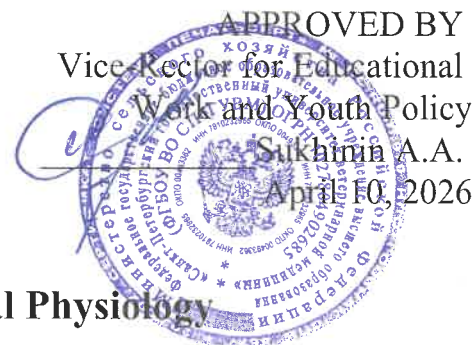


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ФИО: Сухинин Александр Александрович  
Должность: Проректор по учебно-воспитательной работе  
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Ministry of Agriculture of the Russian Federation  
Federal State Budgetary Educational Institution  
of Higher Education  
"St. Petersburg State University of Veterinary Medicine"



**Department of Pathological Physiology**

**EDUCATIONAL WORK PROGRAM**

**for the discipline**

**"ZOOPSYCHOLOGY"**

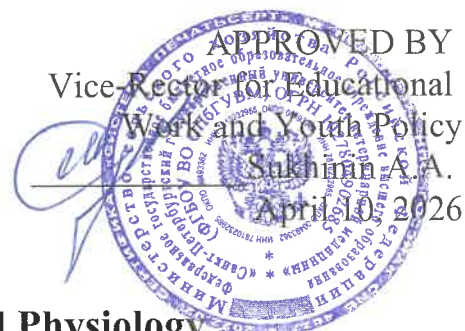
**The level of higher education  
SPECIALIST COURSE**

**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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## PURPOSE AND OBJECTIVES OF THE DISCIPLINE

The purpose of mastering the discipline "Zoopsychology" is to give students knowledge of zoopsychology so that they can trace the appearance, forms of manifestation and patterns of mental processes in animals, both in the process of their individual development and in the process of evolution. Mastery of objective and subjective methods of studying the behavior and psyche of animals, the history of observations and research; the study of the main modern directions of discipline, innate and acquired in animal behavior, the development of the animal psyche in ontogenesis. To get acquainted with the forms of rational activity of animals and the mind of animals as independent phenomena, which are the prehistory of the human mind.

The main tasks of the discipline:

- to familiarize students with the theoretical foundations of zoopsychology and its connections with other sciences;
- to familiarize students with the main modern data on the behavior and psyche of animals;
- to analyze the basic laws of formation of behavior and psyche in the process of ontogenesis;
- to consider the data of comparative psychology and their significance for the formation of ideas about the development of the psyche in the process of phylogenesis.

### 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 VO 36.05.01 Veterinary.

Field of professional activity:

13 Agriculture

#### 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.

**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.

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

The discipline of the B1.V.DV.02.01 "Zoopsychology" refers to the discipline of choosing the federal state educational standard of higher education in the specialty 36.05.01 "Veterinary" (specialty level).

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

This educational discipline, the following knowledge, skills and abilities is 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. SCOPE OF DISCIPLINE " ZOOPSYCHOLOGY"

#### 4.1. SCOPE OF DISCIPLINE " ZOOPSYCHOLOGY " 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>Test</b>	<b>Test</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)			
				Lecti on	Pract ical lesso ns	Practi cal trainin g	Self -stu dy
1	Fundamentals of animal psychology as a science. History of zoopsychology. Subject, tasks, methods and significance of zoopsychology	<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> <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		4	
2	Role of behavioral medicine in veterinary practice	<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> <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		4	
3	Behavioral development, social behavior and	<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>		2		2	

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

### 6.1. Guidelines for independent 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 independent 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?aWQ9NDcIjNbzPTMw> (accessed on 07.04.2026).- 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) main 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.

## 8. ELECTRONIC LIBRARY SYSTEMS

1. FBS "SPBGUVM"
3. EBS "Student Consultant"
4. ConsultantPlus Reference System
5. University Information System "RUSSIA"
6. Scientific electronic library ELIBRARY.RU
7. Russian Scientific Network

## 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://spbgovm.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
Zoopsychology	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.02.01 « Zoopsychology »**  
**specialty 36.05.01 Veterinary Medicine**  
**Profile: «General clinical veterinary medicine»**

**The purpose of the discipline:** to acquaint students with the biological principles of animal behavior of the different animal species.

