**How to become a Certificated Clinical Animal Behaviourist**

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**1. How to become a CCAB**

**1.1 Requirements for certification**

To become a Certificated Clinical Animal Behaviourist (CCAB), successful applicants will have to meet requirements of education, experience and endorsement. Education to Honours Degree standard or higher in a biological or behavioural science will be required, including appropriate elements of zoology, physiology, psychology, clinical techniques and research methods.

To assist those wishing to identify courses that fulfil the academic requirements of ASAB certification, the Accreditation Committee has adopted a system for validating courses.

Experiential requirements will be based on evidence of significant experience of working under the supervision of several CCABs in a clinical setting. Endorsement requirements will include reports from the supervising CCABs and other professionals, such as referring veterinary surgeons.

Renewal of Certification will be annual, and will require a summary of ongoing experience of clinical work and completion of continuing professional education.

**1.2 What if my course was not validated by ASAB?**

Some applicants may have obtained the academic requirements through completion of courses that are not validated by ASAB, or may prefer to take modules from more than one institution in order to meet the criteria.

ASAB offer such candidates a **pre-certification review** of their academic achievements to determine which areas of academic competency listed in the ASAB certification standards they have already gained and which areas, if any, they need further training in. Applicants can apply for a pre-certification review prior to commencing their supervised practical experience, or at any point thereafter. The cost of a pre-certification review is £100.

The Association of Pet Behaviour Counsellor’s website features a list of courses that may be of interest to those seeking information on the range and nature of courses available in the UK ([**www.apbc.org.uk**](http://www.apbc.org.uk/)), although applicants should be aware that ASAB only endorses those courses that it has formally validated (See section 7).

 **Recognition of existing competencies in veterinarians**

Veterinarians, or other suitably qualified individuals, who (i) have been recognized *either* by the Royal College of Veterinary Surgeons as a specialist in the field of veterinary behaviour medicine *or* have been accepted into the European College of Veterinary Behaviour Medicine, and (ii) are residents of the UK, can apply for recognition under the ASAB certification scheme.

For such individuals, an award of certification will depend upon submission of a CV, the provision of contact details of three individuals in professional positions who can provide a suitable reference on the applicant's professional abilities and proof that the applicant's abilities in behavioural medicine have been recognized either by the RCVS or through membership of the European College of Veterinary Behaviour Medicine. In addition, the application must submit a signed undertaking to comply with the Charter, Statutes, Rules and Regulations of ASAB from time to time in force and to comply with the Code of Conduct for Certificated Clinical Animal Behaviourists. Applicants may also be asked to submit case histories. **All applications must be approved by the Accreditation Committee**. An initial application fee of £100 will apply.

**1.3 Can I apply if I do not work in the UK?**

The ASAB Certification scheme is only intended for clinical animal behaviourists who work mainly or exclusively in the United Kingdom. The Animal Behavior Society runs a similar scheme primarily for the USA and Canada ([**http://www.animalbehavior.org/Applied/**](http://www.animalbehavior.org/Applied/)). ASAB is in discussion to determine whether similar schemes can be developed in the future for other parts of Europe.

**1.4 Liability**

Certification does not constitute a guarantee that the applicant meets a specific standard of competence or possesses specific knowledge.

The Association for the Study of Animal Behaviour shall not be liable to Certificated Clinical Animal Behaviourists for any claims, losses, damages or other expenses (either direct, special or consequential) arising as a result of any dispute between a Certificated Clinical Animal Behaviourist and its client or a third party in relation to any professional advice or treatment given. Certificated Clinical Animal Behaviourists shall hold professional indemnity insurance at an adequate level and sufficient to meet any liabilities which might arise as a result of their professional practice. Certification and renewal of certification shall be dependent upon the production of proof of such insurance, and shall be deemed to have been withdrawn if such insurance lapses.

**1.5 How much does it cost to become certificated?**

The fee for the initial application for Certification is £100 (non-refundable); if granted, this includes the first year's [**Practising Certificate**](http://asab.nottingham.ac.uk/accred/rules.php). Applicants who have not already been pre-certified will be charged £200 upon applying for full-certification. Thereafter, annual renewal is £50.

