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Ministry of Agriculture of the Russian Federation  
Federal State Budgetary Educational Institution  
of Higher Education

"St. Petersburg State University of Veterinary Medicine"



**Department of Pathological Physiology  
EDUCATIONAL WORK PROGRAM**

**for the discipline**

**«CORRECTION OF UNDESIRABLE ANIMAL BEHAVIOR»**

**Specialty 36.05.01 Veterinary Medicine  
Profile: «General clinical veterinary medicine»  
Full-time education  
Education starts in 2026**

Reviewed and accepted  
at a meeting of the department  
on April 7, 2026  
Protocol No. 8  
Head of the department  
of pathological physiology  
Doctor of Veterinary Medicine, Professor  
O.V. Kryachko

Saint Petersburg  
2026

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## 1. PURPOSE AND OBJECTIVES OF THE DISCIPLINE

The purpose of mastering the discipline "Correction of undesirable animal behavior" is to give students knowledge of the main classes of behavioral disorders, the pathogenesis of behavioral disorders, the principles of their diagnosis and treatment. The section on behavioral development, normal behavior, and communication between dogs and cats provides insight into the etiology of behavioral abnormalities. Information about teaching and training methods gives the student reliable tools to modify unwanted behavior. Mastering the methodology of conducting behavioral consultation allows you to establish contact and effectively cooperate with the owner of the animal during the behavior modification program. In addition, the relevant sections of the program reflect the mechanisms of action and principles of use of psychotropic drugs, as well as the economic and social aspects of behavioral counseling.

## 2. THE LIST OF THE PLANNED RESULTS OF THE DISCIPLINE (MODULE), CORRELATED WITH THE PLANNED RESULTS OF THE REALISED EDUCATIONAL PROGRAM

As a result of mastering the discipline, the student prepares for the following types of activities, in accordance with the educational standard of the Federal State Educational Standard 36.05.01 "Veterinary."

Types of tasks of professional activity:

- Medical;
- Expert and control;
- Scientific and educational.

### **Competencies of the student formed as a result of mastering the discipline**

The process of studying the discipline is aimed at the formation of the following competencies:

#### **A) Professional Competencies (PC):**

Types of tasks of professional activity:

- Medical;
- Expert and control;
- Scientific and educational.

Anamnesis of animal life and disease to identify the cause of disease, conduct a general clinical study of animals in order to establish a preliminary diagnosis and determine the ongoing research program

PC-1 ID-1 To be able to collect and analyze information about the origin and purpose of animals, the method and conditions of husbandary, feeding (anamnesis of animal life), including use of sensor devices, mechanisms, sensors, tags, etc.

PC-1 ID-2 To be able to collect and analyze information about the occurrence and manifestation of animals diseases, previously transmitted diseases, epizootological conditions (anamnesis of animal disease), with the use of sensor devices, mechanisms, sensors, tags, etc.

PC-1 ID-3 To be able to fix animals to ensure safety during a clinical trial

PC-1 ID-4 To be able to perform a clinical examination of animals, using common methods: examination, palpation, percussion, auscultation and thermometry.

PC-1 ID-5 To be able to establish a preliminary diagnosis based on anamnesis analysis and clinical research, using general methods.

PC-1 ID-6 To know the method of collecting animals anamnesis of life and disease.

PC-1 ID-7 To know the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases.

PC-1 ID-8 To know the forms and rules for filling out the journal for the registration of sick animals and the animal's medical history, including in electronic form in accordance with the requirements of veterinary rules.

PC-1 ID-9 To know the methods of animals' fixation during clinical examination.

PC-1 ID-10 To know the technique of conducting an animal clinical study, using general methods, in accordance with the guidelines, instructions, rules for the diagnosis, prevention and treatment of animals.

### 3. THE PLACE OF DISCIPLINE IN THE STRUCTURE OF THE MPEP

The discipline B1.V.DV.02.02 "Correction of undesirable behavior of animals" refers to the discipline of choosing the federal state educational standard of higher education in the specialty 36.05.01 "Veterinary Medicine" (specialty level).

Mastered in the 4th semester in full-time education.

This educational discipline, the following knowledge, skills and abilities are formed by previous disciplines: general biology - you need to know the systematics and classification of animals, the basics of nervous activity, ecological systems, be able to determine the types of animals, have the skills to conduct animal systematics: know the anatomy of animals, the basics of higher nervous activity, biology with the basics of ecology.

The list of subsequent training disciplines that require knowledge, skills and abilities formed by this training discipline:

- Clinical diagnostics
- Clinical pharmacology
- Internal non-contagious diseases
- Instrumental diagnostic methods
- Immunology
- General and private surgery.

#### 4. 4. SCOPE OF DISCIPLINE " CORRECTION OF UNDESIRABLE ANIMAL BEHAVIOR "

##### 4.1. SCOPE OF DISCIPLINE " CORRECTION OF UNDESIRABLE ANIMAL BEHAVIOR " FOR FULL-TIME EDUCATION

Type of educational work	Total	Semester
		4
<b>Classroom classes (total)</b>	<b>32</b>	<b>32</b>
Including:		
Lectures, including interactive forms	16	16
Practical lessons (PL), including interactive forms, among which are:	16	16
Practical training (PT)	4	4
<b>Self-study (total)</b>	<b>40</b>	<b>40</b>
<b>Essay</b>	+	+
Type of intermediate and final certification (test, exam)	<b>Tests</b>	<b>Tests</b>
<b>Total labor intensity hours/credits</b>	<b>72/2</b>	<b>72/2</b>

**5. THE CONTENT OF THE DISCIPLINE " ZOOPSYCHOLOGY "**  
**5.1. THE CONTENT OF THE DISCIPLINE" ZOOPSYCHOLOGY "**  
**(FULL-TIME EDUCATION)**

№	The title	Achieved competences	Semester	Types of academic work, including students' self-study and labor intensity (in hours)			
				L	PL	PT	SS
1.	Subject of the behavior veterinary medicine	<p><b>PC-1 Anamnesis of animal life and disease to identify the cause of disease, conduct a general clinical study of animals in order to establish a preliminary diagnosis and determine the ongoing research program</b></p> <p>PC-1 ID-1 To be able to collect and analyze information about the origin and purpose of animals, the method and conditions of husbandry, feeding (anamnesis of animal life), including use of sensor devices, mechanisms, sensors, tags, etc.</p> <p>PC-1 ID-6 To know the method of collecting animals anamnesis of life and disease.</p> <p>PC-1 ID-7 To know the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases.</p>	4	2	2		6
2.	Normal behavior of small domestic pets	<p><b>PC-1 Anamnesis of animal life and disease to identify the cause of disease, conduct a general clinical study of animals in order to establish a preliminary diagnosis and determine the ongoing research program</b></p> <p>PC-1 ID-1 To be able to collect and analyze information about the origin and purpose of animals, the method and conditions of husbandry, feeding (anamnesis of animal life), including use of sensor devices, mechanisms, sensors, tags, etc.</p> <p>PC-1 ID-2 To be able to collect and analyze information about the occurrence and manifestation of animals diseases, previously transmitted diseases, epizootological conditions (anamnesis of animal disease), with the use of sensor devices, mechanisms, sensors, tags, etc.</p> <p>PC-1 ID-3 To be able to fix animals to ensure safety during a clinical trial</p> <p>PC-1 ID-6 To know the method of collecting animals anamnesis of life and disease.</p> <p>PC-1 ID-7 To know the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases.</p>	4	2	2		6
3.	Methods of learning, training and behavior modification	<p><b>PC-1 Anamnesis of animal life and disease to identify the cause of disease, conduct a general clinical study of animals in order to establish a preliminary diagnosis and determine the ongoing research program</b></p> <p>PC-1 ID-1 To be able to collect and analyze information about the origin and purpose of animals, the method and conditions of husbandry, feeding (anamnesis of animal life), including use of sensor</p>		2	2	1	6

## 6. THE LIST OF EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR STUDENTS' SELF WORK ON THE DISCIPLINE

### 6.1. Guidelines for self-work

1. George, F. Applied Equine Psychology: The Art and Science of Helping Horses / F. George, M.-L. Holmes, S. Smith ; ill. by D. Hand. — [S. l.] : 5m books ltd, 2024. — 260 p. — ISBN 978-1-78918-332-0.

