

SUBJECT TO REVISION prior to start of class

**West Chester University
Graduate Social Work Department**

SWG 590: Special Topic
The Human-Animal Dynamic

- I: Course Number: SWG 590
- II: Course Title: Special Topic: *The Human-Animal Dynamic*
- III: Course Instructor: Dr. Page Buck, LSW
Office hours by appointment
Reynolds Hall 103
- IV: Credit Hours: 3 Graduate Credit Hours
Class will met from 9-5pm, June 13-17, 2016
Reading assignments are due before session #1

V: Mission Statement:

The Graduate Social Work Department provides a quality, affordable and accessible Master of Social Work Degree in preparation for a career in an evolving, complex, technological, and global society. It prepares graduates who can think critically, communicate effectively, embrace diversity, practice ethically, respond to the needs of vulnerable and oppressed populations, are committed to social justice, and are competent to practice with individuals and families.

Program Goals:

- Provide a quality Master of Social Work Program in accord with the standards of the Council on Social Work Education and the PA State System of Higher Education.
- Prepare graduates to practice competently and ethically with individuals and families.
- Prepare graduates to think critically, communicate effectively, and engage research in the practice of social work.
- Prepare graduates to practice social work with a commitment to social justice.

VI: Course Description:

This course focuses on the role of domestic animals in the lives of the individuals and families, with a focus on four primary dimensions of the human-animal dynamic: animal-

SUBJECT TO REVISION prior to start of class

assisted interventions, pet loss, animal hoarding and animal cruelty. Social workers have long recognized the importance of human-animal interactions. A strong bond can support resilience and recovery, while a lack of empathy towards animals is associated with anti-social behaviors. Domestic animals play an important role in the lives of many people, to the extent that some make important decisions based on their relationship with pets. This may include their willingness to get inpatient care or seek out-of-home support.

Animal-assisted therapies (AAT) are rapidly becoming mainstream in medical and therapeutic settings. This course will provide students with the history and evidence behind AATs, as well as hands-on experiences.

Students must be willing to travel in their own vehicles during the course, must be able to tolerate interactions with domestic animals such as dogs and horses.

VII: Theoretical Framework:

The West Chester University MSW Program strives to be on the cutting edge of theory-driven and research-informed practice. To this end, the program takes an integrative approach to social work practice with individuals, families and communities. This approach incorporates a number of theories, perspectives and models for practice with the various levels of social systems, depending on mutually identified strengths, needs, and goals. What is central to this approach is the importance of a collaborative relationship between the social worker and those served, building on strengths and working together to affect meaningful and socially just change. The theories and models incorporated include, but are not limited to: trauma theory, health behavior change theories, the transtheoretical model, the Health Belief Model, the ecological perspective, empowerment theory, social learning theory, and the Sanctuary Model.

VIII: Course Outcomes:

The WCU, Graduate Social Work Department has adopted a competency-based, outcome performance approach to its curriculum consistent with the Educational and Policy Accreditation Standards (EPAS) of the Council on Social Work Education (2008). Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. Each course is designed to provide students the opportunity to develop and demonstrate certain core competencies through measurable, advanced practice behaviors.

1. Develop, manage, and maintain professional relationships with individuals and families from strengths-based, human rights and social justice perspectives (APB1).
2. Apply ethical reasoning to address dilemmas in work with individuals and families (APB4).
3. Distinguish, appraise, and integrate multiple sources of knowledge to inform professional decisions in practice with individuals and families (APB5).

SUBJECT TO REVISION prior to start of class

4. Synthesize and differentially apply theories of human health behavior to guide assessment, intervention plans, and evaluation of work with individuals and families (APB14).
5. Critically evaluate and select best practices and research-informed interventions that enhance individuals' and families' resiliency, support recovery and build capacity (APB23).

IX: Required Text:

*Herzog, H. (2011). *Some we love, some we hate, some we eat: Why it's so hard to think straight about animals*. Reprint. Harper Perennial.

Recommended for anyone planning to work in animal-assisted therapy: Fine, A. H. (2011). *Handbook on Animal-Assisted Therapy, Fourth Edition: Foundations and Guidelines for Animal-Assisted Interventions, 3rd Edition*. Academic Press.

X: Instructional Methodology:

The teaching methods in this course will include lecture, group discussion, guest lectures, on-site learning and films. Knowledge of the reading assignments is expected for class participation.