If an initial application for certification is denied by the Accreditation Committee, an applicant may re-apply. (The re-applications require a fee of £50). Re-applications may be based on completing deficiencies specified by the Committee or on exceptions deemed appropriate by the applicant.

**1.6 Pre-certification**

The application fee for pre-certification is £100 (non-refundable).

Applicants who have successfully completed a validated course (to at least 2:1) can apply, free of charge for pre-certification.

**1.7 Do I need to be a member of ASAB to become certificated?**

No, and [**membership of ASAB**](http://asab.nottingham.ac.uk/subscribe/index.php) is a separate process, although we do encourage CCABs to join ASAB. The Certification fees do not include ASAB membership fees. CCABs are not entitled to use the ASAB "grebes" logo, but may use the initials "CCAB" and the CCAB dog and cat logo to indicate that they are Certificated.

**2. Levels of Certification**

**2.1 Certificated Clinical Animal Behaviourist (CCAB)**

To become a **Certificated Clinical Animal Behaviourist (CCAB)** under the ASAB scheme, prescribed standards of education and experience have to be met. These reflect the standards and qualifications required of the other professions working in the field of animal health or human mental health, such as veterinarians and chartered psychologists.

***1. Education;***

Education to Honours Degree standard or higher in a biological or behavioural science is required, including appropriate elements of zoology, physiology, psychology, clinical techniques and research methods.

***2. Experience;***

Experiential requirements are based on evidence of significant experience of working under the supervision of several CCABs in a clinical setting, through submission of a log book demonstrating achievement of the two levels of supervised experience.

Following certification, to remain on the register of CCABs, individuals must regularly see cases as a professional active in the area and fulfil the annual requirements for maintaining certification, including provision of an annual summary of on-going experience of clinical work and completion of appropriate continuing professional education. In addition, they must maintain their professional indemnity insurance at an adequate level and sufficient to meet any liabilities which might arise as a result of their professional practice.

**Honorary ASAB clinical animal behaviourist (Honorary CAB)**

The Accreditation Committee has agreed that individuals who have previously achieved ASAB certification as clinical animal behaviourists and who are continuing to work professionally in fields related to the treatment of behavioural disorders in animals, but who are not presently actively seeing cases, can register to be recognised as **honorary ASAB clinical animal behaviourists**.

Such individuals must also fulfil the annual CPD requirements for maintaining certification. An annual registration fee of £50 must be paid by all those wishing to register or maintain their registration.

**Contact**

Enquiries concerning all aspects of Certification should be directed to the Secretary;

Dr Emily Blackwell

Secretary of the ASAB Accreditation Committee
School of Clinical Veterinary Science
University of Bristol
Langford, Bristol, BS40 5DU

Email: **Emily.Blackwell@bristol.ac.uk**

2.2 Certification as a Clinical Animal Behaviourist: Academic Requirements

Covered at a **minimum** of Honours degree level. Individual species should be studied in depth before acquiring supervised clinical experience of, and subsequently taking cases of, that species. Teaching and research to be conducted in a relevant research-active environment.

