# **APBI 316 – Equine Biology, Health and Welfare**

## Acknowledgement

The class meets on Tuesday and Thursday, 16:00-17:20 in the MacMillan Building room 158 (when in-person) and over Zoom (for online e.g. guest speakers). UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

## Course Information

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| --- | --- | --- |
| **Course Title** | **Course Code Number** | **Credit Value** |
| **Equine Biology, Health and Welfare** | APBI 316 | 3 |

### Prerequisites

There is no prerequisite for this course. Students must have 3rd or 4th year status.

## Contacts

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| **Course Instructor** | **Contact Details** | **Office Location** | **Office Hours** |
| **Dr. Amelia MacRae (BA, BSc, MSc, PhD)** | UBC Animal Welfare Program2357 Main MallVancouver, BCV6T 1Z4Email: amelia.macrae@ubc.ca | MacMillan Rm 180 | By Appointment |

## Course Instructor Biographical Statement

I am a lecturer in the Animal Welfare Program at the University of British Columbia. I am also a welfare advisor for several organizations and as a positive reinforcement trainer for multiple species (KPA-CTP). My research in animal welfare examines non-invasive indicators of pain in pinnipeds such as changes in facial expression, eye temperature and vocalizations, as well as social buffering of pain and stress in horses. I am committed to improving how we care for and interact with animals to create more positive human-animal relationships.

## Teaching ASSISTaNT

Name: Ryann McCready Email: ryannm@student.ubc.ca

Office Hours: By Appointment

\*We enjoy the course, so rather than creating restrictive office hours, we are happy to speak with students whenever it is mutually convenient. Send us an email and we will do our best to respond within a day or two! You can also try stopping by the office.

## Course Structure/Content

This course examines the natural history, biology and welfare of the modern Equid.

Equids have played an important role in human society; therefore, the course will start with situating the Equid in history and in current society. In order to understand how we care for, manage and interact with horses a firm understanding of the natural history and biology of the horse will be developed. This will include understanding behavior and anatomy. The pathology, prevention and treatments of common diseases and health conditions will be presented. Finally, this understanding will be applied to the identifying and understanding the modern challenges of keeping horses in captivity and working with them as pleasure, working, food or sport horses.

 Students will be challenged to integrate their knowledge from the entire course. As a basis for evaluation there will be written assignments, creation of an infographic and weekly quizzes. Students will be tested on reading material, lectures and observation of horse behaviour. Students are expected to have read the assigned readings before each class and be prepared to discuss them in small or large groups and to answer questions by the instructors, other students or by iClicker polls. Classes will typically include a combination of lectures, cases, group discussions and some hands-on examination of specimens. Guest speakers will be invited where possible. In general students will participate in a variety of activities ranging from group discussion of real cases to problem solving. The course syllabus may change during the course in order to take account of both student’s and instructor’s response to the course activities and schedules and availability of guest speakers.

## Important Dates

Last day to withdraw without a W standing: **January 17, 2025**.

## **Schedule of Topics**

See table (*Schedule subject to change, pay attention to CANVAS*).

## Learning Outcomes

Students will learn about:

* The role of equids in society: past and present.
* The biology, behaviour and natural history of equids.
* Common diseases and other health problems: treatment and prevention.
* Common welfare concerns of modern-day equids.

Students will develop:

* Awareness of the diversity of factors relevant to our relationship with equids: how we view, interact with and care for them.
* Skills in critical thinking and problem solving using a case approach.
* Communication skills through a mixture of methods: writing, discussing, and presenting ideas and material both in class and through assignments.

## Learning Activities

• This course relies on lecture and interactive learning methods. Regular participation is essential for meeting the learning objectives. Classes are in-person but some individual classes may be held synchronously over Zoom (e.g. guest speakers), you will always be notified ahead of time if the class is on Zoom.

• There will be a number of in-class activities that are designed to stimulate thought and integration of material.

• Many classes require preparatory work by the students. This includes scoring horse pain using the Horse Grimace Scale, creating a meme, finding a piece of animal art from a given century, personal reflections, as well as more conventional advance reading.

## Learning Materials

There is no required course textbook.