XI: Course/Classroom Expectations

- *Class attendance* – Students are expected to attend the entire class each session for the duration of the week. Timeliness is expected. Students are expected to notify the instructor prior to any absences or late arrivals and must get missed material from classmates.
- *Course readings* – Students are expected to complete and be prepared to discuss the assigned readings. Class discussions and lectures are designed to be integration of course material, not a review of all required readings. Students are accountable for assigned material not covered in class.
- *Respectful interactions* – Students are expected to interact with instructors and peers in a respectful, professional manner (e.g. active listening in class, use of non-discriminatory language, use of constructive debate and feedback, appropriate and professional use of email). Please refrain from use of electronic media including mobile phones or laptops to communicate with others during class time.
- *Timely completion of written assignments* – Students are expected to complete written assignments in a timely manner. Late assignments will only be accepted with *prior* approval from the instructor.

SUBJECT TO REVISION prior to start of class

- *Professional quality of written assignments* – Students are expected to produce professional quality work. This includes using non-sexist and inclusive language, not engaging in plagiarism (intended or unintended), giving credit to original author(s) for concepts and ideas that are not the student’s own, and using scholarly references to support one’s ideas in APA format. APA manuals are available for purchase at the WCU bookstore. The following is the complete citation for the manual:

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

An excellent online resource for APA style is available through the OWL (Online Writing Lab) at Purdue University: <http://owl.english.purdue.edu>.

- *Plagiarism* – Plagiarism is a serious violation of West Chester University’s [Academic Integrity Policy](#) and can result in expulsion from the University. Students admitted to West Chester University for a Master’s degree in social work are expected to have a clear understanding of plagiarism, including its consequences and how to avoid it. Any student who does not feel prepared to submit graduate-level work that is properly cited must take it upon themselves to become familiar with standards of citation and documentation.
- *Support* - Students who need academic support are expected to take advantage of the University’s Writing Center services, including on-line and in-person tutorials: http://www.wcupa.edu/_academics/writingcenter/. Course instructors are also available during office hours for additional help with course assignments or content.
- For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to their department’s handbook, the Graduate Course Catalogue, the Rams Eye View, or the University Web Site. Please understand that improper conduct in any of these areas will not be tolerated and may result in disciplinary action, including removal from the classroom and/or a failing grade.

XII: ADA Policies

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner.

Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please contact the OSSD which is located at 223 Lawrence Center. The OSSD hours of Operation are Monday – Friday 8:30 a.m. – 4:30 p.m. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd.

XIII: Other Policies

For questions regarding **Academic Dishonesty, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct**, students are encouraged to refer to their department's handbook, the *Undergraduate/Graduate Course Catalogue*, the *Ram's Eye View*, or the University Web Site. Please understand that improper conduct in any of these areas will not be tolerated and may result in immediate disciplinary action including, but not limited to, being removed from the classroom.

XIV: Email Communications Policy/"Netiquette"

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course. These are professional communications and as such, you should include a proper salutation: Dear Dr. X or Professor Y. You should also use proper grammar and punctuation. "Text-talk" is for your friends and loved ones in informal communication. Please also sign your email with your full name.

XV: Title IX Policy

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Ms. Lynn Klingensmith. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the

SUBJECT TO REVISION prior to start of class

reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at <http://www.wcupa.edu/admin/social.equity/>

XVI: Assignments, Descriptions, and Outcomes:

Assignment/Description	Course Outcomes/ Behavioral Indicators Measured	% of Grade, Date Due
<p>Pre-Course Reading</p> <p>Students are required to read Hal Herzog's (2010) <i>Some We Love, Some We Hate, Some We Eat</i> prior to the first day of class and to reference the book during the class.</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge to inform professional decisions in practice with individuals and families (APB5)</p>	<p>15%</p>
<p>Reflections (5)</p> <p>After each class session, students are required to submit a reflection through D2L on the previous day's course material and class experiences.</p> <p>Reflections must demonstrate the ability to critically analyze the information presented from a social work perspective.</p> <p>Details are posted on D2L</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge to inform professional decisions in practice with individuals and families (APB5).</p>	<p>60%</p> <p>Reflections 1-2 are due by Friday, June 17th.</p> <p>Reflections 3-5 are due by Thursday, June, 23rd.</p>
<p>Class Participation & Attendance</p> <p>Given the short duration of the course, attendance at each class session is <u>required</u>. Students who miss more than 3 hours will not receive a passing grade for the course.</p> <p>Students are expected to participate actively in each class sessions. This includes verbal contributions, active listening (not using phones or computers), engagement with guest speakers and a willingness to engage in the animal activities.</p> <p>Contributions should include references to the required pre-reading.</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge to inform professional decisions in practice with individuals and families (APB5).</p> <p>Synthesize and differentially apply theories of human health behavior to guide assessment, intervention plans, and evaluation of work with individuals and families (APB14).</p> <p>Critically evaluate and select best practices and research-informed interventions that enhance individuals' and families' resiliency, support recovery and build capacity (APB23).</p>	<p>25%</p>

