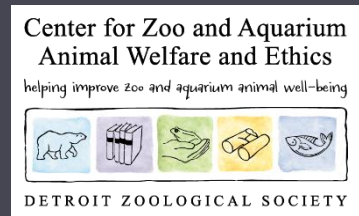
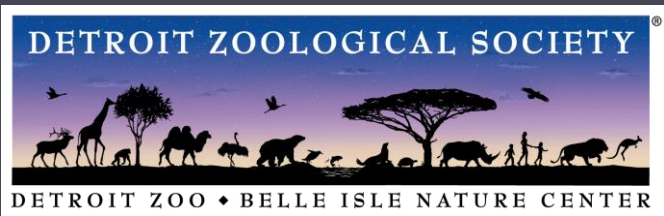


AZA ACCREDITATION STANDARD 1.5.0

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AZA Accreditation Standard 1.5.0

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- 1.5.0. The institution must have a process for assessing animal welfare and wellness.
- Animal welfare refers to an animal's collective physical, mental and emotional states over a period of time, and is measured on a continuum from good to poor.
- This process should be both proactive and reactive, transparent to stakeholders, and include staff or consultants knowledgeable in assessing quality of life for animals showing signs of physical or mental distress or decline.
- The process should also include a mechanism to identify and evaluate the welfare/wellness impacts of significant life events or changes in the animal's environment as identified by the individual institution. Examples of life events/changes could include construction events, unusual weather events, noise intrusion, change in housing, or changes in animals exhibited with or nearby, etc.

AZA Accreditation Standard 1.5.0

3

- Identify (and train) individuals knowledgeable in animal welfare science
- Holistic level assessment annually
- Event-based evaluations
- Prioritization strategy
- Welfare assessment tool/process
- Documentation

Training

4

- Detroit Zoological Society's From Good Care to Great Welfare workshop
 - October 7-11, 2019
- AZA professional development course
- San Diego Zoo Global Academy courses

Annual assessments

5

- Can be completed at the individual or group level
 - ▣ Still need a mechanism to identify individual challenges
- This provides a baseline to which comparisons can be made
 - ▣ Change over time
 - ▣ Specific life events

Event-based assessments

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- Process needs to include way to decide what events necessitate assessments
 - Quarantine
 - Introductions
 - Construction
 - Seasonal housing changes
 - Age
 - Chronic/long-term health condition

- How does your tool work in different circumstances?
- Combination of methods, dependent on situation

Prioritization

7

- Some animals will require more frequent or detailed assessments.
- Need a clear way to identify those cases.
- Annual/holistic assessments should be used to determine what individuals or groups require more in-depth monitoring.
- Process should include rationalization for timeframes and triggers

Documentation

8

- Document results of assessments.
- Must also document next steps and outcomes of any changes made as a result of assessments.
- Realistic timelines for changes.

Welfare tool/Process

9

- Many tools are being created by individual institutions, most of which use some sort of scale or numerical score.
- ZIMS and Tracks both have new features that can be used for assessments.
- Animal Welfare Committee is compiling list/examples of available tools and creating a guide to assist with the assessment process.

Inputs and Outputs

- An animal's welfare state is based on a combination of factors that affect physical, emotional and behavioral well-being.
- Inputs are the resources, facilities, processes and practices that contribute to the animal's overall experience.
- Outputs are what the animal actually experiences and should be quantitative, objective measures of welfare evaluated at the level of the individual.

Welfare assessment component - Nutrition

A suitable, species-appropriate diet will be provided in a way that ensures full health and vigor, both behaviorally and physically.

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Inputs

- Animal's diet is part of an overall nutrition program with access to appropriate nutritional expertise and facilities
- Animal has access to a well-balanced, safe and high-quality dietary components and ingredients
- Mechanisms in place for species-appropriate diet delivery, frequency, and access (e.g., scatter feed vs. bowl, carcass feeding, working for food)
- Presence of dietary variety and choice

Positive Outputs

- Appropriate appetite
- Demonstration of species-appropriate feeding behaviors
- Good body condition for age class
- Good conditioning and muscle tone
- Species and individual appropriate weight
- Normal fecal consistency and/or normal elimination frequency
- Evidence of dietary variety and choice
- Lack of nutrition-related health issues
- Good fur, skin, feather, scale health

Negative Outputs

- Reduced or absent appetite
- Absence of species-appropriate feeding behaviors
- Poor body condition/emaciation/obesity
- Over-conditioning or under-conditioning, poor muscle tone
- Abnormal fecal consistency and/or elimination frequency
- Evidence of nutrition-related health issues (e.g., iron storage disease, gastroenteritis)
- Inability to consume species-appropriate diet
- Lack of dietary variety or choice

What are some questions that could help assess nutrition-related welfare outputs?