Additional reading or homework will be assigned throughout the course. This will optimize preparedness for the class topics and to provide students with the confidence that they can participate in discussion.

Readings will be online as PDFs or handouts. **Please make sure you consult with Canvas for assigned readings before class.** Class discussion or lectures will often be based on readings.

Canvas will be used to manage all aspects of the course.

* It is critical that you refer to the class schedule for assigned readings and due dates.
* The Canvas calendar will also be used to schedule assignments and evaluations.
* Announcements will be sent to remind students of class activities or changes.
* Grades will be posted in Canvas.

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### Overview of evaluation

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| --- | --- |
|  | **Value in Final Grade** |
| InfographicEssay - Behavioural comparison  | 5%25% |
| Quizzes (10) | 35% |
| Attendance and ParticipationBlog post  | 10%5% |
| Welfare assessment  | 20% |

### Rules for Assignments and Grading

* Submit electronic copies via Canvas.
* Due on the due date.
* Late assignments lose 5% per day.
* Missed quizzes/exams require medical documentation. Make-up tests will not be offered.
* Re-Grading: Concerns about marking should be discussed with TA and/or instructor. Any desire for re-grading will require that the entire assignment/exam is re-marked.
* Missed classes require notification with justified reason.

### Summary of Evaluations

**(note - complete and detailed information will be provided on CANVAS, this is an overview)**

Essay 1: Behaviour of feral and captive horses/Comparison **25pt**

In this assignment you will compare the activity budgets and types of behaviours between feral and captive/confined horses. You will create an activity budget for a herd of feral horses by observing and scoring provided video. You will have to use the primary literature to learn about the time budgets of captive/confined horses. Your essay should be approximately 1800-2500 words. Please plan your time and start early!

Quizzes: **35pts**

These will be short (10-15min.) quizzes on topics from class or from reading (short answer, multiple choice). The aim of the quizzes is to keep you up-to-date with material, solidify your knowledge and to prepare you for class.

Blog post: **5pts**

Each of student will submit a blog post on some aspect of horses and horse welfare. The goal is to briefly introduce fellow students to a topic that they may not know about, or to give a perspective that they will find interesting. Topics can be relatively broad such as feral horse management, equine assisted therapy or use of horses in research, or they may be more specific such welfare of chuck-wagon racers, or the 'big lick'. There are so many interesting horse related topics that we do not have time to discuss in class, therefore, please choose a topic not already covered in course materials. Topics must be checked and approved with instructor.

This will be a brief summary (~500 words) of the chosen topic.

Infographic: **5pts**

You will create an infographic (visual representation of information) related to horse health. We will be looking for accuracy of information, interest, visual appeal. Topics must be checked and approved with instructor.

Participation: **10pts**

Many of the **in-class** and **before-class** activities involve some kind of activity that is posted on Canvas. Students will receive points for participation based on completing those activities. We will use iClicker for some in-class activities.

Welfare Assessment: **20pts**

You will demonstrate your mastery of the course material and learning objectives by comparing the living conditions of different groups of horses. You will be asked to discuss potential welfare concerns and benefits of each scenario, and to incorporate scientific evidence to support your arguments.

## University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are availableon[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

**ACADEMIC INTEGRITY**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. **At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required.** This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the [**Academic Calendar**](http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0)**.**

***Use of AI tools***

The use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any form of assignment or assessment in this course is not allowed and would be considered academic misconduct.

### Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

No recordings of lectures are permitted without permission.

## Reading Material

Readings will be assigned throughout the term. Please check CANVAS.

### Mental Health Support

Nicole Adoranti is a Canadian Certified Counsellor who is “embedded” in the Faculties of Forestry and Land and Food Systems and is specialized in helping Forestry and LFS students. Students can book an appointment to speak with Nicole about any concerns that might be impacting their personal, academic, or professional lives. To book a counselling session with Nicole, please contact Counselling Services directly at 604-822-3811 and identify yourself as either an LFS or Forestry student. Counselling Services support will be able to guide you through booking directly with Nicole, filling out the intake forms, and answering any questions you may have about the process. Nicole’s office is located at the Forestry Students Services Office, FSC 2609A and her office hours are: Monday- Friday 8:30-4:30.