The tasks of the discipline include: analyzing animal behavior in their natural habitat and as a result of domestication; identifying factors that cause abnormal behavior (ranging from disturbances in sensory perception to characteristics of interactions with humans); determining symptomatic behaviors (such as forced postures in pain syndromes); and providing recommendations to animal owners for normalizing the conditions of keeping animals, taking into account their lifestyle in their natural habitat.

**Position of the discipline in the curriculum:** B1.V.DV.02.01 variable part is studied in the 4th semester of full-time education.

**Requirements for the results of mastering the discipline:** The graduate of the discipline « Zoopsychology » 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.

**Abstract of the discipline:** Zoopsychology is a science of the animal psyche and of the patterns of the mental reflection. The subject of research in zoopsychology is the formation of behavior and mental processes in animals, the development of behavior in ontogenesis, the role of behavior in the evolutionary process, and the biological prerequisites for the formation of human consciousness. 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. A special place is occupied by studies of the psyche and behavior of warm-blooded animals of various taxonomic groups related to the direct activities of veterinary doctors.

**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**

**«ZOOPSYHOLOGY»**

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
1.	<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>Fundamentals of animal psychology as a science. History of zoopsychology. Subject, tasks, methods and significance of zoopsychology</p>	<p>Tests, reports, seminar</p>
2.	<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>	<p>Role of behavioral medicine in veterinary practice</p>	<p>Tests, reports, seminar</p>
3.	<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>Behavioral development, social behavior and communication in animals</p>	<p>Tests, reports, seminar</p>
4.	<p>PC-1 ID-3 To be able to fix animals to ensure safety during a clinical trial</p>	<p>Methods of learning, training and behavior modification</p>	<p>Tests, reports, seminar</p>
5.	<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>Animal behavior control issues</p>	<p>Tests, reports, seminar</p>
6.	<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>Unclean behavior of pets</p>	<p>Tests, reports, seminar</p>
7.	<p>PC-1 ID-6 To know the method of collecting animals anamnesis of life and disease.</p>	<p>Pet behavioural problems in old age</p>	<p>Tests, reports, seminar</p>
8.	<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>Fear, stress, aggression</p>	<p>Tests, reports, seminar</p>
9.	<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>Higher nervous activity</p>	<p>Tests, reports, seminar</p>
10.	<p>PC-1 ID-9 To know the methods of animals' fixation during clinical examination.</p>	<p>Socialization and training, clinic setting for the reception of animals with deviations in social behavior</p>	<p>Tests, reports, seminar</p>
11.	<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>Early behavioral development. Social behavior and animal communications. Group recognition. Communication. Environmental influences on behavior</p>	<p>Tests, reports, seminar</p>
12.		<p>Behavior modification methods. Assessing the role of learning in controlling behavioral problems. Associative learning. Reinforcement and punishment</p>	<p>Tests, reports, seminar</p>

13.		Methods of medical history management. Human-animal connection. Owner fails	Tests, reports, seminar
14.		Animal behavior control issues	Tests, reports, seminar

## 2. List of assessment tools

Table 2

№	Title of the assessment tool	Brief description of the assessment tool	Presentation of the assessment tool in the fund
1.	Seminar	A means of control is organized as a conversation between the teacher and the student on topics related to the discipline, and designed to clarify the amount of knowledge that students have on a certain module, topic, problem, etc. May be conducted in written form.	Questions by Discipline Topic/Section
2.	Test	A system of standardized tasks, which allows to automate the assessment of students knowledge and skills	Fund of assessment tools for the discipline
3.	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

