The International Behaviorology Institute Syllabus for BEHG 330 Companion Animal Training

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This syllabus provides course–specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see "General parameters and procedures for courses from The International Behaviorology Institute" available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology.* Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2007).

Course Title: BEHG 330 Companion Animal Training
Credits: 3 TIBI credits
Prerequisites: BEHG 210 Introduction to Behaviorology I
Course Format: Distance (online and offline options)
Time Frame: Commences upon enrollment. Self–paced within specified limits (estimated 150 hours; 3–15 weeks)
Professor: Assigned upon enrollment, with contact information

Required Resources

O'Heare, J. (2015). *The Science and Technology of Animal Training.* Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-06-2)

O'Heare, J. (2015). *The Science and Technology of Animal Training Study Questions.* Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-07-9)

Course Description

BEHG 330 Companion Animal Training applies behaviorology in the field of companion animal training. BEHG 330 addresses (a) successful, non–coercive animal training practices, derived from basic principles, that are used by professional animal trainers, and (b) how to teach companion animal owners how to train their companion animal. After reviewing basic principles of behavior within the context of working with non–human animals, relevant practices are differentially applied to the effective training of commonly required behaviors for four representative species: (a) dogs; (b) cats; (c) birds; and (d) horses. The application of these principles, strategies, and practices may be applied to other species of companion animal and indeed non–companion animals with minor variation.

Broadly, BEHG 330 covers the following topic areas:

- Definition and history of behaviorology, including an examination of radical behaviorism and natural science as opposed to pseudoscience and the different perspectives on behavior, including behaviorology, psychology, behavior analysis, ethology, and the medical–model approach;
- Principles of behavior, including analysis of contingencies, and operant and respondent conditioning processes;
- The problems associated with aversive conditioning practices and the use of constructional rather than eliminative approaches, including a strategy and set of guidelines for avoiding the use of aversive stimulation;
- Training strategy and training project management;
- Advanced training techniques including shaping and chaining; and
- Training practices applied to dogs, cats, birds, and horses.

Course Objectives

The primary objective of this course is to expand the student's repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- Differentiate (a) between natural sciences and pseudoscience, and (b) among behaviorology, psychology, ethology, and the medical–model approach to behavior;
- Define and relate elementary terms such as behavior, antecedent and postcedent stimulation, conditioning, response, response class, response class form, functional relation, contingency, added and subtracted and conditioned and unconditioned reinforcement and punishment, plus extinction, and provide unique examples of each;

❧ Describe how to establish and use a conditioned reinforcer;
❧ Define, contrast, and compare operant and respondent conditioning processes, including the procedures used to achieve each, and provide unique examples;
❧ Define the basic and compound schedules of reinforcement, including the different kinds of differential reinforcement;
❧ Define and relate methods of transferring stimulus control via prompt fading and prompt delay procedures, and discuss generating behavior via prompts;
❧ Define function–altering stimulation, including motivating operations;
❧ Explain the importance of quantifying behavior, and define and relate measures of behavior, including count, rate, relative frequency, duration, and magnitude/intensity, as well as graphing methods;
❧ Define aversive stimulation and describe the problematic side effects it can generate, and describe strategies for avoiding the use of aversive training methods;
Formulate training plans, including identification of the behavior of concern and a quantified goal as part of a formal behavior objective, and the strategy and procedures for training it;
❧ Describe how to use and then fade prompts, change and thin schedules of reinforcement, train for distance, duration, and distraction, carry out discrimination and generalization training, establish a cue to meet behavior objectives, and then work toward maintenance of the training;
❧ Plan and execute advanced shaping and chaining training plans; and
❧ Describe how to apply behaviorological principles, strategies, and procedures to training common behaviors for dogs, cats, birds, and horses.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15–week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check	Week	Resource	Component
❑	1	*The Science and Technology of Animal Training* and related Study Questions (SQs)	*Chapters 1–2*
❑	2	*The Science and Technology of Animal Training* and related SQs	*Chapters 3–4*
❑	3	*The Science and Technology of Animal Training* and related SQs	*Chapter 5*
❑	4	*The Science and Technology of Animal Training* and related SQs	*Chapter 6*
❑	5	*The Science and Technology of Animal Training* and related SQs	*Chapter 7*
❑	6	*The Science and Technology of Animal Training* and related SQs	*Chapter 8*
❑	7	*The Science and Technology of Animal Training* and related SQs	*Chapter 9*
❑	8	*The Science and Technology of Animal Training* and related SQs	*Chapter 10*
❑	9	*The Science and Technology of Animal Training* and related SQs	*Chapter 11*
❑	10	*The Science and Technology of Animal Training* and related SQs	Appendix Exercises *1–4*
❑	11	*The Science and Technology of Animal Training* and related *S*SQs	Appendix Exercise *5*
❑	12	*The Science and Technology of Animal Training* and related SQs	Appendix Exercise *6*

❑	13	*The Science and Technology of Animal Training* and related SQs	Appendix Exercise *7*
❑	14	*The Science and Technology of Animal Training* and related SQs	Appendix Exercises *8–9*
❑	15	*The Science and Technology of Animal Training* and related SQs	Appendix Exercise *10*

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

Ledoux, S. F. (2007). TIBI online syllabus for BEHG 120: Non–coercive Companion Animal Behavior Training. *Behaviorology Today, 10* (1), 10–14.

Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing.