assignment. Participate in class discussion.
9/3	Identification of HAI as a discipline	Fine: Ch 27, 28.1-28.4 Articles: Headey, 2007 Virues-Ortega, 2006 National Institutes of Health and Mars Inc. document + website	Complete reading assignment. Participate in class discussion. You may also want to check out some of the websites listed in the reading list about degree programs in HAI. These are optional.
Week 3 9/8	Guest Speaker: Dr. Liz Hansen and Co: Dog showing and HAI	Fine: Ch 5 Websites see reading list	Before coming to class, watch videos on websites. Complete reading assignment. Participate in class discussion.
9/10	HAI across the lifespan Speaker: Gretchen Carlisle, PhD	Fine: Ch 13, 17, 18 Articles: Triebenbacher 1998	Complete reading assignment. Participate in class discussion.

		Pendry & Roeter 2013 Pendry et al 2014	Exam Study Guide.
Week 4 9/15	EXAM #1		EXAM #1 Covers week 1-3
9/17	Historical beginnings of HAI Settings for HAI	Fine: Ch 2, 12, 14, 15, 24	Complete reading assignment. Participate in class discussion.
Week 5 9/22	Scientific Rationale for HAI via companion animal ownership Part 1 Health and Depression	Fine: Ch 7 Articles: Tower, 2006 Adamle, et al 2009 Odendaal, 2000	Complete reading assignment. Participate in class discussion.
9/24	Scientific Rationale for HAI via companion animal ownership Part 2 Social support	Fine: Ch 20 Articles: Friedmann, 1995 McNicholas, 2000 Kraus-Parello, 2012	Complete reading assignment. Participate in class discussion.
Week 6 9/29	Healthy activity/lifestyles	Articles: Johnson, 2010 Motooka, 2006 Allen, 2001 Westgarth et al, 2012	Complete reading assignment. Participate in class discussion.
10/1	Grief responses to loss of a companion animal Humans' responses Animals' responses Guest Speaker: Francesca Tocco, MSW	Fine: Ch 25 Articles: Dunn, 2005 Meyers, 2000 Kimura, et al, 2011	Complete reading assignment. Participate in class discussion.
Week 7 10/6	NO CLASS		Your professor will be lecturing on HAI in BRAZIL this week at both the Vet School and Nursing School and also giving a keynote lecture at an HAI conference
10/8	NO CLASS		Please use this week to catch up on your assigned readings in the class and to do service learning hours.
Week 8 10/13	Legal, ethical & moral responsibilities to companion animals	Fine: Ch 10 Articles: Heath, 2001	Complete reading assignment. Participate in class discussion.

	Guest speaker: Ms. Carol Parmenter and "Cookie" the miniature therapy horse Animal assisted therapy (including hippotherapy)	Arkow, 2007 +website	
10/15	Therapeutic applications of HAI, One Health	Fine: Ch 16, 19 Articles: Benda, 2003 +websites Terra et al, 2012 Sonoda, et al, 2011 Wells, 2012	Complete reading assignment. Participate in class discussion.
Week 9 10/20	Proper socialization of puppies and kittens Guest Speaker, Dr. Francois Martin, Nestlé Purina: Animal assisted activity Program standards Patient & staff perspectives on AAA/AAT	Articles: Martin, 2002 Moody, 2002 Nimer, 2007	Complete reading assignment. Participate in class discussion. Exam Study Guide.
10/22	EXAM #2		EXAM #2 Covers weeks 4-9
Week 10 10/27	The animal side of AAT	Fine: Ch 8, 9, 26 IAHAIO White Paper—see IAHAIO.org website	Complete reading assignment. Participate in class discussion.
10/29	Therapeutic applications of HAI Part 3: Service animals, ADA, & OAA	Fine: Ch 23 Articles: Duncan, 2000 Guest, 2006 Eddy, 1988 Burrows, Adams, & Spiers, 2008	Complete reading assignment. Participate in class discussion.
Week 11 11/3	Scientific Rationale for therapeutic applications of HAI Enhancing psychotherapy Guest speaker: Dr. Aubrey Fine, child psychologist	Fine: Ch 11 Articles: Parish-Plass, 2008	Complete reading assignment. Participate in class discussion.