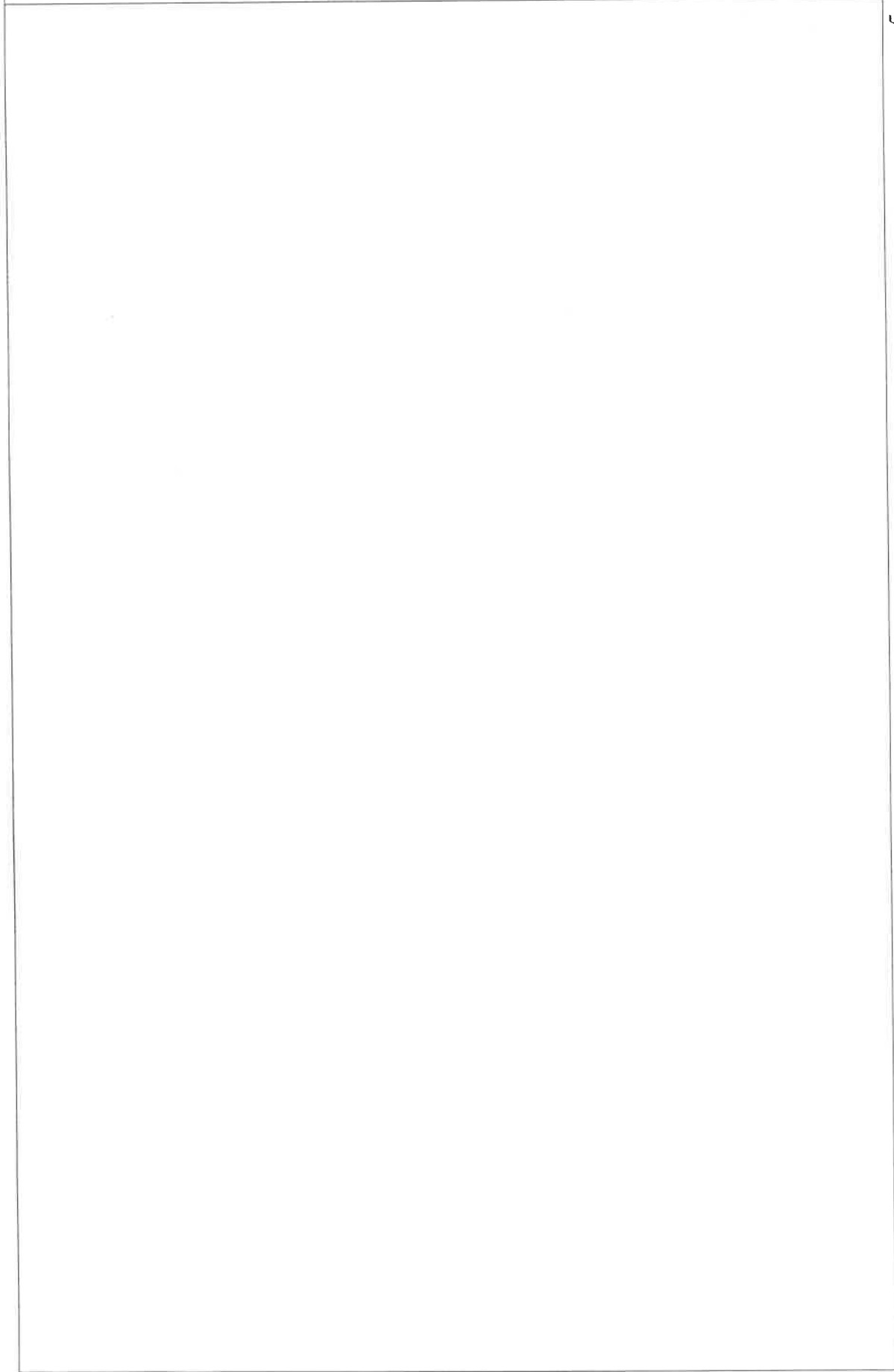
1.