2. Landsberg, G. Behavior Problems of the Dog and Cat / G. Landsberg, W. Hunthausen, L. Ackerman. — 4th ed. — St Louis, MO : Saunders, 2023. — 568 p. — ISBN 978-0-7020-8214-6.

3. Calder, C. D. Veterinary Guide to Preventing Behavior Problems in Dogs and Cats / C. D. Calder, S. C. Wright. — [S. l.] : Wiley Blackwell, 2024. — 274 p. — ISBN 978-1-119-81175-6.

4. Coleman, K. Behavioral Biology of Laboratory Animals / K. Coleman, S. J. Schapiro. — Boca Raton : CRC Press, 2021. — 560 p. — ISBN 978 0 429 67129 6.

### 6.2. Literature for self-work

1. Gritsenko, V. V. Correction of behavior, or re-education of dogs / V. V. Gritsenko. - Moscow: Delta M Company, 2004. - 288 p.: ill. - (Dog breeder's Handbook). 1. - Text (visual): direct.

2. Decorative dog breeding: a textbook / A. A. Stekolnikov, G. G. Shcherbakov, A.V. Yashin [et al. A. A. Stekolnikov, G. G. Shcherbakov. - 2nd ed., ster. Saint Petersburg: Lan Publ., 2020, 532 p

3. Zorina, Z. A. Zoopsychology. Elementary thinking of animals: a textbook / Z. A. Zorina, I. I. Poletaeva. - Moscow: Aspect Press, 2002. - 320 p. - Text (visual): direct.

4. Kozlovskaya, S. N. Zoopsychology and comparative psychology. Workshop: textbook for University students studying in the direction of training 37.03.01 Psychology (qualification (degree) "bachelor") / S. N. Kozlovskaya. - 2nd ed., ispr. and add. - Moscow: INFRA-M, 2017. - 154 p. - Text (visual): direct.

5. Kryachko O. V., Lukyanova L. A. Correction of undesirable behavior of animals : an educational and methodical manual for independent work of students on the study of the discipline "Correction of undesirable behavior of animals" for students of the Faculty of Veterinary Medicine of higher educational institutions in the specialty 36.05.01-"Veterinary Medicine". Saint Petersburg: SPbSAVM Publ., 2019, 28 p. (IN Russian). <https://search.spbguvvm.informsistema.ru/viewer.jsp?aWQ9NDc1JnBzPTMw> (accessed on 26.06.2025). - Access mode: for authorization. users of the SPbGUVVM Library.

6. Dog behavior: a manual for dog breeders / E. N. Mychko, M. N. Sotskaya, V. A. Belenky, Yu. V. Zhuravlev. Moscow: Aquarium Publ., 2003, 400 p. Text (visual): immediate.

7. Guide to Behavioral Medicine for dogs and Cats: Translated from English / British Assoc. in veterinary medicine, small animals are alive. Ed. D Horvitz, D. Millsa, S. Hit. - Moscow: Sofion, 2005. - 368 p.: ill. - (Dogs and cats. Behavior and training). - Text (visual): direct.

8. Fabri, K. E. Osnovy zoopsychologii: uchebnik [Fundamentals of zoopsychology: textbook] / K. E. Fabri. - 2nd ed., add. - Moscow: MSU Publishing House, 1993. - 336 p.: ill. - Text (visual): direct.

## 7. THE LIST OF BASIC AND ADDITIONAL LITERATURE NECESSARY FOR THE EDUCATION OF THE DISCIPLINE

### a) Basic literature:

1. Bekoff, M. *The Emotional Lives of Animals: A Leading Scientist Explores Animal Joy, Sorrow, and Empathy — and Why They Matter* / M. Bekoff. — Novato, CA: New World Library, 2007. — 240 p.
2. Goodall, J. *The Chimpanzees of Gombe: Patterns of Behavior* / J. Goodall. — Cambridge, MA: The Belknap Press of Harvard University Press, 1986. — 673 p. — ISBN 978-0-674-11649-5.
3. Griffin, D. R. *Animal Minds: Beyond Cognition to Consciousness* / D. R. Griffin. — Chicago: University of Chicago Press, 2001. — 298 p. — ISBN 978-0-226-30865-4.
4. Lorenz, K. *King Solomon's Ring: New Light on Animal Ways* / K. Lorenz ; translated by M. K. Wilson. — London: Methuen, 1952. — 216 p. — Reprint: New York: Routledge, 2002. — ISBN 978-0-415-26747-2.
5. Shepherdson, D. J. *Second Nature: Environmental Enrichment for Captive Animals* / D. J. Shepherdson, J. D. Mellen, M. Hutchins. — 2nd ed. — Washington, DC: Smithsonian Books, 2013. — 368 p. — ISBN 978-1-58834-399-9.
6. Sotskaya M. N. *Zoopsychology and comparative psychology: textbook and practice for universities: in 2 parts. Part 1* / M. N. Sotskaya. Moscow: Yurayt Publ., 2020, 323 p.
7. Sotskaya M. N. *Zoopsychology and comparative psychology: textbook and practice for universities: in 2 parts. Part 2* / M. N. Sotskaya. - Moscow: Yurayt Publishing House, 2020. - 401 p.

**b) additional literature:**

1. Bradshaw, J. W. S. *Dog Sense: How the New Science of Dog Behavior Can Make You a Better Friend to Your Pet* / J. W. S. Bradshaw. — New York: Basic Books, 2011. — 288 p. — ISBN 978-0-465-02145-9.
2. Clayton, N. S. *Animal Thinking: Contemporary Issues in Comparative Cognition* / N. S. Clayton, T. Russell, A. Dickinson. — Cambridge, MA: MIT Press, 2009. — 416 p. — ISBN 978-0-262-01297-3.
3. de Waal, F. B. M. *Are We Smart Enough to Know How Smart Animals Are?* / F. B. M. de Waal. — New York: W. W. Norton & Company, 2016. — 304 p.
4. Pellis, S. M. *The Playful Brain: Venturing to the Limits of Neuroscience* / S. M. Pellis, V. C. Pellis. — Oxford: Oneworld Publications, 2009. — 256 p. — ISBN 978-1-85168-693-8.
5. Tinbergen, N. *The Study of Instinct* / N. Tinbergen. — Oxford: Clarendon Press, 1951. — 394 p. — Reprint: Oxford: Oxford University Press, 1996. — ISBN 978-0-19-857722-5.
6. Skopichev V. G. *Povedenie zhivotnykh: uchebnoe posobie [Behavior of animals: a textbook].* - SaintPetersburg: Lan, 2021. - 624 p.

## 8. ELECTRONIC LIBRARY SYSTEMS

1. [FBS "SPBGUVM"](#)
2. [EBS "Student Consultant"](#)
3. [ConsultantPlus Reference System](#)
4. [Scientific electronic library ELIBRARY.RU](#)

## 9. METHODOLOGICAL GUIDELINES FOR STUDENTS ON EDUCATION OF THE DISCIPLINE

Methodological recommendations for students are a set of recommendations and explanations that allow the student to optimally organize the process of studying this discipline.