XVII: Grading Scale

Numerical Grade Range	Letter Grade	GPA Calculation	Explanation
100-94	A	4.00	Superior graduate attainment
93-90	A-	3.67	
89-87	B+	3.33	Satisfactory graduate attainment
86-84	B	3.00	
83-80	B-	2.67	
79-77	C+	2.33	Attainment below graduate expectations
76-74	C	2.00	
73-70	C-	1.67	
69-0	F	0	Failure

West Chester University does not recognize a grade of D for graduate study. Therefore, any grade below a C- in a graduate course is considered a failure. A graduate student earning an F grade in any course will be dismissed from the University.

Graduate students whose cumulative grade point average falls below 3.00 will be placed on *Academic Probation*. Graduate students must raise their GPA to 3.00 by the end of the next semester (or full summer term) in which they register. Graduate students earning a cumulative GPA of 2.00 or lower will be dropped from their graduate program without a probationary period.

MSW students must earn at least a B in all Foundation courses to apply for Degree Candidacy (501, 502, 511, 533, 541, 554, 555, 564, 596, 597). Anyone who earns less than a B in one of these courses has the option of retaking the course once prior to applying for Degree Candidacy.

Students should consult the Graduate Catalog for a full listing of academic policies.

XVIII: Course Outline

Day 1: 9am-5pm in Anderson 222

- Course overview
- History of human-animal bond
- History of social work and the human-animal bond
- Service, psychiatric, therapy, and companion animals/pets
- Introduction to equine therapy

Morning: Deanie Heller from *Canine Companions for Life*

Afternoon Speaker: Jen Leary from *Red Paw in Philadelphia*

Required Readings (please read before class and be prepared to discuss)

Herzog, H. (2011). The impact of pets on human health and psychological well-being: Fact, fiction, or hypothesis? *Current Directions in Psychological Science*, 20(4), 236-239.

Jackson, K. (2013). The human-animal connection in social work. *Social Work Today*. Retrieved from <http://www.socialworktoday.com/archive/031513p6.shtml>

Risley-Curtiss, C. (2010). Social work practitioners and the human-companion animal bond: A national study. *Social Work*, 55(1), 38-46.

Sable, P. (2013). The pet connection: An attachment perspective. *Clinical Social Work Journal*, 41, 93-99.

Thompson, K. (2013). Save me, save my dog: Increasing natural disaster preparedness and survival by addressing human-animal relationships. *Australian Journal of Communication*, 40(1) 123-136

Yuhas, D. (2015). Pets: why do we have them? *Scientific American Mind*, 26(3), 28-33.

VIDEO: <http://www.capitalgazette.com/multimedia/videos/cgnews-governor-hogan-signs-bill-allowing-therapy-dogs-in-courts-20160510-premiumvideo.html>

<http://www.lcsun-news.com/story/news/2016/05/29/professor-explores-bond-between-men-and-dogs/85136420/>

Day 2: 9am-12pm in Anderson 222; meet at 2pm at BaSBF

- Animal Assisted Interventions (AAI)
- Animal Assisted Therapy (AAT), Animal Assisted Activities (AAA)

Afternoon: Visit to [Barn at Spring Brook Farm](#) (need to confirm this)

SUBJECT TO REVISION prior to start of class

Required Videos/Readings (please read before class and be prepared to discuss)

VIDEO: [Green Chimneys](#) Residential Treatment Program

Beetz, A., Uvnas-Moberg, K., Julius, H., & Kotrschal, k. (2012). Psychosocial and psychophysiological effects of human-animal interaction: The possible role of oxytocin. *Frontiers in Psychology, 3*, 234. Published online 2012 July 9. DOI: 10.3389/fpsyg.2012.00234.