1. Principles of ethology. Domestication: the process and its effects on behaviour. Ethology of domestic companion animals, including perceptual abilities, communication, maintenance and social behaviour. Behavioural ontogeny; to include sensitive periods, socialisation and attachment. The interactions between biological and evolutionary influences and the domestic environment, and their role in behavioural disorders. Interactions between animals and man, to include the role of animals in human society and artificial selection.
2. Animal welfare science: ethological, psychological and physiological concepts, including stress, suffering, coping strategies; environmental predictability and control; physiological and behavioural indicators of welfare in vertebrate animals, including stereotypies; methods of assessing welfare, motivation and demand; effects of artificial selection on welfare; welfare considerations in management, welfare issues in training and in clinical practice.
3. Theory of animal learning: associative and non-associative learning: habituation; sensitization, classical conditioning, operant conditioning, integration with emotional processing and resultant behavioural organisation. Animal cognition: insight, social learning and the concept of consciousness. Theories underlying learned problem behaviour. The ability to use a range of behaviour modification techniques appropriately, to include systematic desensitization, operant and respondent counter conditioning and habituation and structure behaviour modification programmes to facilitate learning. An understanding of a broad range of training techniques and training aids and the rational assessment of treatment and training options based on the principles of learning theory.
4. Functional anatomy and physiology of the vertebrate nervous and endocrine systems and their role in mediating behaviour; specific receptor mediated control mechanisms, the role of the hypothalamic-pituitary-adrenocortical axis and nociception in animals. Neural plasticity and the development of the nervous system. Psychopharmacology: theory; mode of action of major classes of drugs used in clinical animal behaviour and critical evaluation of their role in the treatment of behavioural disorders; to also include the role of nutrition, pheromones.
5. Clinical procedures - principles, procedures and practice: a) Clinical principles: human and family psychology, including attitude theory, processes of inter-personal relationships, grief and bereavement. Counselling skills; facilitation and maintenance of behavioural change; to include interpretation of client behaviour and attitude. Methods of effective communication and collection of information, assessment of understanding. Communication with professionals; to include methods for resolving deficiencies in information gathered, or client understanding and critical appraisal of information gathered, the owner/pet relationship and provision of appropriate feedback. Ethical issues: professionalism in relationships with clients and others. Human attitude towards animals; to include animal abuse, abandonment, animal-hoarding.
b) Clinical procedures and practice: taking case-histories and effective communication and liaison with clients. Including; History taking techniques, including open questioning, interpretation of spoken and unspoken language and communication. Devising and effective delivery of structured treatment regimes, assessing effectiveness of communication, client understanding, compliance and efficacy of treatments. Approaches to extended treatment and follow-up Applying principles of ethology and learning to techniques for diagnosis and treatment of all common problems. Identification and critical evaluation of contributing factors, role of environmental factors, differential diagnosis.
In addition, students should have experienced animal orientated counselling sessions run by recognised and suitably qualified and skilled clinical animal behaviourists, and are recommended to experience and participate in human orientated counselling sessions where possible.
6. Animal law and ethics: Animal law and ethics sufficient for effective clinical animal behaviour practice. Including: ethics of animal use; national and European legislative frameworks, and their operation. Legal obligations and safety concerns of those working with or owning animals (e.g. owners, veterinary surgeons, paraprofessionals and others providing animal related services); legal implications of providing behavioural advice, professional liability.
7. Interaction between health and behaviour in vertebrate animals: Signs of ill-health and common conditions influencing behaviour and associated veterinary terminology. Understanding of the behavioural consequences of medical disorders. Medical differentials in behavioural disorders. The role of nutrition in health and behaviour. The role of the veterinary surgeon and paraprofessionals in the treatment of behavioural disorders.

8. Research skills: Display an understanding of research methods, experimental design, qualitative and quantitative analysis and critical evaluation of data, as evidenced by **both** formal instruction **and** a research project or dissertation on a relevant topic, that has been examined with a successful outcome at a level commensurate with at least undergraduate 3rd year Honours (i.e. level 6).

**2.3 ASAB Validated Courses**

To assist those wishing to identify courses that fulfil the academic requirements of ASAB certification, the Accreditation Committee has adopted a system for validating courses. Individuals who graduate from courses that have been formally validated under this scheme, with the appropriate level of degree, are recognised by the Accreditation Committee as having fulfilled the academic requirements of ASAB certification.

**2.4 Certification as a Clinical Animal Behaviourist (CCAB): Guidelines for Supervised Experience and Clinical Examination**

Courses currently validated by ASAB (please check back regularly as other course providers are intending to submit courses for validation)

MSc Clinical Animal Behaviour, University of Lincoln
[**http://www.lincoln.ac.uk/home/course/biocabms/**](http://www.lincoln.ac.uk/home/course/biocabms/)

BSc Animal Behaviour and Welfare, Harper Adams University
[**http://www.harper-adams.ac.uk/undergraduate/11/animal-behaviour-and-welfare**](http://www.harper-adams.ac.uk/undergraduate/11/animal-behaviour-and-welfare)

Successful completion of the following scheme of supervised clinical experience will be required before Certification. Participation in the scheme should normally begin no more than two years after completion of academic training, and be completed within three years of achieving Level 1.

