



Canadian Council on Animal Care
Conseil canadien de protection des animaux

Good Animal Practice in Science

Bonnes pratiques animales en science

Common challenges for CCAC when assessing teaching institutions

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Six common challenges



- ACC functioning
- Humane endpoints
- Post-approval monitoring
- AUDF
- Facilities
- Too many overlapping responsibilities



ACC functioning

- Too few formal meetings/year
- Justification for animals requested
- Annual renewals



Humane endpoints

- Avoid overuse of individual animal per lab, week, month, term
- Avoid keeping animals too long
- Requires policy, SOP, documented tracking



Post-approval monitoring

- ACC must be at the centre of a formal and documented program
- « To ensure that protocols are undertaken in practice as approved in principle »
- should be tailored to college's needs and should be effective
- Should be as simple as possible and not intrusive



Animal Use Data Form

- What should be reported to the CCAC
- Reuse in the same year
- Categories of invasiveness



Facilities

- Minimizing cross-contamination
 - ◆ Surfaces
 - ◆ Ventilation
 - ◆ Quarantine/isolation areas
- Environmental improvement/enrichment
 - ◆ Social housing
 - ◆ Creature comforts
 - ◆ Interactions with students/staff



Too many responsibilities

- Small institutions where same people do most of the work:
 - ◆ Advisory committee (help identify learning objectives)
 - ◆ Instructors and staff (animal users in teaching)
- May create an expectation of animal use in teaching



Too many responsibilities

- Same people often assess:
 - ◆ Pedagogical merit (are animals appropriate learning tools?)
 - ◆ Animal care committee (animal welfare advocates)
- Blurring of priorities and responsibilities = loss of objectivity, and potential bias