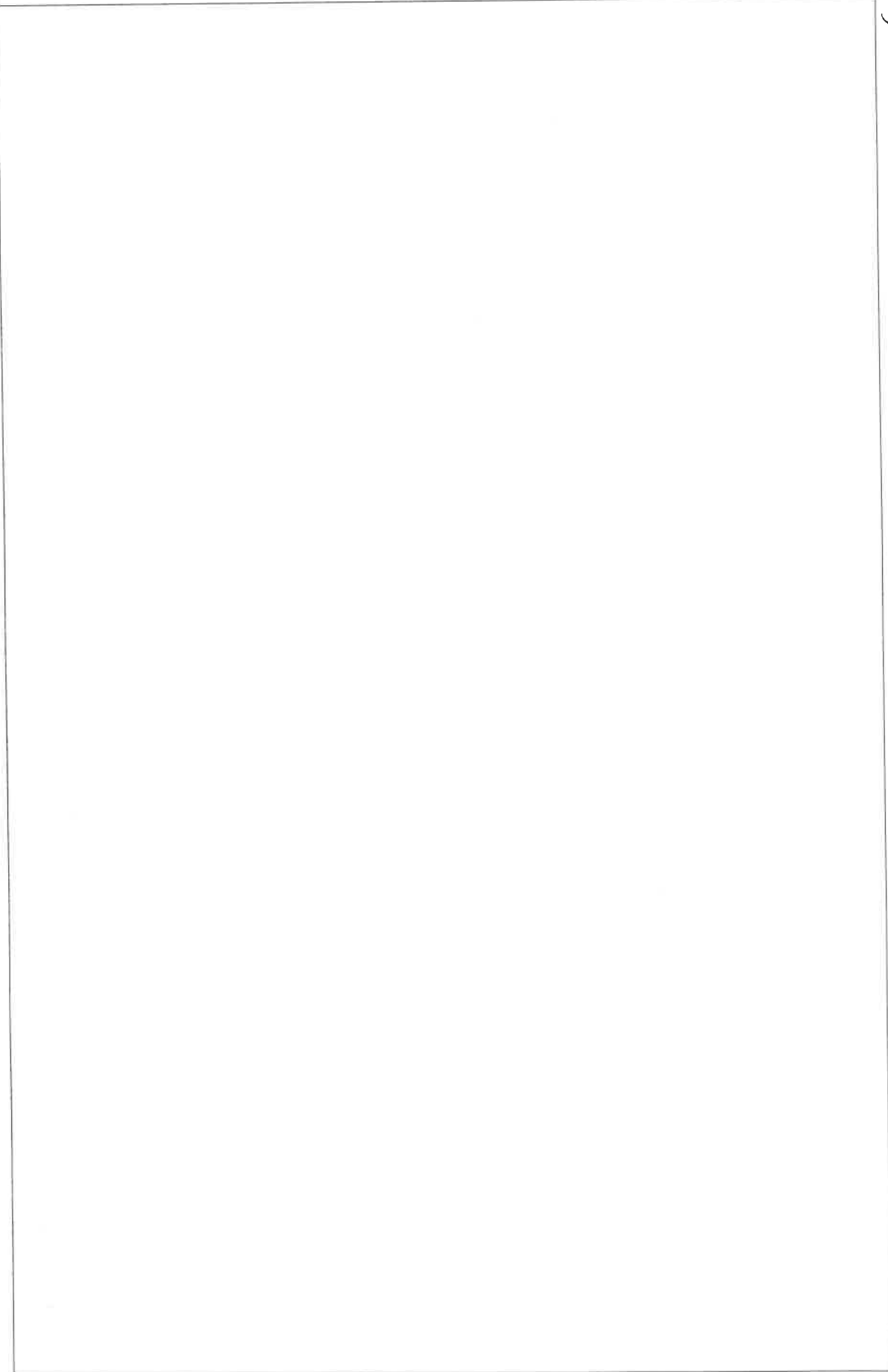
**3. INDICATORS AND CRITERIA FOR ASSESSING COMPETENCIES AT VARIOUS STAGES OF ITS FORMATION,  
DESCRIPTION OF ASSESSMENT SCALES**

Table 3

Planned results of competency acquired	The level of development			Assessment tool
	Unsatisfactory	Satisfactory	Good	
<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>				