Experience should be gained under the supervision of Certificated CABs or, in exceptional cases, other approved individuals (e.g. a behaviourist certificated or recognised by the RCVS, ECVS, ACVB or ABS). A minimum of two supervisors should be involved at Level 2, and at least one must be a veterinary surgeon who possesses recognised expertise in the field of behaviour medicine.

The degree of active involvement of the candidate in each consultation should increase gradually, the rate of progression taking into account both the ability of the candidate and the breadth of experience provided by the cases available to the supervising CCABs.

*The approved process for training and assessment of clinical skills is progressive, consisting of the following four elements:*

1. Level 1 supervised experience
2. Level 2 supervised experience
3. Submission of case histories
4. Clinical skills examination

Candidates may not begin gathering the relevant evidence for Level 2 until both the academic requirements have been met, and the practical portfolio of skills for Level 1, including animal handling and training , have been assessed as satisfactory by a CCAB. Documentary evidence of competence will need to be collected by the applicant in a systematic way throughout both Levels.

Candidates may only submit themselves for clinical examination upon successful completion of both documentary evidence of competence at Level 2, and the approval of submitted Short and Long Case Histories. Throughout their training, candidates should keep a confidential logbook of **all** cases seen, detailing the species, the presenting complaint and the name of the supervising clinician.

**Level 1 Supervised Experience:**

Level 1 may be completed during the latter stages of attending an academic course validated by ASAB.

Level 1 requires the completion of a confidential logbook, recording critical analysis of live or video-recorded consultations and/or consultations within the framework of an approved[[1]](#footnote-1) interactive workshop. Assessment is undertaken by a CCAB present at the time.

Completion of this level should result in the documentation of competence for at least ten cases as observer, covering the presenting behaviour complaints listed in Appendix 2. Candidates should list the ten cases in their confidential logbook and submit evidence using the appropriate forms (Supervised experience requirements: Level 1 – Appendix 1A)

Competence in critical insight must be demonstrated and approved by a CCAB in the range of presenting behaviour complaints listed in Appendix 2 before the candidate may undertake mentored consultations at Level 2.

**Level 2 Supervised Experience:**

Before undertaking Level 2, candidates shall also be required to demonstrate to their supervisors that they are competent in animal handling and basic animal training techniques. These will be assessed by either:

* a portfolio linked to the relevant competencies from an ASAB approved course,

 *or*

* the completion of the practical logbook, signed off by a CCAB

This assessment must be completed by the student and incorporated into their assessed portfolio of evidence before Level 2 practical competence is undertaken.

At Level 2, the candidate is required to undertake mentored consultations, culminating in the verification of competence in ten cases in which the student takes the lead role in both diagnosis and treatment, through the provision of 10 short case histories (see Appendix 4) and completion of the forms provided in Appendix 1B.

A minimum of two CCABs must be involved in the candidate’s overall assessment.

 It is likely that inexperienced candidates will need to participate in 30-40 mentored consultations, in order to gain sufficient experience, before achieving a standard sufficient to complete the 10 examples submitted as verification of competence. Mentoring CCABs will provide guidance as to each candidate’s progress throughout Level 2.

Cases should be drawn from the full range of complaints listed in Appendix 2.

Competencies relating to clinical skills may be spread across the species for which accreditation is being sought, but must include at least 5 cases from each species. Competency relating to certification to work with a particular species will be specifically assessed in the clinical examination, and will need to be supported by evidence of underpinning knowledge of that species in the clinical skills reports.

Brief guidance on the constitution of a mentored consultation is given below.