The content of the guidelines, as a rule, may include:

- Tips for planning and organizing the time required to study the discipline. Description of the student's sequence of actions, or "discipline study script." Morning time is the most fruitful for educational work (from 8-14 o'clock), then afternoon time (from 16-19 o'clock) and evening

time (from 20-24 o'clock). The most difficult material is recommended for study at the beginning of each time interval after rest. After 1.5 hours of operation, a break is required (10-15 minutes), after 4 hours of operation, the break should be 1 hour. Part of the scientific organization of work is mastering the technique of mental labor. Normally, a student should devote about 10 hours a day to teaching (6 hours at a university, 4 hours at home).

Recommendations for working on lecture material

In preparation for the lecture, the student is recommended:

- 1) to view the recordings of the previous lecture and restore the previously studied material in memory;
- 2) to view the upcoming material of the future lecture;
- 3) if an independent study of individual fragments of the topic of the last lecture is set, then it must be performed without delay;
- 4) to tune psychologically to the lecture.

This work includes two main stages: lecture notes and subsequent work on lecture material.

By taking notes is meant the compilation of a summary, i.e. a brief written statement of the content of something (oral speech - speech, lecture, report, etc., or a written source - document, article, book, etc.). The method of work when inspecting oral speeches differs significantly from the method of work when inspecting written sources.

Taking notes on written sources, the student has the opportunity to repeatedly read the desired passage of the text, reflect on it, highlight the main thoughts of the author, briefly formulate them, and then write it down. If necessary, he can note his attitude to this point of view. Listening to the lecture, the student should postpone most of the complex of the above works for another time, trying to use every minute to record the lecture, and not to comprehend it - there is no time left for this. Therefore, when reviewing a lecture, it is recommended to separate the fields for subsequent entries on each page in addition to the summary. After recording a lecture or compiling a summary, you should not leave work on the lecture material before starting preparation for the test. It is necessary to do as early as possible the work that accompanies the examination of written sources and which could not be done during the recording of the lecture - read your notes, deciphering individual abbreviations, analyze the text, establish logical connections between its elements, in some cases show them graphically, highlight the main thoughts, note issues requiring additional processing, in particular, teacher consultations.

When working on the text of a lecture, a student should turn special attention to the problematic issues posed by the teacher when giving a lecture, as well as to his tasks and recommendations.

For each lecture, practical lesson and laboratory work, the number is leaded, topic, list of issues under consideration, volume in hours and links to the recommended literature are provided. For classes conducted in interactive forms, their organizational form should be indicated: computer simulation, business or role-playing game, analysis of a specific situation, etc.

- Practical preparation recommendations

Practical (seminar) classes form an important part of the professional training of students. The main goal of conducting practical (seminar) classes is to form analytical, creative thinking among students by acquiring practical skills. Also, practical classes are held in order to deepen and consolidate the knowledge gained at lectures and in the process of independent work on regulatory documents, educational and scientific literature. When preparing for a practical lesson for students, it is necessary to study or repeat theoretical material on a given topic.

When preparing for a practical lesson, the student is recommended to follow the following algorithm;

- 1) get acquainted with the plan of the upcoming lesson;

2) study the literature sources that have been recommended and familiarize yourself with the introductory notes to the relevant sections.

Methodological guidelines for practical (seminar) classes in the discipline, along with the work program and schedule of the educational process, refer to methodological documents that determine the level of organization and quality of the educational process.

The content of practical (seminar) classes is recorded in the working curricula of the disciplines in the sections "List of topics of practical (seminar) classes".

The most important component of any form of practical training are tasks. The basis of the task is an example that is understood from the standpoint of the theory developed in the lecture. As a rule, the main attention is paid to the formation of specific skills, which determines the content of students' activities - problem solving, laboratory work, clarification of categories and concepts of science, which are a prerequisite for correct thinking and speech.

Practical (seminar) classes perform the following tasks:

- stimulate regular study of recommended literature, as well as attentive attitude to the lecture course;
- consolidate the knowledge gained in the process of lecture training and independent work on literature;
- expand the scope of professionally significant knowledge, skills, and abilities;
- allow you to verify the correctness of previously acquired knowledge;
- initiate skills of independent self-thinking, oral presentation;
- contribute to the free use of terminology;
- provide the teacher with the opportunity to systematically monitor the level of independent work of students.

Methodological guidelines for practical (seminar) classes on the discipline should be focused on modern business conditions, current regulatory documents, advanced technologies, the latest achievements of science, technology and practice, modern ideas about certain phenomena, the studied reality.

- Recommendations for working with literature.

Working with literature is an important stage of the student's self-work on mastering the subject, contributing not only to the consolidation of knowledge, but also to the expansion of horizons, mental abilities, memory, the ability to think, express and confirm personal hypotheses and ideas. In addition, the skills of research work necessary for further professional activity are developed.

When starting to study the literature on the topic, it is necessary to make notes, extracts, notes. It is mandatory to take notes of the works of theorists, which allow us to comprehend the theoretical basis of the study. For the rest, you can limit yourself to summary from the studied sources. All summaries and quotations must have the exact "return address" (author, title of the work, year of publication, page, etc.). It is advisable to write an abbreviated title of the question to which the extract or quotation refers. In addition, it is necessary to learn how to immediately compile a file of special literature and publications of sources, both proposed by the teacher and identified independently, as well as refer to bibliographic reference books, chronicles of journal articles, book chronicles, abstract journals. At the same time, publications of sources (articles, book titles, etc.) should be written on separate cards, which must be filled in according to the rules of bibliographic description (surtitles, initials of the author, title of the work. Place of publication, publisher, year of publication, number of pages, and for journal articles – the title of the journal, year of publication, page numbers). On each card, it is advisable to record the thought of the author of the book or a fact from this book on only one specific issue. If the work, even in the same paragraph or phrase, contains more judgments or facts on another issue, then they should be written out on a separate card. The presentation should be concise, accurate, without subjective assessments. On the back of the card, you can make your own notes about this book or article, its content, structure, on which sources it is written, etc.

- Explanations about working with control and test materials for the course, recommendations for completing homework.

Testing allows you to determine whether the actual behavior of the program corresponds to the expected one by performing a specially selected set of tests. A test is the fulfillment of certain conditions and actions necessary to verify the operation of the function under test or part of it. Each question in the discipline must be answered correctly by choosing one option.

## 10. EDUCATIONAL WORK

As part of the implementation of the discipline, educational work is carried out to form a modern scientific worldview and a system of basic values, the formation and development of spiritual and moral, civil and patriotic values, a system of aesthetic and ethical knowledge and values, attitudes of tolerant consciousness in society, the formation of students' need for work as the first vital necessity, the highest value and the main way to achieve success in life, to realize the social significance of your future profession.

## 11. THE LIST OF INFORMATION TECHNOLOGIES USED IN THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS

### 11.1 Information technologies

For the educational process of the discipline is previewed the use of information technologies:

- practical classes using multimedia;
- interactive technologies (dialogues, collective discussion on various topics for realization a particular educational and professional task);
- interaction with students via e - mail;
- community work in the electronic information and educational environment of St. Petersburg State University: <https://spbguvm.ru/academy/eios/>

### 11.2. Software

#### The list of licensed and free- distributed software, including national programs

№ п/п	Technical and computer programs recommended by sections and topics of the program	License
1	MS PowerPoint	67580828
2	LibreOffice	free software
3	OS Alt Education	AAO.0022.00
4	ABIS " MARK-SQL"	02102014155
5	MS Windows 10	67580828
6	System Consult Plus	503/KJI
7	Android OS	free software

## 12. THE MATERIAL AND TECHNICAL BASE NECESSARY FOR THE IMPLEMENTATION OF THE DISCIPLINE EDUCATIONAL PROCESS.

The title of the discipline (module), practice in accordance with the curriculum	The title of special rooms and rooms for self-work	Equipment of special rooms and rooms for self-work
Correction of unwanted behavior of animals	216(5, Chernigovskaya St., St. Petersburg, 196084) Classroom for seminar-type classes, group and individual consultations, current control and intermediate certification	<i>Specialized furniture:</i> seats, desks, chairs, whiteboard, TV, multimedia, VCR.