11/5	EXAM #3		EXAM #3 Covers weeks 9–11
Week 12 11/10	Issues associated with HAI Part 1 Dark side of HAI Economic euthanasia & pet insurance	Articles: Colby, 2002	Complete reading assignment. Participate in class discussion
11/12	Zoonotic transmission Guest Speaker: Dr. Leah Cohn, MU CVM:	Articles: CDC, 2001 Greene, 2011 Lodge et al, 2012	Complete reading assignment. Participate in class discussion.
Week 13 11/17	Issues associated with HAI Part 2 Guest Speaker: Dr. Alan Beck, Purdue University Animal bites, Breed bans,	Articles: VanKavage & Beck, 2007 Beck, 1991	Complete reading assignment. Participate in class discussion.
11/19	Advocacy for HAI HAI in diverse populations Guest Speaker: Dr. Brinda Jegatheesan, University of Washington	Fine: Ch 4, 21, 22 Articles: Campbell-Begg, 2000 Edwards, 2002 Castelli, 2001 McCabe, 2002	Moderated Service Learning poster presentations. Service Learning Sites: Cedar Creek Therapeutic Riding Center & Reilly Riding Center
Week 14 11/21- 11/30	THANKSGIVING BREAK	NO CLASS OR OFFICE HOURS	
Week 15 12/1			Moderated Service Learning poster presentations. Service Learning Sites: CMHS, CSC, D & D, CVM Greyhounds
12/3			Moderated Service Learning poster presentations. Service Learning Sites: TORCH & ESTR projects Other Offsite programs
Week 16 12/8			Moderated Service Learning poster presentations. Service Learning Sites: PAWSitive Visits, TiPPI program, Veterans and shelter dogs

12/10	EXAM #4 Non-comprehensive-- covers weeks 12-15		ALL MATERIALS DUE TO PROFESSOR
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Assignments and Expectations:

1. Regular Writing Exercises (20% / 200 points)

Purpose: The purpose of these exercises is to ascertain your attendance in class and your understanding of class content.

Assignment:

I will ask you to write and turn in your response to a question that I pose. This could occur on Tuesday, Thursday or both, in the beginning, middle or at the end of class. There are NO make ups of missed writing exercise except for reasons of illness (bring Dr.'s excuse), death of a family member, or catastrophic event such as an auto accident —EXCEPT for those participating in required activities related to military service or an MU formally sponsored event (e.g. competing in a track meet, or class field trip). Proof that this absence is required must be given to the professor. Service members on active duty or veterans, who must have a required absence, must give the professor advance notice of their required—service duty-related—absence, including proof that this absence is required.

Evaluation (200 points)

Those who turn in 100% of the exercises (4) of sufficient quality will receive 200 points. Each assignment is worth 50 points. So if you only submit 50% of the possible total exercises, you will receive only 100 points, etc. If your response is not on track for the question posed, you will not receive the full 50 points, but less, based on the quality of your response. [Do not underestimate](#) the importance of doing the readings, coming to class and participating in these assignments. They have in the past made the difference between grades for the course.

2. Service Learning Project (40% / 400 points)

Purpose: The purpose is to provide an opportunity to apply HAI concepts in a practice setting of interest. Previous students have universally given this activity exceptionally positive reviews and many students continue to volunteer at their chosen site long after completing this course.

Assignment:

Overall, more than 1400 MU students, each semester, across all disciplines, serve in our community. The Office of Service-Learning will provide a separate orientation, 50 minutes in length, of the placement processes and expectations we have for you. You will sign up for the orientation during the first week of class.

Identify an existing HAI program or begin a new one in an area of your interest. E.g. you may wish to begin animal visits in a primary school classroom, an assisted living facility or a university dorm, you may wish to volunteer in an existing program (we will provide a list of possible alternatives). Alternatively, you will be working with one of the animal rescue, therapeutic companion, or not-for-profit animal-related service organizations in our community. The list of available placement sites that have been preapproved will be posted separately on Blackboard, along with a sample time sheet.

Any other placement site must be approved by the professor before you can plan to serve there for this assignment.

Plan and organize your activities in collaboration with your professor, the Office of Service Learning, and relevant community contact persons. Complete the activities planned according to the course schedule. You are strongly encouraged to keep separate track of your hours.

You must spend a minimum of 20 hours volunteering at your chosen location. You have the option of completing 30 hours in order to have this course listed on your university transcript as a Service Learning (SL) course. This is independent of the requirement for the course or points earned. **Do not procrastinate on starting service learning hours!** There will be no emergency bail-outs late in the semester for those who fail to plan and work diligently on their service learning activities.