**Submission of Case Histories:**

Four long case histories, based on clinical cases led by the candidate, are required for each species in which the candidate wishes to be certificated as competent (see Appendix 4). These should be presented after the completion of Level 2. These case histories must be completed and assessed as satisfactory before the clinical examination: they may be expanded from cases already presented as short case histories at Level 2.

When submitted, they must be accompanied by the confidential logbook of all cases attended at Level 2, and an appropriate diversity of mentored short case studies, balancing breadth and depth of applied knowledge (see Appendix 2 for guidance for common species, or refer to the Accreditation Committee in the case of other species).

Case histories should be selected in consultation with the candidate’s mentor and must be approved prior to entering for the Clinical Skills Examination. For guidance, candidates should allow at least two months between submission and assessment of the case histories and the Clinical Skills Examination.

Client reports: Copies of your letters to clients/referring vets are required for the four cases for which long case histories are submitted.

**2.5 Clinical Skills Examination**

The Clinical Skills Examination will involve a real time examination of a counselling session in the species for which certification is requested, and satisfactory performance is the final requirement leading to the award of CCAB in that species. Candidates will be given the opportunity to take the lead role in counselling a behaviour problem presented to them in the presence of a CCAB. The examination will be video recorded for quality assurance purposes.

The case presented will normally be a case provided by a CCAB with the advanced informed consent of the client, although in exceptional circumstances it may be necessary for it to take the form of a role play exercise in which a CCAB takes the role of client. Students will not have the right of determination of format in relation to this latter regard. In those exceptional cases where the student has not been personally mentored in at least three live consultations at level 2 by a CCAB, the clinical skills examination must be a real case.

Competencies assessed are detailed in Appendix 3. The examination will be assessed by at least two CCABs.

The costs of the examination (examination fee) will be borne by the student in accordance with standard guidelines provided by the ASAB Accreditation Committee. The examination fee is currently £150

**2.6 Mentors and mentoring**

Mentoring by a CCAB is an essential part of the learning process for those wishing to achieve professional competence as a clinical animal behaviourist. ASAB also considers that for CCABs have professional obligation to make reasonable allowances to facilitate the mentoring of others.

The relationship between a mentor and student is based upon clear and frequent communication. Mentoring should, wherever possible, be carried out face to face, supplemented by distance communication such as telephone or email; the appropriate method will be decided between the applicant and the CCAB. Students can expect to receive reasonable access to a mentor at prior agreed times in which to discuss cases and academic issues. A written record of meetings should be kept by the student, and any agreed action points signed off by the relevant mentor. This written record may be required as part of the portfolio of evidence of training. The timing and frequency of access to a mentor will depend on the stage of a student’s learning. In all cases which are to form part of the student’s clinical skills development, a meeting between student and mentor must be arranged in advance of the consultation to discuss the case history, plan of action and division of responsibilities. At least one further mentoring session should follow the consultation before the student writes up the case for inclusion in their portfolio. The level of mentoring required during the consultation process will be at the discretion of the CCAB following the initial meeting. Students will not be penalised if they have more frequent meetings with their mentor, provided it does not reflect a lack of competence upon completion of the case report.

Ultimately the decision of a CCAB to sign off a case will be dependent upon their satisfaction of the student’s competence in relation to the agreed actions arising from mentoring.

**2.7** Guidelines for Applying for Certification as a Clinical Animal Behaviourist

Some general guidelines for applicants are worth stressing here.

**Read the eligibility guidelines** carefully, so that you do not waste your time and money by applying if you are not likely to be eligible in the first place.
Make sure that your application **contains all the necessary information**, and is written as clearly as possible.

If in doubt about any aspect of your application then please do not hesitate to contact the Applications Co-ordinator;

**Julie Bedford**

2 Grebe Square,

Upper Rissington,

Cheltenham,

Gloucestershire

GL54 2NH

Email: jbedford61@btinternet.com

***The application form for certification as a CCAB is available to download as a Word document, as is the application form for candidates who wish to apply for a*** [***pre-certification***](http://asab.nottingham.ac.uk/accred/PreCertification_Application_FormJune2013.docx) ***review.***

**2.8 Confidential logbook**

This document allows you to demonstrate the range of cases and related practical activities that you have undertaken during your clinical training, for example observation of cases that are not submitted as your ten examples, local authority foster care assessments, legal cases and any other relevant activities.