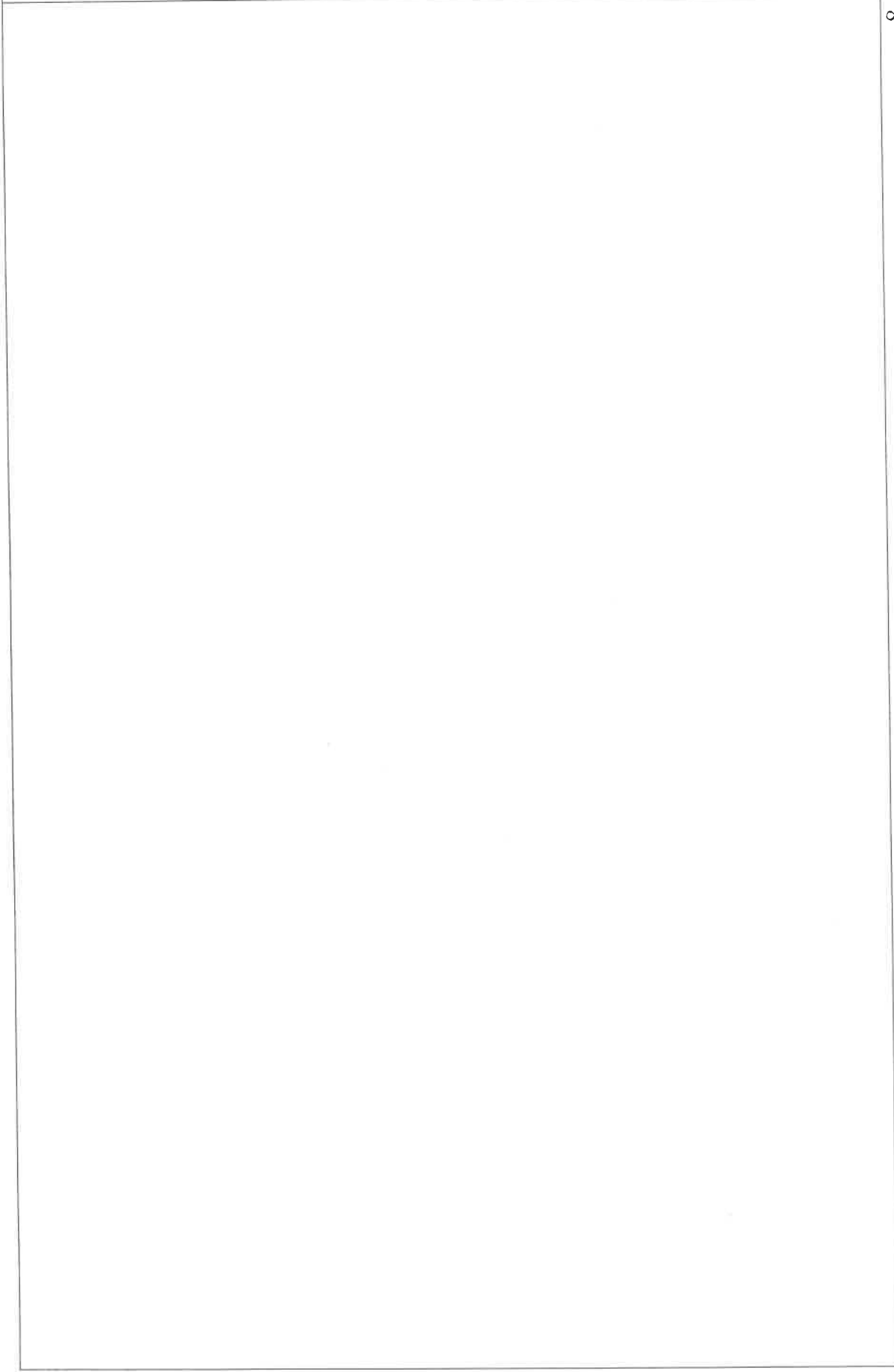
P C - 1 A n a m n e s i s o f a n i m a l l i f e





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iii  
i n a r y d i a b e n o s i s a n d d e t e r m i n e t h e o r e s



<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>	<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>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</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</p>	<p>The level of knowledge corresponds to the training program, no errors have been made</p>
			<p>Seminar, tests, reports</p>
			<p>Seminar, tests, reports</p>