Evaluation (400 points)

- Realistic activities in harmony with the chosen setting.
- Proper and timely planning and implementation.
- Excellent working relationship with community contact persons.
- Good record-keeping of your hours spent with dates and times.
- **Service Learning Contract** completed via guidelines from Office of Service Learning, and sent to professor showing the site for your SL experience.
- **Service Learning Host Assessment of Student (175 points)** completed by the person with whom you negotiated your service learning activities/who supervised you in that role and submitted an evaluation of you to the Service Learning Office, or the professor.
- **Class poster presentation (225 points)** Make a poster describing your project, your activities, the aims of the service facility that you worked with, & what you learned using visual depictions, and limited narrative. See the Blackboard Site for the Poster Evaluation Rubric to guide you with content. See the following sites for guidelines on how to prepare a poster
<http://iimacenter.osu.edu/Poster/Index.html>
<http://library.buffalo.edu/libraries/asl/guides/bio/posters.html>

You may create your poster with or without powerpoint, using your artistic abilities. But your poster must be in **hard-copy** for your in-class presentation. It must be easy to read with effective visuals/photos, and must be professional in appearance. We will show the posters during class time according to the week of class that your service learning site is scheduled. Your classmates and professor will visit each poster, while you stand by your poster to “present” your activity to them. **You may not simply prepare a poster in Powerpoint and bring a laptop to show it on. The posters are to be in hardcopy on a stand-up board. On the day of your poster presentation (see calendar), you must submit the number of SL hours you have completed.**

3. Exams (40% / 400 points)

There will be four (4), multiple-choice, non-comprehensive exams administered in the course. Together, they will account for 40% of the course grade. Post-exam review of correct answers is a civilized process in which the professor clarifies misunderstanding of content. No decisions regarding alteration of exam scores will be made during the post-exam review. I will apprise you of any decisions in the next class period.

Course Evaluation:

Assignment/Activity	Total Percentage
Exams	40%
Service Learning Project	40%
Regular Writing Exercises	20%

Students are expected to complete all course requirements according to the course schedule.

Grading Scale:

Grading scale will be A to F per the following scale:

Total Percentage	Grade
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
59% or less	F

Help Available:

The goal is for students to learn a great deal and be successful in the course. Your professor is eager to help you if you have questions or need guidance. It is your responsibility to seek needed help in a timely manner. Please do not suffer in silence if you are having a problem. You may contact the professor via email and/or by visiting during regular office hours or by appointment.

Attendance:

All students are expected to attend all scheduled class sessions. No make-up of missed writing exercises will be permitted except as specified in the writing exercise section of this syllabus.

Make-up exams:

Only in cases of illness or other extreme circumstances. No early taking of exams.

Missed Class Session:

Missed class session material must be obtained from a classmate. Slides shown in class will be posted on the BlackBoard site.

Extra Credit: Not offered.

Reporting illness or other hardships:

Send an email to or call the professor at 573-808-4743.

Class Etiquette:

Your professor and fellow students wish to foster a safe classroom environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an *idea* but you are not to attack an *individual*. Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Working as a community of learners, we can build a polite and respectful course ambience.

Email Etiquette:

Email is a very convenient and efficient way to communicate. It needs to be used in a respectful manner. Never use all capital letters when sending emails as this adds a "screaming" emphasis to what you are writing. Always address the person to whom you are writing (E.g., "Dear Dr. Johnson,"), because it is rude to simply start out with your message with no recognition of the person to whom you are writing. Never write angry or aggressive email messages (E.g. "Hey, what is up with my grade??!!"). Email is not the way to express anger. Always be as polite as you would be if you were speaking in person, and always end your message with a "thank you."

Academic Integrity Policy:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course professor.

Academic Dishonesty includes but is not necessarily limited to the following:

- A. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
- B. Plagiarism which includes but is not necessarily limited to submitting examinations, themes, reports, drawings, laboratory notes, or other material as one's own work when such work has been prepared by another person or copied from another person.
- C. Unauthorized possession of examinations or reserve library materials, or laboratory materials or experiments, or any other similar actions.
- D. Unauthorized changing of grades or markings on an examination or in a professor's grade book or such change of any grade report.