An example is shown below. Please submit your logbook in the format detailed below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Activity** | **CCAB/person observed** | **Species** | **Presenting complaint** | **Involvement** | **Comments** |
| 20th March 2014 | Court case | Kendal Shepherd |  |  | Observed expert witness assessment of dog  |  |
| 26th March 2014 | Clinical case | Caroline Warnes |  |  | Observation of consultation for dog with separation-related behaviour | Level 1 competence form submitted\* |
| 13th – 20th April 2014 | Puppy classes | Leanne Barnes  |  |  | Helped to run puppy socialisation classes at Golden Valley veterinary practice | Gave advice on puppy behaviour issues such as mouthing and jumping up. |
| 14th December 2014 | Clinical case | Sheila Hamilton-Andrews |  |  | Observed cases at Dogs Trust rehoming centre (Dogs-dog aggression & dog-human aggression) |  |

**\*Indicate which ten cases you are submitting to demonstrate competence. You should also include any additional forms completed by your mentor as part of your confidential logbook.**

# 2.9 Assessing animal handling and training

Before undertaking supervised experience candidates wishing to be certificated as a clinical animal behaviourist shall be required to demonstrate to their supervisors that they are competent in the necessary handling of the species for which competency is to be claimed, across a range of characteristic temperaments, and proficient in the application of appropriate reinforcement in their training.

This may take the form of relevant qualifications or prior achievements in this area (e.g. components of veterinary, veterinary nursing or other relevant qualifications, NVQ 3 in animal care, achievement in breed-specific events involving handling/training, testimonials of proficiency from employer, etc) or satisfactory demonstration of these skills, e.g. through successful implementation of a training programme. An example of what such a training programme may demand for each species for which competency is to be claimed is outlined below. Supervisors may require candidates to gain additional experience of animal handling prior to their starting Level 1.

# Exemplar training programme to assess animal handling and training:

Candidates using this programme to demonstrate their proficiency and skills in animal handling and training are required to:

1. Demonstrate all competences for those species for which competency is to be claimed to the satisfaction of a supervising certificated clinical animal behaviourist or suitably qualified/skilled individual. This should include the handling of both familiar and unfamiliar animals and demonstrate competency in handling individuals across a range of temperaments, e.g. fearful, aggressive, confident etc.
2. Produce a report on the procedure you have used to train an animal of your choice to perform an agreed task. This should include video footage to illustrate the training sessions, the behaviour trained and procedures involved as appropriate. This report should not exceed more than 2 pages in length.

**IMPORTANT**
Candidates should complete a risk assessment and obtain the written permission of the owners of any animal used in the assessment. All work must comply with U.K. legislation to protect the welfare of animals and not require a Home Office licence under the terms of the Animals Scientific Procedures Act (1986).

**Suggested Reading:**

Chance P. (1993) Animal Learning, Brook Coles.

Mills D.S. (2002) Learning, training and behaviour modification techniques. In: Horwitz, D.F., Mills, D.S. & Heath, S. (Eds) BSAVA Manual of Canine and Feline Behavioural Medicine. Gloucester: British Small Animal Veterinary Association.