	316 (5, Chernigovskaya St., St. Petersburg, 196084) Classroom for seminar-type classes, group and individual consultations, current control and intermediate certification	<i>Specialized furniture:</i> desks, chairs, whiteboard, TV, multimedia, VCR.
	206 Large reading room (196084, St. Petersburg, Chernigovskaya str., 5) Room for self-work	<i>Specialized furniture:</i> tables, chairs <i>Technical means of education:</i> computers connected to the Internet and access to an electronic information and educational environment информационно-образовательную среду
	214 Small reading room (196084, St. Petersburg, Chernigovskaya str., 5) Room for self-work	<i>Specialized furniture:</i> tables, chairs <i>Technical means of education:</i> computers connected to the Internet and access to an electronic information and educational environment
	324 Information Technology Department (196084, St. Petersburg, Chernigovskaya str., 5) Room for storage and preventive maintenance of educational equipment	<i>Specialized furniture:</i> tables, chairs, special equipment, materials and spare parts for preventive maintenance of technical training facilities
	Box No. 3 Carpentry workshop (196084, St. Petersburg, Chernigovskaya str., 5) Room for storage and preventive maintenance of educational equipment	<i>Specialized furniture:</i> tables, chairs, special equipment, materials and spare parts for preventive maintenance of technical training facilities

**Developers:**

Head of the department of pathological physiology  
Doctor of Veterinary Sciences, Professor



O.V. Kryachko

Associate Professor of the Department of Pathological Physiology,  
Candidate of Veterinary Sciences



K.A. Anisimova

**Program abstract of the discipline**  
**B1.V.DV.02.02 «Correction of undesirable animal behavior»**  
**specialty 36.05.01 Veterinary Medicine**  
**Profile: «General clinical veterinary medicine»**

**The purpose of the discipline:** to provide students with knowledge of the main classes of behavioral disorders, the pathogenesis of behavioral disturbances, and the principles of diagnosis and treatment.

**The tasks of the discipline include:** providing information on teaching and training methods. Exploring the methodology for conducting behavioral consultations helps establish contact and effectively cooperate with animal owners during behavior modification programs. In addition, the relevant sections of the program reflect the mechanisms of action and principles for using psychotropic drugs, as well as the economic and social aspects of behavioral consultations.

**Position of the discipline in the curriculum:** B1.V.DV.02.02 is a variable part of the study. It is mastered in the 4th semester of full-time education.

**Requirements for the results of mastering the discipline:** The graduate of the discipline «Correction of unwanted behavior of the animals» should form the following competencies:

PC-1. Anamnesis of animal life and disease to identify the cause of disease, conduct a general clinical study of animals in order to establish a preliminary diagnosis and determine the ongoing research program

PC-1 ID-1

**To be able to** collect and analyze information about the origin and purpose of animals, the method and conditions of husbandary, feeding (anamnesis of animal life), including use of sensor devices, mechanisms, sensors, tags, etc.

PC-1 ID-2

**To be able to** collect and analyze information about the occurrence and manifestation of animals diseases, previously transmitted diseases, epizootological conditions (anamnesis of animal disease), with the use of sensor devices, mechanisms, sensors, tags, etc.

PC-1 ID-3

**To be able to** fix animals to ensure safety during a clinical trial

PC-1 ID-4

**To be able to** perform a clinical examination of animals, using common methods: examination, palpation, percussion, auscultation and thermometry.

PC-1 ID-5

**To be able to** establish a preliminary diagnosis based on anamnesis analysis and clinical research, using general methods.

PC-1 ID-6

**To know** the method of collecting animals anamnesis of life and disease.

PC-1 ID-7

**To know** the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases.

PC-1 ID-8

**To know** the forms and rules for filling out the journal for the registration of sick animals and the animal's medical history, including in electronic form in accordance with the requirements of veterinary rules.

PC-1 ID-9

**To know** the methods of animals fixation during clinical examination.

PC-1 ID-10

**To know** the technique of conducting an animal clinical study, using general methods, in accordance with the guidelines, instructions, rules for the diagnosis, prevention and treatment of animals.

**The abstract of the discipline:** History of the behavior medicine like a science. Typical problems of the behavior problems of the cats and dogs. Conditions of the experience behavior problems (anthropomorphic approach, insufficient socialization, negative experience, hereditary factors). The role of the veterinarian in addressing behavioral problems. The course covers the processes of mental activity of animals, the biological foundations of behavior, the ability of animals to learn and elementary rational activity. Special part is occupied by issues of clinical behavioral veterinary medicine and methods for modifying animal behavior.

**The complexity of the discipline is:** 72 academic hours (2 credits).

**Final control of the discipline:** test.

Ministry of Agriculture of the Russian Federation  
Federal State Budgetary Educational Institution  
of higher education  
"Saint Petersburg State University of Veterinary Medicine"

**Department of Pathological Physiology**

**FUND OF ASSESMENT TOOLS  
for the discipline**

**« CORRECTION OF UNDESIRABLE ANIMAL BEHAVIOR »**

Level of higher education  
SPECIALIST COURSE

Specialty 36.05.01 Veterinary Medicine  
Profile: «General clinical veterinary medicine»  
Full-time education.

Education starts in 2026

Saint Petersburg  
2026

1. PASSPORT IF THE FUND OF ASSESMENT TOOLS

Table 1

№	Acquired competence	Assessed modules of a discipline	Assesment tool
<p><b>PC-1 Anamnesis of animal life and disease to identify the cause of disease, conduct a general clinical study of animals in order to establish a preliminary diagnosis and determine the ongoing research program</b></p> <p>PC-1 ID-1 To be able to collect and analyze information about the origin and purpose of animals, the method and conditions of husbandary, feeding (anamnesis of animal life), including use of sensor devices, mechanisms, sensors, tags, etc.</p>		Subject of the behavior veterinary medicine	Test, reports
		Normal behavior of small domestic pets	Test, reports
		Methods of learning, training and behavior modification	Test, reports
		Clinical behavioral veterinary medicine	Test, reports
		Methodology for conducting behavioral consultation. Consultation conditions	Test, reports
		Controlling the behavior of small pets. Different behavioural problems	Test, reports

<p>PC-1 ID-2 To be able to collect and analyze information about the occurrence and manifestation of animals diseases, previously transmitted diseases, epizootological conditions (anamnesis of animal disease), with the use of sensor devices, mechanisms, sensors, tags, etc.</p> <p>PC-1 ID-3 To be able to fix animals to ensure safety during a clinical trial</p> <p>PC-1 ID-4 To be able to perform a clinical examination of animals, using common methods: examination, palpation, percussion, auscultation and thermometry.</p> <p>PC-1 ID-5 To be able to establish a preliminary diagnosis based on anamnesis analysis and clinical research, using general methods.</p> <p>PC-1 ID-6 To know the method of collecting animals anamnesis of life and disease.</p> <p>PC-1 ID-7 To know the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases.</p> <p>PC-1 ID-8 To know the forms and rules for filling out the journal for the registration of sick animals and the animal's medical history, including in electronic form in accordance with the requirements of veterinary rules.</p> <p>PC-1 ID-9 To know the methods of animals' fixation during clinical examination.</p> <p>PC-1 ID-10 To know the technique of conducting an animal clinical study, using general methods, in accordance with the guidelines, instructions, rules for the diagnosis, prevention and treatment of animals.</p>	<p>Principles of the use of psychotropic drugs.</p>	<p>Test, reports</p>
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## 2. List of assessment tools

Table 2

№	Title of the assessment tool	Brief description of the assesment tool	Presentation of the assessment tool in the fund
1.	Test	A system of standardized tasks, which allows to automate the assessment of students knowledge and skills	Fund of assessment tools

			for the discipline
2.	Report	The product of the student's independent work, which is a summary in writing of the results obtained theoretical analysis of a certain scientific (educational and research) topics, where the author reveals the essence of the problem under study, leads different points of view, as well as own views on it	Topics of reports

1.