<p>disease), with the use of sensor devices, mechanisms, sensors, tags, etc.</p>		<p>completed, but not in full</p>	<p>errors, all the tasks have been completed in full, but some with flaws</p>	<p>all tasks have been completed in full</p>	<p>Seminar, tests, reports</p>
<p>PC-1 ID-3 To be able to fix animals to ensure safety during a clinical trial</p>	<p>Basic skills were not demonstrated in solving standard tasks, and gross errors occurred</p>	<p>Basic skills have been demonstrated, all 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>Seminar, tests, reports</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>Basic skills were not demonstrated in solving standard tasks, and gross errors occurred</p>	<p>Basic skills have been demonstrated, all 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>Seminar, tests, reports</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>Basic skills were not demonstrated in solving standard tasks, and gross errors occurred</p>	<p>Basic skills have been demonstrated, all typical problems have been solved with minor errors, all tasks have been completed</p>	<p>All the basic skills have been demonstrated, all the main tasks have been solved with minor errors</p>	<p>All basic skills have been demonstrated, all main tasks have been solved with some minor flaws,</p>	<p>Seminar, tests, reports</p>

		completed, but not in full	errors, all the tasks have been completed in full, but some with flaws	all tasks have been completed in full	
PC-1 ID-6 To know the method of collecting animals anamnesis of life and disease.	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	Seminar, tests, reports
PC-1 ID-7 To know the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases.	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	Seminar, tests, reports
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.	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	All the basic skills have been demonstrated, all the main tasks have been solved with minor errors	All basic skills have been demonstrated, all main tasks have been solved with some minor flaws,	Seminar, tests, reports

		completed, but not in full	errors, all the tasks have been completed in full, but some with flaws	all tasks have been completed in full	
PC-1 ID-9 To know the methods of animals' fixation during clinical examination.	The level of knowledge is below the minimum requirements, gross errors have occurred	The minimum acceptable level of knowledge, many minor errors have been made	The level of knowledge corresponds to the training program, several minor errors have been made	The level of knowledge corresponds to the training program, no errors have been made	Seminar, tests, reports
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 level of knowledge is below the minimum requirements, gross errors have occurred	The minimum acceptable level of knowledge, many minor errors have been made	The level of knowledge corresponds to the training program, several minor errors have been made	The level of knowledge corresponds to the training program, no errors have been made	Seminar, tests, reports

#### 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

##### 4.1.1. Questions for the seminar

Competency assessment questions:

**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. *Help for the owner and his animal.*
2. *Behavioral disorder services within the clinic.*
3. *Tips for acquiring and caring for animals.*
4. *Socialization and training, the setting of the clinic for the reception of animals with deviations in social behavior.*

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.

5. *Domestication.*
6. *Earlier behavioral development.*
7. *Stages of animal development.*
8. *The practical significance of the socialization period and the juvenile period.*
9. *Social behavior and communication of puppies.*
10. *"Ladder of aggressiveness."*
11. *Aggression and its prevention.*
12. *Social behavior, communication and behavioral development in cats.*
13. *Colonies.*
14. *Recognition of a group and interaction between its members.*
15. *Communication.*
16. *Environmental influences on animal behaviour.*

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

17. *Behavior modification methods.*
18. *Assessing the role of learning in controlling behavioral problems.*
19. *Associative behavior (Formation of conditional reflexes).*
20. *Reinforcement and punishment.*
21. *Reinforcement modes.*

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

22. *Methods of counseling.*
23. *Cat behaviour control issues: scratching, gambling behaviour, vagrancy*

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

24. *Human-animal connection and role in the family.*
25. *Territory marking behavior.*
26. *Actualization of drug treatment.*

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

27. *History of behavioral disorder.*
28. *Collecting the anamnesis.*

29. *Diagnosis.*

30. *Clinical examination.*

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

31. *Common owner fails.*

32. *Associated physical signs and symptoms of behavioral abnormalities.*

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.

33. *Treatment.*

34. *Remotely controlled means of punishment.*

35. *Desensitization.*

36. *Monitoring the course of treatment.*

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

37. *Fear and stress mechanisms.*

38. *Species-specific behavior models.*

39. *Factors influencing the stress response of an individual.*

40. *Fear and stress in problematic behaviors.*

41. *Fear caused by a place or thing.*

42. *Definition of aggression, its variety.*

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.