Black, K. (2012). The relationship between companion animals and loneliness among rural adolescents. *Journal of Pediatric Nursing, 27*(2), 103-112.

Esposito, L., McCune, S., Griffin, J., & Maholmes, V. (2011). Directions in human-animal interaction research: Child development, health, and therapeutic interventions. *Child Development Perspectives, 5*, 205-211.

Kazdin, A.E. (2011). Establishing the effectiveness of animal-assisted therapies: Methodological standards, issues, and strategies. In P. McCardle, S. McCune, J.A. Griffin & V. Maholmes (Eds.), *How animals affect us: Examining the influence of human-animal interaction on child development and human health* (pp. 35-51). Washington, DC, US: American Psychological Association.

Day 3: Class ends at 3:30pm

- AAT & AAI cont'd
- Animal cruelty
- Animal hoarding

Morning: Phil Arkow, Coordinator of [National Resource Center on The Link between Animal Abuse and Human Violence](#) (confirmed)

Afternoon Skype Discussion: Jen Pearson, MSW @ University of Denver, Institute for Human-Animal Connection (emailed, but not confirmed)

Required Readings (please read before class and be prepared to discuss)

Brewster, M. P., & Reyes, C. (2013). Statistics and measurements of animal cruelty. In C. Reyes (Ed.), *Animal cruelty: A multidisciplinary approach to understanding* (pp. 109-123). Durham, North Carolina: Carolina Academic Press.

DeGue, S., & Dilillo, D. (2009). Is animal cruelty a “red flag” for family violence? Investigating co-occurring violence toward children, partners, and pets. *Journal of Interpersonal Violence, 24*(6), 1036-1056.

SUBJECT TO REVISION prior to start of class

Patronek, G. J., & Nathanson, J. N. (2009). A theoretical perspective to inform assessment and treatment strategies for animal hoarders, *Clinical Psychology Review*, 29, 274-281. <http://dx.doi.org/10.1016/j.cpr.2009.01.006>.

Steketee, G., Gibson, A., Frost, R., Alabiso, J., Arluke, A., & Patronek, G. (2011). Characteristics and antecedents of people who hoard animals: An exploratory comparative interview study. *Review of General Psychology*, 15(12), 114-124.

Day 4: Meet at the Philadelphia Campus!

- Human and animal homelessness
- Partnerships with criminal justice system

Morning: [Christine Kim](#), MSW from [My Dogs is My Home](#)

Afternoon: Robert Rosa from [New Leash on Life](#)

Required Readings (please read before class and be prepared to discuss)

McNicholas, J., Gilbey, A., Rennie, A., Ahmedzai, S., Dono, J., & Ormerod, E. (2005). Pet ownership and human health: A brief review of evidence and issues. *BMJ: British Medical Journal*, 331(7527), 1252-1254.
doi:10.1136/bmj.331.7527.1252

Day 5:

- Animals in disaster situations
- Pet Loss
- Equine-Assisted Psychotherapy
- Future of AAI

Morning: Michele Pich from [UPenn's Pet Grief Program](#)

Afternoon: meet at Thorncroft for EAGALA with [Gateway HorseWorks](#)

Borrego, J. L., Franco, L. R., María A Perea Mediavilla, Piñero, N. B., Roldán, A. T., & Picabia, A. B. (2014). Animal-assisted interventions: Review of current status and future challenges. *International Journal of Psychology and Psychological Therapy*, 14(1), 85-101.

Field, N. P., Orsini, L., Gavish, R., & Packman, W. (2009). The role of attachment in response to pet loss. *Death Studies*, 33, 334-355.

SUBJECT TO REVISION prior to start of class

Berget, B. & Ihlebæk, C. (2011). Animal-assisted interventions; Effects on human mental health - a theoretical framework, chapter 5 in Dr. Toru Uehara (Ed.) – *Psychiatric Disorders - Worldwide Advances*.