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What is the overall body condition of the animal(s) in this habitat?

Does the animal look emaciated, well-conditioned, under-conditioned, over-conditioned, or obese?

How often is the diet varied for this animal?

Can you describe the diversity of ways in which the diet is presented and how the animal reacts to that diversity?

Is the diet presented in such a way to encourage species-typical feeding patterns, i.e., how wild counterparts feed?

Have you observed challenges with nutrition-related health issues such as vitamin/mineral deficiency or excess, loss of condition, obesity, plant/browse toxicity, trauma from feeding aggression, etc.?

DZS ASSESSMENT TOOL

DZS Welfare Assessment Tool

- The DZS animal welfare assessment tool is part of a comprehensive monitoring system developed to evaluate the well-being of the animals living at the Detroit Zoo and Belle Isle Nature Center, and to indicate areas for improvement where necessary.
- This tool is designed to assess the conditions present that contribute to positive animal welfare and can be applied to both individual animals and groups of animals living together.

Process

- An assessment is completed at least annually on each individual animal or group of animals living at all DZS campuses.
- Additionally, this tool can be used in situations where conditions have changed for the animal(s), such as habitat moves (including seasonal moves), potentially disruptive events such as nearby construction and evolving life stages (i.e., aging animals).

Process

- Each assessment is completed by the primary keeper, and in some cases (as designated by the area curator and Director of Animal Welfare), a veterinarian, an animal welfare staff member and a manager-level evaluator as well.
- Each person completing an assessment should answer the questions to the best of their ability, based on their knowledge and expertise.

	Institution:	Date:	Yes	Some what	No	N/A	Not clear	Notes
	Individual/habitat:							
1.	Does it appear the physical environment meets the needs of the animal(s) in terms of size?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Does it appear the physical environment meets the needs of the animal(s) in terms of complexity?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Does the environment provide climatic conditions (temperature, humidity) similar to natural environment/appropriate for the species?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4a.	Does each animal have 24-hour (or close to) access to primary physical environments (habitat)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b.	Is each animal kept in alternative (non-primary) areas for a substantial portion of each 24-hour period?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c.	Is each animal kept in alternative (non-primary) areas for substantial portions of the year or season?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d.	Does each animal have access to primary environments (habitats) during their active periods (e.g., nocturnal animals in primary environments during night)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e.	Are multiple groups or individuals required to rotate through the same primary environment (habitat) (e.g., "timeshare" the primary space and spend the rest of their time in back areas)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5a.	Do behind-the-scenes (non-primary) holding areas provide adequate space for the time the animal(s) must be in them?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5b.	Do behind-the-scenes (non-primary) holding areas provide adequate complexity for the time the animal(s) must be in them?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Does each animal have the ability to choose where to spend their time?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Does it appear that social environments are appropriate in terms of number of animals, species, demographic composition (ages and sexes)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	Does each animal have 24-hour (or close to) access to primary social environments (habitat)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	Does each animal have the ability to choose with whom they spend their time?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Scoring

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- ▣ Positive answers receive a “2”
- ▣ Somewhat answers receive a “1”
- ▣ Negative answers receive a “0”
- ▣ N/A and not clear answers, or those with only notes, are not counted in the score.
- ▣ Total scores are tabulated and a percentage is calculated based on total points achieved over total points possible. Total points possible will vary depending on individual assessments, as some animals may not have an alternate habitat for example, and the questions pertaining to alternate spaces would therefore not be counted.

Interpreting results

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- A “negative” score on an item does not mean compromised welfare.
- The animal’s entire experience needs to be considered, as well as any time-dependent factors.
- If multiple people are contributing to a single assessment, productive discussion can result from scores that vary between respondents.
- Depending on the individual animal or species, areas with lower scores can highlight what may need to be looked at more closely.
- The overall scores can be used to prioritize which individuals or groups should be looked at more closely or more frequently.

What happens next?

- Monthly meetings to discuss findings
- Summary report is prepared and shared with staff
 - ▣ Highlights areas that may need further discussion or exploration
- An action plan is created if changes are necessary
 - ▣ Includes a timeline and plan for follow-up

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