Academic Integrity Pledge: *"I strive to uphold the University values of respect, responsibility, discovery, and excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance on this work."* Students are expected to adhere to this pledge on all graded work whether or not they are explicitly asked in advance to do so.

The University has specific academic dishonesty administrative procedures. Although policy states that cases of academic dishonesty must be reported to the Office of the Provost for possible action, the professor may assign a failing grade for the assignment or a failing grade for the course, or may adjust the grade as deemed appropriate. The professor also may require the student to repeat the assignment or to perform additional assignments. In instances where academic integrity is in question, faculty, staff and students should refer to [Article VI of the Faculty Handbook](#). Article VI is also available in the [M-Book](#). Article VI provides further

information regarding the process by which violations are handled and sets forth a standard of excellence in our community.

University of Missouri-Columbia Notice of Nondiscrimination:

The University of Missouri System is an Equal Opportunity/ Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, [Human Resource Services](#), University of Missouri-Columbia, 130 Heinkel Building, Columbia, Mo. 65211, (573) 882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

ADA Statement:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. Please see me privately after class, or at my office.

Office location: ReCHAI Office (see beginning of syllabus) Office hours: Tues & Thurs 12:15-1:30 PM Other times as arranged.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services S5 Memorial Union, 573-882-4696 disabilityservices@missouri.edu and then notify me of your eligibility for reasonable accommodations. This is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and professors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Grievance Policy:

Information concerning student grade appeal procedures and non-academic grievances and appeals may be found in the Student Handbook.

Required Journal Articles/Non-text Reading/Viewing List (Articles Available on ERes site):

WEEK 1, for 8/27:

American Pet Products Manufacturers Association. Pet industry trends for 2013-2014. URL: http://www.americanpetproducts.org/press_industrytrends.asp

Murray, J.K., Browne, W. J., Roberts, M. A., Whitmarsh, A., & Gruffydd-Jones, t. J. (2010). Number and ownership profiles of cats and dogs in the UK. *Veterinary Record*, 166:163-168 doi:10.1136/vr.b4712

Dresser, N. (2002). The horse bar mitzvah: A celebratory exploration of the human-animal bond. (pp. 90-107). In: A. J. Podberscek, E. S. Paul, & J. A. Serpell (Eds.). *Companion Animals and Us: Exploring the Relationships between People and Animals*. Cambridge, England, Cambridge University Press.

WEEK 2, for 9/1:

- AVMA (2008). One Health : A New Professional Imperative. One Health Initiative Task Force : Final Report. http://www.avma.org/onehealth/onehealth_final.pdf
- Printz, C. (2011). Pet animals with cancer help advance human cancer research: similarities help to explore future human treatments. *Cancer*, 117(21), 4807-4809.

WEEK 2, for 9/3:

- National Institutes of Health and Mars Inc. Partner to Promote Research on Human-Animal Interaction. Final HAI Web Announcement 11 2008 pdf
- Headey, B., & Grabka, M. (2007). Pets and human health in Germany and Australia: National longitudinal results. *Social Indicators Research*, 80, 297-311.
- Virues-Ortega, J., Buéla-Casal, G. (2006). Psychophysiological effects of human-animal interaction: theoretical issues and long-term interaction effects. *Journal of Nervous & Mental Disease*, 194(1), 52-57.

WEEK 3, for 9/8:

- <http://www.akc.org/events/conformation/faqs.cfm>
<http://www.westminsterkennelclub.org/>
<http://www.akc.org/aenc/>

WEEK 3, for 9/10:

- Triebenbacher, S. (1998). Pets as transition objects: Their role in children's emotional development. *Psychological Reports*, 82(1), 191-200.
- Also: <http://www.ncbi.nlm.nih.gov/bookshelf/br.fcgi?book=hsnihsos&part=A23010>
http://www.anthrozoology.org/directions_in_human_animal_interaction_research

WEEK 4, for 9/15: Exam #1; No articles for this class.

WEEK 4, for 9/17: No articles for this class.

WEEK 5, for 9/22:

- Adamle, K.N., Riley, T. A., & Carlson, T. (2009). Evaluating college student interest in pet therapy. *Journal of American College Health*, 57, 545-548.
- Odendaal, J. & Lehmann, S. (2000). The role of phenylethylamine during positive human-dog interaction. *ACTA Veterinaria*, 69(3), 183-188.
- Tower, R., & Nokota, M. (2006). Pet companionship and depression: results from a United States internet sample. *Anthrozoos*, 19(1), 50-64.

