



## PRINCIPLES OF APPLIED ETHOLOGY

FALL 2021

4 weeks – September 27<sup>th</sup> – October 25<sup>th</sup>  
NO CLASS on October 11<sup>th</sup>

**Lecture (all students):** Mondays at 12 pm ET

\*Lectures will also be recorded for later viewing\*

**Discussion (full students only):** Thursdays at 1 pm ET

Kristina Spaulding, PhD, CAAB

info@smartdogtrainingandbehavior.com

www.smartdogtrainingandbehavior.com

### Required materials

Computer, high speed internet access, microphone and speakers

### Prerequisites

None

### Course Description and Organization

#### *Content*

Ethology is the next step on your quest for the deepest possible understanding of dogs. Ethology is the study of animal behavior and its evolution. In other words, how do animals come to be who they are? And what does this mean for how they behave? The exploration of these questions will forever change how you think about the animals we live with.

Upon completion of this course, students should be able to:

- Define ethology and explain how it helps us understand behavior
- List and explain Tinbergen's Four Questions
- Define evolution and natural selection and discuss why they are important to animal training and behavior
- Explain domestication and its role in animal behavior
- Explain the role of motivation in driving behavior and how we can use it
- Describe what we know of animal cognition and how we can use that information to improve outcomes
- Highlight the different aspects of social behavior and their role in training and behavior
- Explain what forces come together to form an animal's personality
- Describe what we know about human-animal relationships
- Use course information to make predictions about how an individual might behave under particular conditions
- Apply knowledge of ethology to animal training and behavior
- Be able to analyze, integrate and apply new information to fit into current framework of knowledge. If it doesn't fit into current framework, be able to pursue novel paths of thinking.



### *Species Covered*

This course is a general ethology course and not specific to dogs. Information in this course will be relevant to dogs *and* to other domestic species. As my background is in dogs, many of the examples used will apply to dogs, but the course material will apply to other species as well. This course is a prerequisite for my Applied Ethology in Dogs Course.

### *Approach*

I believe that the most effective learning occurs when students are not only provided with the facts, but also provided ample opportunity to use that information in concrete ways, engage in challenging activities, interact with others and receive frequent feedback on their progress.

Therefore, this course will be taught using an approach that encourages collaboration and active learning. All students will have access to the lecture which will be presented live. During lecture, students will have the opportunity to ask questions and to engage in some (optional) interactive discussion. Lectures will also be recorded for those who cannot attend live.

Full students will also participate in a live discussion session. Discussions are built around interactive activities designed to enable students to master the course material, apply it to hands on work with animals and connect it with other aspects of training and behavior. This allows full students to maximize their learning, as well as build a personal relationship with the other students and myself. Discussion sections depend on live participation and are not recorded. This also gives students permission ask questions and share their ideas without any concern about being recorded. Many students particularly enjoy the opportunity to interact with students that work with a variety of different species.

I began my teaching career by teaching at a university and I hold students in my online courses to the same standards. I have high expectations for engagement and quality of work. This is because I have confidence that my students can meet—and often exceed—these expectations! I strongly feel that if I am going to set a high bar, then it is my job to step up and make sure my students can reach it. This means that I hold myself to a very high standard as well and I love it when students reach out if they are struggling with the material in any way. I am happy to help! If you haven't taken a college course before, but are willing to put in the work and reach out for help if needed, then you should do well in this course. I only set goals that I am confident my students can achieve!

### **CEUs**

#### Auditors:

- IAABC - 4 CEUs
- CCPDT – 4 CEUs for behavior consultants
- CEUs will require watching the lectures and submitting the secret words.

#### Full students:

- IAABC – 9.5 CEUs



- CCPDT – 8 CEUs for behavior consultants
- CEUs will require watching the lectures and submitting the secret words, attending 75% or more of the discussion sections and completion of work in class as well as the completion of a comprehensive quiz. The quiz must be passed with a score of 80% or higher. If you receive less than 80% on the quiz you may retake the quiz once, after contacting the instructor for clarification on the missed questions.

#### **Refund policies**

- Refunds, minus a \$10 processing fee, will be granted if requested up to 2 days before the start of class. After that, 50% refunds will be granted up until the start of class.
- Refunds are not available after the start of class.
- Refunds will not be granted if you are unable to attend class and therefore unable to complete the required work. Excused absences will be granted in case of emergencies and illness (with proper documentation).