Useful web information http://www.wagntrain.com/OC/

Appendix 1

Certification as a Clinical Animal Behaviourist: academic requirements

|  |  |  |
| --- | --- | --- |
| ASAB Accreditation academic requirements  | Evidence of equivalence | Assessment of Equivalence(for official use) |
| 1. Principles of ethology Principles of ethology. Domestication: the process and its effects on behaviour. Ethology of domestic companion animals, including perceptual abilities, communication, maintenance and social behaviour. Behavioural ontogeny; to include sensitive periods, socialisation and attachment. The interactions between biological and evolutionary influences and the domestic environment, and their role in behavioural disorders. Interactions between animals and man, to include the role of animals in human society and artificial selection. |  |  |
| 2. Animal welfare science Animal welfare science: ethological, psychological and physiological concepts, including stress, suffering, coping strategies; environmental predictability and control; physiological and behavioural indicators of welfare in vertebrate animals, including stereotypies; methods of assessing welfare, motivation and demand; effects of artificial selection on welfare; welfare considerations in management, welfare issues in training and in clinical practice. |  |  |
| 3. Theory of animal learning Theory of animal learning: associative and non-associative learning: habituation; sensitization, classical conditioning, operant conditioning, integration with emotional processing and resultant behavioural organisation. Animal cognition: insight, social learning and the concept of consciousness. Theories underlying learned problem behaviour. The ability to use a range of behaviour modification techniques appropriately, to include systematic desensitization, operant and respondent counter conditioning and habituation and structure behaviour modification programmes to facilitate learning. An understanding of a broad range of training techniques and training aids and the rational assessment of treatment and training options based on the principles of learning theory.  |  |  |
| 4. Functional anatomy and physiology of the vertebrate nervous and endocrine systems Functional anatomy and physiology of the vertebrate nervous and endocrine systems and their role in mediating behaviour; specific receptor mediated control mechanisms, the role of the hypothalamic-pituitary-adrenocortical axis and nociception in animals. Neural plasticity and the development of the nervous system. Psychopharmacology: theory; mode of action of major classes of drugs used in clinical animal behaviour and critical evaluation of their role in the treatment of behavioural disorders; to also include the role of nutrition, pheromones. |  |  |
| 5. Clinical procedures – principles, procedures and practice 1. Clinical principles: human and family psychology, including attitude theory, processes of inter-personal relationships, grief and bereavement. Counselling skills; facilitation and maintenance of behavioural change; to include interpretation of client behaviour and attitude. methods of effective communication and collection of information, assessment of understanding. Communication with professionals; to include methods for resolving deficiencies in information gathered, or client understanding and critical appraisal of information gathered, the owner/pet relationship and provision of appropriate feedback. Ethical issues: professionalism in relationships with clients and others. Human attitude towards animals; to include animal abuse, abandonment, animal-hoarding.
2. Clinical procedures and practice: taking case-histories and effective communication and liaison with clients. Including; History taking techniques, including open questioning, interpretation of spoken and unspoken language and communication. Devising and effective delivery of structured treatment regimes, assessing effectiveness of communication, client understanding, compliance and efficacy of treatments. Approaches to extended treatment and follow-up Applying principles of ethology and learning to techniques for diagnosis and treatment of all common problems. Identification and critical evaluation of contributing factors, role of environmental factors, differential diagnosis.

In addition, students should have experienced animal orientated counselling sessions run by recognised and suitably qualified and skilled clinical animal behaviourists, and are recommended to experience and participate in human orientated counselling sessions where possible. |  |  |
| 6. Animal law and ethics Animal law and ethics sufficient for effective clinical animal behaviour practice. Including: ethics of animal use; national and European legislative frameworks, and their operation. Legal obligations and safety concerns of those working with or owning animals (e.g. owners, veterinary surgeons, paraprofessionals and others providing animal related services); legal implications of providing behavioural advice, professional liability.  |  |  |
| 7. Interaction between health and behaviour in vertebrate animalsInteraction between health and behaviour in vertebrate animals. Signs of ill-health and common conditions influencing behaviour and associated veterinary terminology. Understanding of the behavioural consequences of medical disorders. Medical differentials in behavioural disorders. The role of nutrition in health and behaviour. The role of the veterinary surgeon and paraprofessionals in the treatment of behavioural disorders. |  |  |
| 8. Research skills Display an understanding of research methods, experimental design, qualitative and quantitative analysis and critical evaluation of data, as evidenced by both formal instruction and a research project or dissertation on a relevant topic, that has been examined with a successful outcome at a level commensurate with at least undergraduate 3rd year Honours (i.e. level 6).• All subject areas to be covered at a minimum of Honours degree level. • Individual species should be studied in depth before acquiring supervised clinical experience of, and subsequently taking cases of, that species. • Teaching and research to be conducted in a relevant research-active environment. |  |  |

* ***All subject areas to be covered at a minimum of Honours degree level.***

* ***Individual species should be studied in depth before acquiring supervised clinical experience of, and subsequently taking cases of, that species.***
* ***Teaching and research to be conducted in a relevant research-active environment.***

**Appendix 2**

Categories of behaviour problems for demonstration of competence in dogs or cats.