43. *Aggression directed against the host.*

44. *Aggression in dogs and its treatment.*

45. *Aggression in cats and its treatment.*

46. *Compulsive behaviour*

#### **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. Subject and methods of zoopsychology
2. Instinct and learning
3. Associative learning (formation of conditional reflexes).
4. Behaviorism and ethology
5. Paths to correct dog behavioral responses during training.
6. Hormones and behavioral development in small pets.
7. Community organization (sociobiology)
8. Thinking or reasoning of animals
9. History of studying animal behavior
10. Animal behavior genetics
11. Animal behavior: individual, reproductive, social
12. Dominant aggression.
13. Animal memory, its characteristics and origin
14. Animal games
15. Eating behavior
16. Intelligence in animals
17. Determination of feeding behavior.
18. Principles of post-stress recovery therapy.
19. Use of synthetic pheromones in the treatment of behavioral disorders due to anxiety and stress in dogs and cats.
20. Formation of early species-specific behavior
21. Effects of hormones on animal behavior
22. Rank relationships in the animal kingdom
23. History of studying instincts
24. Results of comparative study of the rational activity of animals of different taxonomic groups
25. Classifications of training forms
26. Experimental study of conditional reflex activity
27. Animal education in natural conditions
28. Biological forms of behavior
29. Defensive behaviour
30. Animal community
31. Population structure and intra-population relationships
32. Communication and animal language.
33. Sensory organs. Analyzers
34. Ways of animal communication
35. History of studying animal behavior in nature
36. Main areas of study of animal behavior
37. Animal education in natural conditions
38. Evolution of animal behavior
39. Ratio of innate to acquired in animal behavior
40. Parental behavior
41. Psychological aspects of horse behavior
42. Psychological aspects of the behavior of fur animals
43. Psychological aspects of dog behavior.
44. Psychological aspects of the behavior of domestic cats
45. Concept of animal therapy, Types of animal therapy.
46. Ethological principles for the prevention of animal diseases
47. General Regulation on Behavioral Medicine

48. Tasks of the zoopsychologist of the veterinary clinic
49. Correction of undesirable behavior
50. Methods of behavior correction: formation of the absence of unwanted behavior, elimination of the possibility of committing unwanted behavior, punishment, negative reinforcement.
51. Methods of behavior correction: extinction, addiction, approximate inhibition, development of incompatible behavior.
52. Methods of behavior correction: connection of behavior with a certain signal, reinforcement of the absence of unwanted behavior, elimination of motivation, just training, veterinary.
53. Animal rearing and initial animal training
54. Basic training methods
55. Animal feeding behavior
56. Undesirable types of food-producing behavior and its correction:
57. Aggression is a concept, types.
58. Correction of unwanted aggressive behavior

#### 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 2,3,4

**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-D, 5-G.

**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)	. 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	. 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.

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
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	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	B. 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. Animalopsychim
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**

#### 1.2.1. Checklist

**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.

**OPTION 1**

1. Help to the owner and his animal.
2. Behavioral disorder services within the clinic.
3. Tips for acquiring and caring for animals.
4. Socialization and training, clinic setting for the reception of animals with deviations in social behavior.

**OPTION 2**

1. Domestication.
2. Formerly behavioral development.
3. Animal developmental stages.
4. Practical significance of socialization period and juvenile period.

**OPTION 3**

1. social behavior and communication of puppies.
2. "Ladder of aggressiveness."
3. aggression and its prevention.
4. Social behavior, communication and behavioral development in cats.

**OPTION 4**

1. Behavior modification methods.
2. Assessing the role of learning in controlling behavioral problems.
3. Associative behavior (Formation of conditional reflexes).
4. Reinforcement and punishment.

**OPTION 5**

1. Methods of counseling.
2. Cat behaviour control issues: scratching, gambling behaviour, vagrancy

3. Human-animal connection and family role.
4. History of behavioral disorder.

**OPTION 6**

1. Territory marking behavior.
2. Actualization of drug treatment.
3. Common owner errors.
4. Associated physical signs and symptoms of behavioral abnormalities.

**OPTION 7**

1. Fear and stress mechanisms.
2. Species-specific behaviors.
3. Factors influencing the stress response of the individual.
4. Fear and stress in problematic behaviors.

**OPTION 8**

1. Animal education in natural conditions (Optional training).
2. Comparative study of the rational activity of animals using methods developed by L.V. Krushinsky.
3. Animal communities.
4. Features of behavioral reactions in raccoon dogs.