### 3. INDICATORS AND CRITERIA FOR ASSESSING COMPETENCIES AT VARIOUS STAGES OF ITS FORMATION, DESCRIPTION OF ASSESSMENT SCALES

Table 3

Planned results of competency acquired	The level of development				Assessment tool
	Unsatisfactory	Satisfactory	Good	Unsatisfactory	
<p><b>PC-1</b> Anamnesis of animal life and disease to identify the cause of disease, conduct a general clinical study of animals in order to establish a preliminary diagnosis and determine the ongoing research program</p> <p><b>PC-1 ID-1</b> To be able to collect and analyze information about the origin and purpose of animals, the method and conditions of husbandary, and feeding (anamnesis of animal life), including use of sensor devices, mechanisms, sensors, tags, etc.</p>	<p>The level of knowledge is below the minimum requirements, gross errors have occurred</p>	<p>The minimum acceptable level of knowledge, many minor errors have been made</p>	<p>The level of knowledge corresponds to the training program, several minor errors have been made</p>	<p>The level of knowledge corresponds to the training program, no errors have been made</p>	<p>Tests, reports</p>
<p><b>PC-1 ID-2</b> To be able to collect and analyze information about the occurrence and manifestation of animals diseases, previously transmitted diseases, epizootological conditions (anamnesis of animal disease), with the use of sensor devices, mechanisms, sensors, tags, etc.</p>	<p>Basic skills were not demonstrated in solving standard tasks, and gross errors occurred</p>	<p>Basic skills have been demonstrated, typical problems have been solved with minor errors, all tasks have been completed, but not in full</p>	<p>All the basic skills have been demonstrated, all the main tasks have been solved with minor errors, all the tasks have been completed in full, but some with flaws</p>	<p>All basic skills have been demonstrated, all main tasks have been solved with some minor flaws, all tasks have been completed in full</p>	<p>Tests, reports</p>
<p><b>PC-1 ID-3</b> To be able to fix animals to ensure safety during a clinical trial</p>	<p>Basic skills were not demonstrated in solving</p>	<p>Basic skills have been demonstrated, typical problems</p>	<p>All the basic skills have been demonstrated, all</p>	<p>All basic skills have been demonstrated, all main tasks have been</p>	<p>Tests, reports</p>

	standard tasks, and gross errors occurred	have been solved with minor errors, all tasks have been completed, but not in full	the main tasks have been solved with minor errors, all the tasks have been completed in full, but some with flaws	solved with some minor flaws, all tasks have been completed in full	
PC-1 ID-4 To be able to perform a clinical examination of animals, using common methods: examination, palpation, percussion, auscultation and thermometry.	Basic skills were not demonstrated in solving standard tasks, and gross errors occurred	Basic skills have been demonstrated, typical problems have been solved with minor errors, all tasks have been completed, but not in full	All the basic skills have been demonstrated, all the main tasks have been solved with minor errors, all the tasks have been completed in full, but some with flaws	All basic skills have been demonstrated, all main tasks have been solved with some minor flaws, all tasks have been completed in full	Tests, reports
PC-1 ID-5 To be able to establish a preliminary diagnosis based on anamnesis analysis and clinical research, using general methods.	Basic skills were not demonstrated in solving standard tasks, and gross errors occurred	Basic skills have been demonstrated, typical problems have been solved with minor errors, all tasks have been completed, but not in full	All the basic skills have been demonstrated, all the main tasks have been solved with minor errors, all the tasks have been completed in full, but some with flaws	All basic skills have been demonstrated, all main tasks have been solved with some minor flaws, all tasks have been completed in full	Tests, reports
PC-1 ID-6 To know the method of	Basic skills were	Basic skills have	All the basic skills	All basic skills have	Tests,

<p>collecting animals anamnesis of life and disease.</p>	<p>not demonstrated in solving standard tasks, and gross errors occurred</p>	<p>been demonstrated, typical problems have been solved with minor errors, all tasks completed, but not in full</p>	<p>have been demonstrated, all the main tasks have been solved with minor errors, all the tasks have been completed in full, but some with flaws</p>	<p>been demonstrated, all main tasks have been solved with some minor flaws, all tasks have been completed in full</p>	<p>reports</p>
<p>PC-1 ID-7 To know the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases.</p>	<p>Basic skills were not demonstrated in solving standard tasks, and gross errors occurred</p>	<p>Basic skills have been demonstrated, typical problems have been solved with minor errors, all tasks completed, but not in full</p>	<p>All the basic skills have been demonstrated, all the main tasks have been solved with minor errors, all the tasks completed in full, but some with flaws</p>	<p>All basic skills have been demonstrated, all main tasks have been solved with some minor flaws, all tasks have been completed in full</p>	<p>Tests, reports</p>
<p>PC-1 ID-8 To know the forms and rules for filling out the journal for the registration of sick animals and the animal's medical history, including in electronic form in accordance with the requirements of veterinary rules.</p>	<p>Basic skills were not demonstrated in solving standard tasks, and gross errors occurred</p>	<p>Basic skills have been demonstrated, typical problems have been solved with minor errors, all tasks completed, but not in full</p>	<p>All the basic skills have been demonstrated, all the main tasks have been solved with minor errors, all the tasks completed in full, but some with flaws</p>	<p>All basic skills have been demonstrated, all main tasks have been solved with some minor flaws, all tasks have been completed in full</p>	<p>Tests, reports</p>

<p>PC-1 ID-9 To know the methods of animals' fixation during clinical examination.</p>	<p>The level of knowledge is below the minimum requirements, gross errors have occurred</p>	<p>The minimum acceptable level of knowledge, many minor errors have been made</p>	<p>The level of knowledge corresponds to the training program, several minor errors have been made</p>	<p>The level of knowledge corresponds to the training program, no errors have been made</p>	<p>Tests, reports</p>
<p>PC-1 ID-10 To know the technique of conducting an animal clinical study, using general methods, in accordance with the guidelines, instructions, rules for the diagnosis, prevention and treatment of animals.</p>	<p>The level of knowledge is below the minimum requirements, gross errors have occurred</p>	<p>The minimum acceptable level of knowledge, many minor errors have been made</p>	<p>The level of knowledge corresponds to the training program, several minor errors have been made</p>	<p>The level of knowledge corresponds to the training program, no errors have been made</p>	<p>Tests, reports</p>

#### **4. LIST OF CONTROL TASKS AND OTHER MATERIALS REQUIRED TO ASSESS KNOWLEDGE, SKILLS AND EXPERIENCE THAT CHARACTERIZE THE STAGES OF FORMING COMPETENCIES IN THE PROCESS OF MASTERING THE EDUCATIONAL PROGRAM**

##### **4.1. Typical tasks for monitoring progress**

##### **4.1.2. Topics of the reports**

Topics of reports for competency assessment:

**PC-1 Anamnesis of animal life and disease to identify the cause of disease, conduct a general clinical study of animals in order to establish a preliminary diagnosis and determine the ongoing research program**

PC-1 ID-1 To be able to collect and analyze information about the origin and purpose of animals, the method and conditions of husbandary, feeding (anamnesis of animal life), including use of sensor devices, mechanisms, sensors, tags, etc.

PC-1 ID-2 To be able to collect and analyze information about the occurrence and manifestation of animals diseases, previously transmitted diseases, epizootological conditions (anamnesis of animal disease), with the use of sensor devices, mechanisms, sensors, tags, etc.