1. Unfamiliar human directed aggressive behaviour from a dog
2. Apparently aggressive behaviour between dogs from different households
3. Cat house soiling
4. Owner absent related problem
5. Repetitive behaviour
6. Apparent nervousness
7. Apparently excessive arousal

*Two of the following*

1. Household human directed aggressive behaviour from a dog
2. Apparently aggressive behaviour between dogs within a household
3. Inter-cat aggressive behaviour
4. Human directed aggressive behaviour from a cat
5. At least one case must have a substantial medical element complicating the case

**Footnote:**

Some inter-specific knowledge and expertise of animal management at levels 1 and 2 is an essential feature of CCAB status.

Thus, if an individual wishes to register just for dogs, then s/he must see at levels 1 and 2 at least one cat house soiling case to meet the requirement for certification. If an individual wishes to register just for cats, then s/he must see at least two dog cases (both involving aggression) to meet the requirement for certification.

**Appendix 3**

Clinical examination criteria

*Examiner to assess candidates against each of the following criteria:*

* Critically evaluate the owner/pet relationship in the development of the problem and its subsequent treatment
* Demonstrate an ability to extract relevant information about the background to the case and presenting signs from the client and other relevant individuals
* Critically evaluate the quality of the evidence provided about the behaviour of the animal
* Critically evaluate the evidence for and against competing explanations of the behaviour
* Demonstrate appropriate action that is likely to address areas of concern or deficiency when information relevant to the identification and treatment of the behaviour is lacking
* Devise an appropriately structured treatment regime and follow-up based upon the information collected
* Explain, in a manner appropriate for the client, the rationale behind the recommended treatment and how it will address the problems identified
* Demonstrate an understanding of the relevance of medical history on behaviour
* Identify relevant legal and safety issues that need to be considered before, during and after the consultation and ensure that these are appropriately addressed
* Identify any professional, ethical or other issues arising from the consultation and take the appropriate action necessary to address these

**Appendix 4**

**Case Histories**

*Short case histories*

At least 5 consultations for each species should be written up as Short case histories using these headings:

Background *(including owner perspectives),*

Presenting Signs *(i.e. a description of the various behaviours that the animal performs, and the context in which they are performed, that may be relevant to the case, and any relevant physiological factors)*,

Differentials *(i.e. evidence for and against different explanations of the behaviour)*,

Behavioural Diagnosis *(i.e. the most likely cause, motivation and context of the behaviour)*,

Goals *(i.e. what any programme of behavioural modification should aim to achieve)*,

Treatment Programme,

Follow-Up.

Included in all reports should be references to the most relevant scientific and veterinary literature.

*Long case histories*

Prior to the clinical examination, for each species for which competency is to be claimed, four consultations must be written up as long case histories which includes extensive and comprehensive references to the literature. All letters or reports written on the case and sent to the client or referring veterinary surgeon should also be included.

Verification that the candidate has demonstrated the specific skills both in the consultations and in the submitted written case histories should be recorded by the supervisor in the appropriate places as specified.

*It is likely that candidates will, due to the nature of supervision, use information in their reports that have originated from their supervisors or other people’s work.*

*In all materials submitted the candidate much acknowledge the source (specifically where text remains largely unaltered, or generally where material has been adapted)*

1. *Workshops must be approved by the Accreditation Committee and may be organised and run by CCABs or others under the supervision of a CCAB, subject in all cases to the approval of the relevant teaching plan and assessment criteria.* [↑](#footnote-ref-1)