WEEK 5, for 9/24:

- Friedmann, E. & Thomas, S. (1995). Pet ownership, social support, and one-year survival after acute myocardial infarction in the cardiac arrhythmia suppression trial (CAST). *American Journal of Cardiology*, 76, 1213-1217.
- McNicholas, J. & Collis, G. (2000). Dogs as catalysts for social interactions: Robustness of the effect. *British Journal of Psychology*, 91, 61-70.
- Krause-Parello, C.A. (2012). Pet ownership and older women: the relationships among loneliness, pet attachment support, human social support, and depressed mood. *Geriatric Nursing*. 33(3):194-203. Epub 2012 Feb 8.

WEEK 6, for 9/29:

- Allen, K., Shykoff, B., & Izzo, J. (2001). Pet ownership, but not ACE inhibitor therapy, blunts home blood pressure responses to mental stress. *Hypertension*, *38*, 815-820.
- Johnson, R. A., & Meadows, R. L. (2010). Dog-Walking: Motivation for adherence to a walking program. *Clinical Nursing Research*, *19*(4), 387-402. doi: 10.1177/1054773810373122
- Johnson, R. A., Motooka, M., Koike, H., Yokoyama, T., & Kennedy, N. (2006). Effect of dog-walking on autonomic nervous activity in senior citizens. *Medical Journal of Australia*, *184*, 60-63.
- Westgarth, C., Liu, J., Heron, J., Ness, A. R., Bundred, P., Gaskell, r. M., German, A. J., McCune, S., & Dawson, S. (2012). Dog ownership during pregnancy, maternal activity, and obesity: A cross-sectional study, *PloS One*, *7*(2), e31315 Published online 2012 February 15. doi: [10.1371/journal.pone.0031315](https://doi.org/10.1371/journal.pone.0031315) PMID: PMC3280272

WEEK 6, for 10/1:

- Dunn, K., Mehler, S., & Greenberg, H. (2005). Social work with a pet loss support group in a university veterinary hospital. *Social Work in Health Care*, *41*(2), 59-70.
- Meyers, B. (2000). Anticipatory mourning and the human-animal bond. (pp. 537-564). In: T. Rando (Ed.), *Clinical Dimensions of Anticipatory Mourning*. Champaign, IL: Research Press.
- Kimura Y., Kawabata, H., & Maezawa, M. (2011). Psychiatric investigation of 18 bereaved pet owners, *Journal of Veterinary Medical Science*, *73*(8): 1083–1087.

WEEK 7, for 10/6: NO CLASS

WEEK 7, for 10/8: NO CLASS

WEEK 8, for 10/13:

- Heath, S., Kass, P., Beck, A., & Glickman, L. (2001). Human and pet-related risk factors for household evacuation failure during a natural disaster. *American Journal of Epidemiology*, *153*(7), 659-665.
- Arkow, P. (2007). Animal maltreatment in the ecology of abused children: Compelling research and responses for prevention, assessment and intervention. *Protecting Children: A professional publication of American Humane*, *22*(3 & 4), 66-79.
- Also: <http://www.msnbc.msn.com/id/19209911/>

Also:

<http://www.blazingpraiestars.com/Default.aspx?page=Program%20Videos/Hippotherapy/1.wmp>

WEEK 8, for 10/15:

- Benda, W., McGibbon, N. H., & Grant, K. L. (2003). Improvements in muscle symmetry in children with Cerebral Palsy after equine-assisted therapy (hippotherapy). *Journal of Alternative and Complementary Medicine*, *9*(6), 817–825.
- Terra, V.C., Sakamoto, A.C., Machado, H.R., Martins, L.D., Cavalheiro, E.A., Arida, R.M., Stöllberger, C., Finsterer, J., Scorza, F.A. (2012). Is the outcome of sudden unexplained death in epilepsy influenced by pets? *Seizure*. Jul 13. Epub ahead of print. PMID: 22796046.
- Sonoda, H., Kohnoe, S., Yamazato, T., Satoh, Y., Morizono, G., Shikata, K., Morita, M., Watanabe, A., Morita, M., Kakeji, Y., Inoue, F., & Maehara, Y. (2011). Colorectal cancer screening with odour material by canine scent detection. *Gut*, 1-6. doi:10.1136/gut.2010.218305

Wells, D. (2012). Dogs as a diagnostic tool for illness in humans. *Alternative Therapies*, 18 (2), 12-17.

