

## A. Purpose

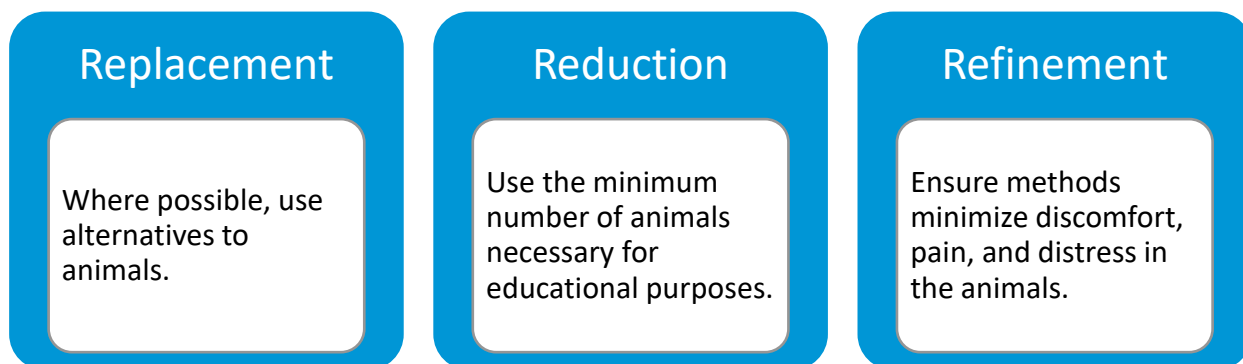
This document provides guidance for instructors responsible for training students on how to safely and ethically observe, handle, and/or manipulate live animals as part of a teaching or course activity. The aim is to ensure that students grasp the proper techniques, ethical considerations, and safety protocols related to these activities, while promoting a respectful and humane approach to animal use in educational contexts.

For questions related to regulatory or ethical considerations of your proposed teaching activity, please e-mail [iacuc@une.edu](mailto:iacuc@une.edu) for assistance.

## B. General Principles of Animal Handling

### Respect for Animal Welfare

Emphasize that animals are living beings and must be treated with respect and care. Instructors should instill an understanding of the 3Rs (Replacement, Reduction, and Refinement) in animal use:



### Ethical & Legal Considerations

Instructors should review relevant laws, regulations, and institutional policies regarding the ethical treatment of animals, such as those enforced by the Institutional Animal Care and Use Committee (IACUC).

## C. Training Objectives

Instructors must ensure that students are equipped with the following competencies:

1. **Understanding Animal Behavior:** Teach students how to recognize signs of stress, fear, or discomfort in animals to prevent injury to both the animal and handler.
2. **Safe Handling Techniques:** Provide students with hands-on training in the safe restraint and handling of animals, tailored to the species being used. This includes:
  - ☐ Proper lifting, holding, and moving techniques
  - ☐ Safe restraint methods to prevent harm to the animal and handler
3. **Minimizing Stress and Pain:** Instruct students how to handle animals in a manner that

minimizes stress, avoids unnecessary discomfort, and reduces handling time.

## **D. Health & Safety Considerations**

### **Personal Protective Equipment (PPE)**

Ensure students are trained in the proper use of appropriate PPE (e.g., gloves, lab coats, face masks, etc.) to protect both the handler and the animal from injury. Use of appropriate PPE can also mitigate the transmission of zoonotic diseases to the handler.

### **Hygiene Practices**

Instruct students on proper hygiene, including washing hands before and after handling animals, using disinfectants, and following appropriate protocols if they come into contact with animal fluids or animal waste (e.g., feces).

### **First Aid & Emergency Procedures**

Educate students on appropriate first aid procedures, as well as emergency protocols if an animal becomes agitated or injured.

If a student is injured or harmed while handling an animal, please report the incident right away to the Office of Safety & Security by calling 366 from any campus phone or directly at (207) 602-2298.

Medical attention should be sought for students working with live animals in the following situations:

- Any cuts, bites, scratches, or other injuries sustained while handling animals
- Signs of allergic reaction, such as swelling, rash, difficulty breathing, or anaphylaxis
- Suspected exposure to diseases that can be transmitted from animals to humans, especially if flu-like symptoms develop
- Symptoms of infection, such as redness, swelling, increased pain, or discharge from a wound
- Any incident involving significant trauma or a situation that could lead to long-term health issues
- Any unusual symptoms or concerns that arise after handling animals, including persistent pain or discomfort

## **E. Supervision & Monitoring**

### **Direct Supervision**

Instructors or trained teaching assistants should supervise students at all times when handling live animals, especially during the initial training sessions.