**OPTION 9**

1. Training - the concept of Classification of forms of training (non-associative training, sensitization and the main types of sensitization reactions, addiction).
2. Experimental study of rational activity.
3. Host-directed aggression.
4. Aggression in dogs and its treatment.

**OPTION 10**

1. Instinct is a concept, types of instincts and their characteristics.
2. Studies of animal behavior in nature.
3. Fear caused by a place or thing.
4. Definition of aggression, its variety.

1.2.2. **List of issues for credit**

**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. *History of the development of behavioral veterinary medicine.*
2. *Relevance of behavioral veterinary medicine to current practice.*
3. *Principles of animal treatment.*
4. *Animal developmental stages.*
5. *Puppy social behavior and communication.*
6. *Associative learning (formation of conditional reflexes).*

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.

7. *Preventive behavioral medicine.*
8. *Covert learning and imitation.*

9. *Review of historical information.*
- PC-1 ID-3 To be able to fix animals to ensure safety during a clinical trial
10. *Defining the type of aggression.*
11. *Determination of feeding behavior.*
12. *Destructive behavior in kittens.*
13. *Invalid forms of play.*
14. *Game aggression.*
15. *Predatory behavior.*
- PC-1 ID-4 To be able to perform a clinical examination of animals, using common methods: examination, palpation, percussion, auscultation and thermometry.
16. *Principles of handling old animals.*
17. *Behavioral problems of dogs due to separation from the owner.*
18. *Animal aggression towards humans.*
19. *Behavioral problems of shelter animals.*
- PC-1 ID-5 To be able to establish a preliminary diagnosis based on anamnesis analysis and clinical research, using general methods.
20. *Aggression and its prevention.*
21. *Social behavior, communication, and behavioral development in cats.*
22. *Environmental influences on behavior.*
23. *Behavior modification methods.*
24. *Assessing the role of learning in controlling behavioral problems.*
- PC-1 ID-6 To know the method of collecting animals anamnesis of life and disease.
25. *Family role in behavioral therapy.*
26. *Effects of family discord on animal behavior.*
27. *Effects of a social group of animals on behavior.*
28. *Disturbance of feeding behavior.* PC-1 ID-7 To know the factors of animal life that contribute to the occurrence of infectious and non-infectious diseases
29. *Territory tagging behavior.*
30. *Reproductive behavior disorders.*
31. *Complex treatments for psychopathic conditions in animals.*
- 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
32. *Human-animal connection and family role. Owner fails.*
33. *Associated physical signs and symptoms of behavioral abnormalities.*
34. *Remotely controlled means of punishment.*
35. *Problems of controlling cat behavior: scratching, gambling behavior, vagrancy.*
36. *Unclean behavior of cats in the house: history of behavioral disorder, factors causing and supporting unclean behavior, treatment uncleanliness.*
37. *Changing responses to environmental factors and social interactions.*
38. *Age-related Cognitive Affective Disorders Rating Scale (ARCAD).*
- PC-1 ID-9 To know the methods of animals' fixation during clinical examination.
39. *Physiotherapy in a comprehensive approach to mental recovery animals.*
40. *Principles of post-stress recovery therapy.*
41. *Help to the owner and his animal.*
42. *Socialization and training, clinic setting for the reception of animals with deviations in social behavior.*
43. *Early behavioral development.* 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.

- 44. Reinforcement and punishment. Reinforcement regimes.
- 45. Fear and stress mechanisms. Factors affecting the stress response of the individual.
- 46. Fear and stress in problematic behaviors. Fear caused by a place or thing.
- 47. Definition of aggression, its varieties.
- 48. Host-directed aggression.
- 49. Compulsive behavior.

## 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 the knowledge of students during the colloquium:

- Mark "**excellent**" - the student clearly expresses his point of view on issues under consideration, giving relevant examples.
- Mark "**good**" - the student makes individual errors in the answer
- The mark "**satisfactory**" - learner detects knowledge gaps basic educational and normative material.
- The mark "**unsatisfactory**" - the student detects significant gaps in knowledge of the main provisions of the discipline, inability to use teacher get the correct solution to a specific practical problem.

### 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.