PC-1 ID-3 To be able to fix animals to ensure safety during a clinical trial

PC-1 ID-4 To be able to perform a clinical examination of animals, using common methods: examination, palpation, percussion, auscultation and thermometry.

PC-1 ID-5 To be able to establish a preliminary diagnosis based on anamnesis analysis and clinical research, using general methods.

PC-1 ID-6 To know the method of collecting animals anamnesis of life and disease.

PC-1 ID-7 To know the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases.

PC-1 ID-8 To know the forms and rules for filling out the journal for the registration of sick animals and the animal's medical history, including in electronic form in accordance with the requirements of veterinary rules.

PC-1 ID-9 To know the methods of animals' fixation during clinical examination.

PC-1 ID-10 To know the technique of conducting an animal clinical study, using general methods, in accordance with the guidelines, instructions, rules for the diagnosis, prevention and treatment of animals.

1. Hormones and development of mammalian behavior
1. Nature of aggression
2. Instinct and learning
3. Animal games
4. Eating behavior
5. Defensive behavior in dogs
6. Defensive behavior in cats
7. Intelligence in animals
8. Communication and animal language.
9. Ways of communication in dogs
10. Ways of communication in cats
11. Sensory organs. Analyzers
12. Ways of animal communication
13. Effects of hormones on animal behavior
14. Psychological aspects of wild canid behavior.
15. Psychological aspects of dog behavior.
16. Psychological aspects of wildcat behavior
17. Psychological aspects of the behavior of domestic cats
18. Disobedience and treatment

19. Behavioral problems of old animals
20. Uncleanliness of cats (pathogenesis, symptoms, differential diagnosis, treatment, prognosis)
21. Uncleanliness of dogs (pathogenesis, symptoms, differential diagnosis, treatment, prognosis)
22. Destructive behavior in dogs
23. Destructive behavior in cats
24. Aggression and its types.
25. Behavioral first aid in cases of pet aggression
26. Correction of unwanted aggressive behavior
27. Neurophysiological basis of aggression
28. Anxiety disorders (pathogenesis; symptoms; treatment: behavior modification and pharmacological intervention, prognosis)
29. Associative learning (formation of conditional reflexes).
30. Reinforcements.
31. Punishment and its forms.
32. Non-associative learning (habituation).
33. Behavior modification methods
34. Influence of age on attachment formation.
35. Causes of behavioral problems
36. Violation of maternal behavior.
37. Eating disorder.
38. Coprophagia
39. Types of reproductive behavior disorders.
40. Role of ferromons in animal reproduction
41. Raising puppies and kittens and their initial training.
42. Types of abnormally sexual behavior
43. Fears of dogs and cats, methods of correction.
44. Ethological principles for the prevention of animal diseases

#### 4.1.3. Tests

Competency assessment tests:

**PC-1 Anamnesis of animal life and disease to identify the cause of disease, conduct a general clinical study of animals in order to establish a preliminary diagnosis and determine the ongoing research program**

PC-1 ID-1 To be able to collect and analyze information about the origin and purpose of animals, the method and conditions of husbandary, feeding (anamnesis of animal life), including use of sensor devices, mechanisms, sensors, tags, etc.

PC-1 ID-2 To be able to collect and analyze information about the occurrence and manifestation of animals diseases, previously transmitted diseases, epizootological conditions (anamnesis of animal disease), with the use of sensor devices, mechanisms, sensors, tags, etc.

PC-1 ID-3 To be able to fix animals to ensure safety during a clinical trial

PC-1 ID-4 To be able to perform a clinical examination of animals, using common methods: examination, palpation, percussion, auscultation and thermometry.

PC-1 ID-5 To be able to establish a preliminary diagnosis based on anamnesis analysis and clinical research, using general methods.

PC-1 ID-6 To know the method of collecting animals anamnesis of life and disease.

PC-1 ID-7 To know the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases.

PC-1 ID-8 To know the forms and rules for filling out the journal for the registration of sick animals and the animal's medical history, including in electronic form in accordance with the requirements of veterinary rules.

PC-1 ID-9 To know the methods of animals' fixation during clinical examination.

PC-1 ID-10 To know the technique of conducting an animal clinical study, using general methods, in accordance with the guidelines, instructions, rules for the diagnosis, prevention and treatment of animals.

### CLOSED-TYPE TASKS

#### Combined tasks with a choice of one correct answer from the suggested options

**PC-1** Collecting anamnesis of animal life and disease to identify the causes of diseases, conducting a general clinical study of animals in order to establish a preliminary diagnosis and determine the further research program.

#### **Task 1.**

*Choose the correct answer.*

What is the name of the method of zoopsychology and comparative psychology, which consists in studying the history of the development of the psyche of living beings and identifying its qualitative differences in different representatives of the animal world?

1. phylogenetic analysis
2. ontogenetic
3. parthenogenetic

Answer 1

#### **Task 2.**

*Choose the correct answer.*

What is the name of the field of science that studies the manifestations, patterns and evolution of mental reflection in animals of different levels of development?

1. ethology
2. zoopsychology
3. psychology

Answer 2

#### **Task 3.**

*Choose the correct answer.*

What is the name of instinctive behavior, which, as a rule, is stimulated by certain internal factors?

1. In the form of opportunities
2. In the form of needs
3. In the form of necessities

Answer 2

#### **Task 4.**

*Choose the correct answer.*

What is the main basic branch of zoopsychology?

1. general psychology
2. gestalt psychology
3. general nosology

Answer 1

#### **Task 5.**

*Choose the correct answer.*

What is the name of a research method that is characterized by active intervention in the situation on the part of the researcher, who systematically manipulates one or more variables (factors) and registers concomitant changes in the behavior of the object under study?

1. observation
2. experiment
3. organization

Answer 2

**Tasks of a combined type with a choice of several correct answers from the suggested options**

**Task 6.**

*Choose the correct answers.*

The biological driving forces of anthropogenesis include:

1. Sensitization
2. Heredity
3. Variability

Answer 2,3

**Task 7.**

*Choose the correct answers.*

Ethology as a science studies:

1. Genetically determined animal behavior
2. Evolution of behavior
3. Ways to form the desired behavior of animals
4. Components of instinctive behavior

Answer 1,2,4

**Task 8.**

*Choose the correct answers.*

As objective criteria of the psyche (as the ability of living organisms to respond to biologically neutral stimuli), A. L. Leontiev considered two concepts:

1. Perception
2. Sensitivity
3. Resistance
4. Irritability

Answer 2,4

**Task 9.**

*Choose the correct answers.*

The behavior that is formed gradually, as individual experience accumulates, corresponds to:

1. Addictive behavior
2. Learning
3. Instinct

Answer 1,2

**Task 10.**

*Choose the correct answers.*

What are the main properties of your instincts?

1. Mutable in ontogenesis;
2. Species-specific.
3. Hereditary nature;
4. It is implemented under certain conditions.
5. Depends on your training.

Answer 2,34

**Closed-type compliance tasks**

**Task 11.**

*Set a match*

Establish a correspondence between the scientific discipline and the subject:

Subject	Scientific discipline
1. Mental activity of animals, patterns of its manifestation, origin and development	A. ethology
2. Inherited behavior in biologically determined situations	B. behaviorism
3. Ways to form the desired behavior of animals	C. Neurophysiology
4. Physiological bases of mental activity	D. zoopsychology

Write down the selected letters under the corresponding numbers in the table.

1	2	3	4

Answer: 1-D, 2-A, 3-B, 4-C.