WEEK 9, for 10/20:

- Martin, F., & Farnum, J. (2002). Animal-assisted therapy for children with pervasive developmental disorders. *Western Journal of Nursing Research*, 24(6), 657-670.
- Moody, W., King, R., & O'Rourke, S. (2002). Attitudes of paediatric medical ward staff to a dog visitation programme. *Journal of Clinical Nursing*, 11, 537-544.
- Nimer, J., & Lundahl, B. (2007). Animal-Assisted Therapy: A Meta-Analysis, *Anthrozoos*, 20(3), 225-238.

WEEK 9, for 10/22: Exam #2; No readings for this class.

WEEK 10, for 10/27: No readings for this class.

WEEK 10, for 10/29:

- Burrows, K. E., Adams, C. L., & Spiers, J. (2008). Sentinels of safety: Service dogs ensure safety and enhance freedom and well-being for families with autistic children. *Qualitative Health Research* 18 (12), 1642-1649. DOI: 10.1177/1049732308327088.
- Duncan, S. L. (2000). APIC state of the art report: The implications of service animals in health care settings. *Journal of Infection Control*, 28(2), 170-180.
- Guest, C., Collis, G., & McNicholas, J. (2006). Hearing dogs: A longitudinal study of the social and psychological effects on deaf and hard-of-hearing recipients, *Journal of Deaf Studies and Deaf Education*, 11(2), 252-261.
- Eddy, J., Hart, L. & Boltz, R. (1988). The effects of service dogs on social acknowledgement of people in wheelchairs. *Journal of Psychology*, 122, 39-45.

WEEK 11, for 11/3:

- Parish-Plass, N. (2008). Animal-assisted therapy with children suffering from insecure attachment due to abuse and neglect: a method to lower the risk of intergenerational transmission of abuse? *Clinical Child Psychology & Psychiatry*, 13(1):7-30.

WEEK 11, for 11/5: Exam #3; No readings for this class.

WEEK 12, for 11/10:

- Colby, P., & Sherman, A. (2002). Attachment styles impact on pet visitation effectiveness. *Anthrozoos*, 15(2), 150-165.

WEEK 12, for 11/12:

- Centers for Disease Control and Prevention Healthcare Infection Control Practices Advisory Committee (HICPAC). (2001). *Draft guideline for environmental infection control in healthcare facilities*.
- Greene, C. E. (2011). Zoonotic infections of medical importance in immunocompromised humans. In C. E. Greene (Ed.), *Infectious Diseases of the Dog and Cat*, (4rd Ed.). (pp.1141-1162). Philadelphia: W.B. Saunders.

Lodge, C.J., Allen, K.J., Lowe, A.J., Hill, D.J., Hosking, C.S., Abramson, M.J., Dharmage, S.C. (2011). Perinatal cat and dog exposure and the risk of asthma and allergy in the urban environment: a systematic review of longitudinal studies. *Clinical Developments in Immunology*. 2012;2012:176484. Epub 2011 Nov 30.

WEEK 13, for 11/17:

Beck, A. M. (1991). Epidemiology of animal bites. *Seminars in Veterinary Medicine and Surgery*(6)3, 186-191.

VanKavage, L. & Beck, A. M. (2007). Clinical ethics: Profiling: Both sides of the issue. *Veterinary Forum*, 64-67.

WEEK 13, for 11/19:

Campbell-Begg, T. (2000). A case study using animal-assisted therapy to promote abstinence in a group of individuals who are recovering from chemical additions. *Journal of Addictions Nursing*, 12(1), 31-35.

Castelli, P., Hart, L., & Zasloff, L. (2001). Companion cats and the social support systems of men with AIDS. *Psychological Reports*, 89, 177-187.

Edwards, N. E., & Beck, A. M. (2002). Animal assisted therapy and nutrition in Alzheimer's disease. *Western Journal of Nursing Research*, 24(6), 697-712.

McCabe, B., Baun, M., Speich, D., & Agrawal, S. (2002). Resident dog in the Alzheimer's special care unit. *Western Journal of Nursing Research*, 24(6), 684-696.

WEEKS 14, 15, & 16: No readings these weeks—see calendar