### **Student Competency**

Before allowing students to handle animals independently, instructors should assess their competency through observation and, if necessary, conduct practical assessments to ensure they are proficient in handling techniques.

### Animal Monitoring

Teach students to continually monitor the health and behavior of animals during handling, ensuring that animals remain comfortable and are not in distress.

## F. Species-Specific Considerations

Instructors should provide detailed guidance tailored to the specific species of animals used in the course or teaching activity. This includes:

1. **Behavior Traits:** Understanding normal and abnormal behaviors of the species.
2. **Species-Specific Handling Techniques:** Specialized handling techniques appropriate to the animal's size, temperament, and physical characteristics.
3. **Species-Specific Risks:** Educating students on the risks associated with handling certain species, such as potential bites or zoonotic diseases, and proper techniques to minimize risks.

## G. Animal Care & Well-Being

### Handling Time Limits

Instruct students to minimize the duration of handling to reduce stress and fatigue on the animals.

### Appropriate Housing

When appropriate, ensure students understand how to properly house animals before and after handling, including appropriate cage or enclosure conditions.

### Feed & Hydration

Teach students to monitor animals for adequate food and water, particularly if animals are being held for extended periods as part of a course or teaching activity.

## H. Documentation & Reporting

### Record Keeping

Instructors should train students on the importance of maintaining accurate records of animal use, including health and welfare observations, incidents of injury, and handling procedures.

Instructors are responsible for tracking and reporting animal use numbers in annual progress reports to the IACUC.

### Reporting Concerns

Students should be trained to report any concerns regarding animal welfare or potential noncompliance to the instructor, teaching assistant, or other designated personnel, such as the IACUC, without fear of retaliation.

## I. Institutional Requirements

### IACUC Approval

Ensure that the training and use of animals in the course or teaching activity aligns with IACUC-approved protocols. Any significant changes to the use of animals, such as new species or procedures, must be reviewed and approved by the IACUC before implementation.

### IACUC Policies

Instructors should review and educate students on relevant institutional animal care and use policies.

All students must complete the **‘Working with vertebrate animals in a classroom or teaching activity’** CITI training course. This online course consists of four introductory training modules, and completion of the course is valid for a 3-year period. It is at the instructor’s discretion to determine whether students are required to complete additional CITI training courses as part of the teaching or course activity.

Instructors are responsible for tracking the completion of required CITI training and must provide these records to the IACUC upon request. For instance, instructors may require students to upload copies of their CITI training certificates to Brightspace.

Instructors do not need to list students as key personnel in their initial/de novo IACUC application or submit an amendment to update the roster of students involved in the teaching or course activity each semester. However, this does not apply to students serving as teaching assistants; any student in that role must be listed as key personnel in the IACUC application.

### Training Plan

Instructors are responsible for creating a training plan for students who will handle live animals during a teaching or course activity. The specifics of the training plan must be documented in **‘Supplemental Form F: Teaching & Course Activities Involving Live Animals,’** which can be found on the [UNE IACUC website](#).

### Post-Approval Monitoring

Course and teaching activities that involve live animals may be subject to post-approval monitoring by the IACUC to ensure activities are conducted ethically and in accordance with approved protocols. Post-approval monitoring activities may include:

- Conducting site visits to observe the implementation of approved procedures and ensure compliance with animal welfare standards
- Examining records related to animal care, usage, training, and any incidents or deviations from the approval protocol
- Watching live demonstrations or practical sessions to ensure handling techniques are performed ethically and safely
- Monitoring the health and well-being of the animals used in the teaching activities to ensure they receive appropriate care
- Collecting feedback from students regarding their experiences with animal care and use, and assessing their understanding of ethical practices

## **J. Assessment of Student Understanding**

### **Quizzes & Evaluations**

When appropriate, use written quizzes or verbal assessments to evaluate students' understanding of the ethical, legal, and practical aspects of handling live animals.

### **Practical Competency Assessment**

When appropriate, conduct practical assessments where students demonstrate safe and effective handling of live animals, ensuring that they meet the learning objectives of the course or teaching activity before working with animals independently.

## **K. On-going Support & Feedback**

### **Open Communication**

Instructors should encourage students to ask questions and seek clarification on proper handling techniques, animal behavior, or safety concerns.

### **Feedback Mechanisms**

Provide students with constructive feedback during training sessions to improve their handling skills and ensure animal welfare.