**Task 12.**

*Set a match*

Establish a correspondence between the animal study directions and the founders of the direction:

Founder	of the Direction
1. N. Tinbergen, K. Lorenz	A. ethology
2. E. Thorndike	B. Behaviorism
3. J. Watson	C. Experimental psychology
4. I. P. Pavlov	D. Gestalt psychology
5. V. Keller	G. The doctrine of higher nervous activity

Write down the selected letters under the corresponding numbers in the table.

1	2	3	4	5

Answer: 1-A, 2-C, 3-B, 4-G 5-D.

**Task 13.**

*Set a match*

**Establish a correspondence between the ways of teaching and their interpretation**

1. The maze method	A. The animal solves the problem as quickly as possible blindly, without direct contact with the stimulus that causes it, and at the beginning of the experiment, the animal does not know about the presence of the target object. Only by chance, as a result of tentative research activities, does the animal discover this target object (food, nest, etc.).
2. "Operant" or "instrumental" training (E Thorndike's "problem box" method)	B. The response follows the stimulus, and as a result of the formation of a conditioned reflex connection, the reinforcement (unconditional stimulus) connects with the stimulus. The animal must learn from external landmarks when, under what accompanying external conditions, the appropriate movement should be made.

3. Classical, respondent-based learning	C. To solve the problem, the animal must show motor initiative, independently "invent" a method of action, operation. In this case, the experimenter does not impose certain movements on the animal.
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Write down the selected letters under the corresponding numbers in the table.

1	2	3

Answer: 1-A, 2-C, 3-B.

**Task 14.**

*Set a match*

Establish a correspondence between the degrees of birth of baby mammals shown in the table and the characteristics:

1. Mature-born	A. young mammals (rodents, carnivores), chicks of young birds (passerines, carnivores). The most mentally developed animals depend on parental care for a certain period of time. In the early postnatal period, the innate triggers of the most important instinctive actions are completed by including individually acquired components
in them 2. Immature	children. young ungulate mammals, brood birds (chickens, geese), almost immediately become capable of independent performance of basic life functions.

Write down the selected letters under the corresponding numbers in the table.

1	2

Answer: 1-B, 2-A.

**Task 15.**

*Set a match*

Establish a correspondence between the types of animal therapy and their description

1. A type of therapy that uses animals and their images to provide psychotherapy.	A. Canisterapiya
2. A type of psychotherapy that involves the use of dogs for the purpose of providing psychotherapeutic assistance. It is one of the most popular types of animal therapy due to its accessibility and social behavior of animals.	B. Hippotherapy
3. treatment with bee venom.	C. Apitherapy
4. treated horse riding.	D. Felinotherapy
5. methods of prevention and treatment of various diseases through contact with cats. Communication with cats is indicated for depression, neurosis, mania, and schizophrenia.	G. Zootherapy

Write down the selected letters under the corresponding numbers in the table.

1	2	3	4	5

Answer: 1-G, 2-A, 3-C, 4-B, 5-D.

### Closed - type tasks for establishing a sequence

#### Task 16.

*Set the sequence*

Put the main points of view on the emergence of the psyche in chronological order

1. Animalopsychism
2. Panpsychism
3. Neuropsychism
4. Biopsychism
5. Anthropopsychism

Response: 2, 4, 1, 3, 5

#### Task 17.

*Set the sequence*

Specify the stages of evolution of the psyche according to A. N. Leontiev

1. Stages of the anticipatory psyche
2. The intelligence stage
3. Stage of the sensory psyche

Answer: 3, 1, 2

#### Task 18.

*Set the sequence*

Establish the sequence of implementation of instinctive behavior

1. The embodiment of the biological meaning of all that is instinctive. At this stage, the animal consumes vital elements of the environment.
2. Updating the need
3. Preparatory phase-appetitive behavior: search for biologically significant stimuli. Search behavior occurs under the influence of internal factors (stimuli from internal receptors, hormones, changes in the concentration of certain substances).

Answer: 2, 3, 1

#### Task 19.

*Set the sequence*

Establish the sequence of locomotion formation in phylogeny:

1. Pisces
2. Birds
3. Mammals
4. Amphibians
5. Reptiles

Response: 1, 4, 5, 2, 3

#### Task 20.

*Set the sequence*

Establish the chronological order of the periods of development of the animal in ontogenesis

1. The juvenile period
2. Postnatal period
3. Prenatal period
4. Early postnatal period
5. The aging period
6. Puberty (puberty)

Response: 3, 4, 2, 1, 6, 5

### Open-type tasks

#### Task 21.

*Complete the offer*

The whole complex of behavioral and mental manifestations, a single process of mental reflection as a product of the external activity of the animal is called...

Answer: mental activity

#### Task 22

*Give a detailed answer*

Zoopsychology as a field of psychology studies

Answer: manifestations, patterns and evolutions of mental reflection in animals of different levels of development.

#### Task 23.

*Complete the offer*

The method that consists in solving the problem of penetration, in opening more or less complex locking devices, is called the method of...

Answer: problem cell or problem box

#### Task 24

*Give a detailed answer*

Research methods in zoopsychology are...

Answer: Methods for studying animal behavior, including observation and experiment.

The unit of analysis is the subject of the psyche (a living being with a psyche), the main purpose of which is to know the internal mental states of the subject, their functions in regulating the interaction of the subject with the world, and the physiological mechanisms underlying the psyche.

#### Task 25

*Complete the offer*

The transfer to animals of psychic properties and abilities that are actually unique to humans is called...

Answer: anthropomorphism

#### Task 26

*Give a detailed answer*

Sensitivity in zoopsychology is...

Answer: The ability to feel the impact of the environment, to experience it in the form of sensation as a special property of animals, arising from the common irritability of all living organisms

#### Task 27

*Give a detailed answer*

The instinct is...

Answer: natural attraction; inherent in the genus and species, that is, an inherited tendency to a certain behavior, or way of acting, which is carried out without understanding the meaning of one's actions.

#### Task 28.

*Give a detailed answer*

Internal factors of instinctive behavior are...

Answer: factors that depend on the internal state of the body, aimed at ensuring its vital activity. Create a state in the body that precedes the manifestation of an instinctive reaction.

**Task 29.**

*Give a detailed answer*

Learning from animals is...

Answer: adaptive change in individual behavior as a result of acquired experience, i.e. lifetime change in behavior in accordance with emerging and continuing changes in the environment.

**Task 30.**

*Give a detailed answer*

Locomotion – represents...

The main function of animal limbs is to move the animal in space.

## **4.2. Typical tasks for intermediate qualification**

### **4.2.1. List of the questions for credit**

#### **Competency assessment:**

**PC-1 Anamnesis of animal life and disease to identify the cause of disease, conduct a general clinical study of animals in order to establish a preliminary diagnosis and determine the ongoing research program:**

**PC-1 ID-1**To be able to collect and analyze information about the origin and purpose of animals, the method and conditions of husbandary, feeding (anamnesis of animal life), including use of sensor devices, mechanisms, sensors, tags, etc.

- 1. What is the subject and object of zoopsychology?*
- 2. What periods are distinguished in the ontogeny of animal behavior?*
- 3. Hormones and development of mammalian behavior*
- 4. The role of the veterinarian in addressing behavioral problems.*
- 5. Behavior modification methods*
- 6. Facilities for training, training and behavior modification.*

**PC-1 ID-2**To be able to collect and analyze information about the occurrence and manifestation of animals diseases, previously transmitted diseases, epizootological conditions (anamnesis of animal disease), with the use of sensor devices, mechanisms, sensors, tags, etc.

- 1. The role of socialization in shaping behavior.*
- 2. List periods of increased susceptibility*
- 3. Pedigree features of communicative behavior.*
- 4. Influence of age on attachment formation.*
- 5. Associative learning (formation of conditional reflexes). Respondent and operant behavior.*
- 6. Reinforcements. Reinforcement regimes.*

*6. Reinforcements. Reinforcement regimes.*

**PC-1 ID-3**To be able to fix animals to ensure safety during a clinical trial

- 1. Punishment and its forms.*
- 2. Non-associative learning (habituation).*

**PC-1 ID-4** To be able to perform a clinical examination of animals, using common methods: examination, palpation, percussion, auscultation and thermometry.