Hunt, M., Al-Awadi, H., & Johnson, M. (2008). Psychological sequelae of pet loss following Hurricane Katrina. (cover story). *Anthrozoos*, 21(2), 109-121. doi:10.2752/175303708X305765

Bibliography

- Ascione, F. R., & Maruyama, M. (2011). Animal abuse and developmental psychopathology. In P. McCardle, S. McCune, J.A. Griffin & V. Maholmes (Eds.), *How animals affect us: Examining the influence of human–animal interaction on child development and human health* (pp. 117-135). Washington, DC, US: American Psychological Association.
- Bachi, K., Terkel, J., & Teichman, M. (2012). Equine-facilitated psychotherapy for at-risk adolescents: The influence on self-image, self-control and trust. *Clinical Child Psychology and Psychiatry, 17*(2), 298-312.
- Bergroth, E., Remes, S., Pekkanen, J., Kauppila, T, Buchele, G., & Keski-Nisula, L. (2012). Respiratory tract illnesses during the first year of life: Effect of dog and cat contacts. *Pediatrics, 130*(2), 211-220.
- Black, K. (2012). The relationship between companion animals and loneliness among rural adolescents. *Journal of Pediatric Nursing, 27*(2), 103-112.
- Brown, S. E. (2011a). Self-psychology and the human-animal bond: An overview. In C. Blazina, G. Boyraz, & D. Shen-Miller (Eds.) *The psychology of the human-animal bond: A resource for clinicians and professionals*. (pp. 137-149). New York: Springer.
- Brown, S. E. (2011b). Theoretical concepts from self-psychology applied to animal hoarding. *Society and Animals, 19*, 175-193.
- Daly, B., & Morton, L. L. (2009). Empathy differences in adults as a function of childhood and adult pet ownership and pet type. *Anthrozoös, 22*, 371-382.
- Endenberg, N., & van Lith, H. A. (2010). The influence of animals on the development of children. *The Veterinary Journal*. Available online 30 December 2010. doi:10.1016/j.physletb.2003.10.071.
- Faver, C. A. (2010). School-based humane education as a strategy to prevent violence: Review and recommendations. *Children and Youth Services Review, 32*, 365-370.
- Friedman, E., Barker, S.B., & Allen, K.M. (2011) Physiological correlates of health benefits from pets. In P. McCardle, S. McCune, J.A. Griffin & V. Maholmes (Eds.), *How animals affect us: Examining the influence of human–animal interaction on child development and human health* (pp. 163-182). Washington, DC, US: American Psychological Association.
- LoBue, V., Bloom Pickard, M., Sherman, K., Axford, C., & DeLoache, J. S. (2013). Young children's interest in live animals. *British Journal of Developmental Psychology, 31*, 57–69.

SUBJECT TO REVISION prior to start of class

- Mariti, C., Papi, F., Mengoli, M., Moretti, G., Martelli, F., & Gazzano, A. (2011). Improvement in children's humaneness toward nonhuman animals through a project of educational anthrozoology. *Journal of Veterinary Behaviour*, 6, 12-20.
- McCardle, P., McCune, S., Griffin, J., Esposito, L., & Freund, L. (Eds.). (2011). *Animals in our lives: Human-animal interaction in family, community, & therapeutic settings*. Baltimore, MD: Brooks Publishing Co.
- McCardle, P., McCune, S., Griffin, J., & Maholmes, V. (Eds.). (2011). *How animals affect us*. Washington, D.C.: American Psychological Association.
- Sable, P. (2013). The pet connection: An attachment perspective. *Clinical Social Work Journal*, 41, 93-99.
- Sharkin, B. S., & Ruff, L. A. (2011). Broken bonds: Understanding the experience of pet relinquishment. In C. Blazina, G. Boyraz, & D. Shen-Miller (Eds.) *The psychology of the human-animal bond: A resource for clinicians and professionals*. (pp. 275-288). New York: Springer.
- Sugawara, A., Masud, M.M., Yokoyama, A., Mizutani, Watanuki, S., Itoh, M., & Tashiro, M. (2012). Effects of presence of familiar dog on regional cerebral activity in healthy volunteers: A positron emission tomography study. *Anthrozoös*, 25(1), 25-34.
- Turner, D.C., Waiblinger E., & Meslin F-X. (2013). Benefits of the human-dog relationship. In Macpherson, F-X. Meslin, & A.I. Vandeler (eds.) *Dogs, zoonoses and public health, 2nd Edition* (pp. 13-23). Oxfordshire: CAB International.
- Unti, B., & Rowan, A. (2001). A social history of animal protection in the post-world war two period. In D. J. Salem & A. Rowan (Eds.), *State of the animals* (pp. 21-37). Washington, DC: Humane Society Press.
- Villalobos, A.E. (2011). Quality-of-life assessment techniques for veterinarians. *Veterinary Clinics of North America: Small Animal Practice*, 41(3), 519-529.