- 1. Behavioral problems of old animals*
- 2. Behavioral counseling methodology*
- 3. Owner Contact Procedure*

**PC-1 ID-5** To be able to establish a preliminary diagnosis based on anamnesis analysis and clinical research, using general methods.

1. List typical dog and cat behavior issues.

2. Causes of behavioral problems

1. Anxiety mechanisms.

2. Evolutionary-biological basis of aggression

**PC-1 ID-6** To know the method of collecting animals anamnesis of life and disease.

1. Compulsive behavior (obsessive neurosis).

2. Fears, phobias, panic disorders.

3. Neurophysiological basis of aggression.

**PC-1 ID-7** To know the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases

1. Uncleanliness of cats. Aversion to place or substrate

2. Uncleanliness of cats. Site or substrate preference

3. Uncleanliness of cats. The role of anxiety in the development of uncleanliness in cats

4. Uncleanliness of cats. Urinary labeling (sexual and reactive labeling)

5. Uncleanliness of dogs, as a result of mistakes of owners (insufficient training in the rules of behavior in the house, insufficient walking, learned behavior, attention-seeking behavior)

6. Uncleanliness of dogs. Preference for a specific substrate

7. Uncleanliness of dogs. Territory tagging behavior

8. Uncleanliness of dogs. Clinical disorders (separation anxiety, urination as a manifestation of compliance, state of fear or overexcitation)

**PC-1 ID-8** To know the forms and rules for filling out the journal for the registration of sick animals and the animal's medical history, including in electronic form in accordance with the requirements of veterinary rules

1. Clinical and laboratory examination for diagnostic testing of somatic and behavioral disorders

2. Classification and mechanism of action of psychotropic drugs

3. Anxiolytics

4. Antidepressants

5. Neuroleptics

6. Drugs of other groups and biologically active substances

7. Peculiarities of prescribing psychotropic drugs

8. Drugs as an aid in solving behavioral problems

**PC-1 ID-9** To know the methods of animals' fixation during clinical examination.

1. Predatory aggression (pathogenesis, symptoms, dif. diagnosis, treatment)

2. Dominant aggression (pathogenesis, symptoms, dif. diagnosis, treatment)

3. Idiopathic aggression (pathogenesis, symptoms, dif. diagnosis, treatment)

**PC-1 ID-10** To know the technique of conducting an animal clinical study, using general methods, in accordance with the guidelines, instructions, rules for the diagnosis, prevention and treatment of animals.

1. What is unwanted animal behavior.

2. What could be the nature of aggression?

3. Game aggression (pathogenesis, symptoms, dif. diagnosis, treatment)

4. Maternal aggression (pathogenesis, symptoms, dif. diagnosis, treatment)

5. Aggression due to fear (pathogenesis, symptoms, dif. diagnosis, treatment)

6. Aggression due to pain (pathogenesis, symptoms, dif. diagnosis, treatment)

7. Territorial aggression (pathogenesis, symptoms, dif. diagnosis, treatment)

8. Intraspecific aggression (pathogenesis, symptoms, dif. diagnosis, treatment)

9. Forwarded aggression (pathogenesis, symptoms, dif. diagnosis, treatment)

10. Food aggression (pathogenesis, symptoms, dif. diagnosis, treatment)

11. Possessive aggression (pathogenesis, symptoms, dif. diagnosis, treatment)

## 5. METHODOLOGICAL MATERIALS DEFINING THE PROCEDURES FOR ASSESSING KNOWLEDGE, SKILLS AND ABILITIES AND WORK EXPERIENCE CHARACTERIZING THE STAGES OF COMPETENCE FORMATION

### Criteria for assessing the knowledge of students during testing:

The test result is evaluated on a percentage rating scale. Each student is offered a set of test tasks of 25 questions:

- The mark "**excellent**" is 25-22 correct answers.
- The mark "**good**" is 21-18 correct answers.
- The mark "**satisfactory**" is 17-13 correct answers.
- The mark "**unsatisfactory**" is less than 13 correct answers

### Criteria for assessing students' knowledge during report:

- The mark "**excellent**" - the problem is identified and its relevance is justified; an analysis of various points of view on the problem under consideration is made and one's own position is logically stated; conclusions are formulated, the topic is fully disclosed, the volume is maintained; the requirements for external design are met, the basic requirements for the report are fulfilled.
- The mark "**good**" - mistakes have been made. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; the volume of the report is not maintained; there are omissions in the design, there are significant deviations from the requirements for the presentation of materials.
- The mark "**satisfactory**" - the topic is only partially covered; factual errors were made in the content of the report; there are no conclusions, the topic of the report is not disclosed.
- The mark "**unsatisfactory**" - there is a significant misunderstanding of the problem or the report is not submitted.

### Criteria of knowledge during the test

- The mark "**accepted**" must correspond to the parameters of any of the positive ratings ("excellent", "good", "satisfactory").
- The mark "**not accepted**" rating should correspond to the parameters of the "unsatisfactory" rating.
- The mark "**excellent**" – all types of educational work provided for in the curriculum have been completed. The student demonstrates the compliance of knowledge, skills, and abilities with the indicators given in the tables, operates with acquired knowledge, skills, and applies them in situations of increased complexity. At the same time, inaccuracies, difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations may be allowed.
- The mark "**good**" – all types of educational work provided for in the curriculum have been completed. The student demonstrates the compliance of knowledge, skills, and abilities with the indicators given in the tables, operates with acquired knowledge, skills, and applies them in standard situations. At the same time, minor errors, inaccuracies, difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations may be made.
- The mark "**satisfactory**" – one or more types of educational work provided for in the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, skills, and abilities with the indicators given in the tables, significant errors are made, a partial lack of knowledge, skills, and skills is manifested in a number of indicators, the student experiences significant difficulties in operating with knowledge and skills when transferring them to new situations. –

- The mark "**unsatisfactory**" – the types of educational work provided for in the curriculum have not been completed. demonstrates incomplete compliance of knowledge, skills, and abilities given in the tables of indicators, significant errors are made, a lack of knowledge, skills, and skills is manifested for a large number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations

## 6. ACCESSIBILITY AND QUALITY OF EDUCATION FOR DISABLED PEOPLE

If necessary, persons with disabilities and persons with disabilities are given additional, time to prepare an answer for the test.

When conducting the procedure for evaluating the learning outcomes of disabled people and persons with disabilities, their own technical means can be used.

The procedure for evaluating the learning outcomes of disabled people and persons with disabilities in the discipline provides for the provision of information in forms adapted to the limitations of their health and perception of information:

For people with visual impairments:	– in printed form in enlarged font; – in the form of an electronic document.
For people with hearing impairments:	– in printed form; – in the form of an electronic document.
For people with disorders of the musculoskeletal system:	– in printed form, the device; – in the form of an electronic document.

When conducting the procedure for evaluating the learning outcomes of disabled people and persons with disabilities in the discipline, it ensures that the following additional requirements are met, depending on the individual characteristics of the students:

a) instructions on the procedure for conducting the assessment procedure are provided in an accessible form (orally, in writing);

b) an accessible form of assignment of assessment tools (in printed form, in printed form in enlarged font, in the form of an electronic document, assignments are read out by the teacher);

c) an accessible form of providing answers to tasks (written on paper, a set of answers on a computer, orally).

If necessary, for students with disabilities and the disabled, the procedure for evaluating the results of training in the discipline can be carried out in several stages.

The procedure for evaluating the learning outcomes of disabled people and persons with disabilities is allowed using distant learning technologies.