

**PURDUE UNIVERSITY
GRADUATE SCHOOL
Thesis/Dissertation Acceptance**

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Entitled

Show Horse Welfare

For the degree of Doctor of Philosophy



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SHOW HORSE WELFARE

A Dissertation

Submitted to the Faculty

of

Purdue University

by

Melissa A. Voigt

In Partial Fulfillment of the

Requirements for the Degree

of

Doctor of Philosophy

May 2015

Purdue University

West Lafayette, Indiana

Dedication

To my parents, Tim and Ellen, for all they have done for me.

ACKNOWLEDGEMENTS

There are many people that have supported me through this process. I want to specifically thank...

...Matt and Alee for listening, understanding, and encouraging me.

...Dr. Russell for being an inspiration and motivator.

...Dr. Brady for providing me with the support to pursue this study and other experiences.

...My family for supporting me, helping me to stay grounded, and reminding me that there are more important things in life than this.

...Nate for believing in me and helping me get through each day.

Finally, I give thanks to God, for without Him nothing would be possible.

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GLOSSARY

Competitor - An individual who competes with their horse at a horse show.

Empathy - The trait of understanding or relating to another's emotional experience or feelings.

Horse Show Industry - A sector of the horse industry that includes various types of competitive events with horses. The Horse Show Industry can be separated into several segments such as the Stock-Type Horse Show Industry or the Saddle-Type Horse Show Industry, which would include horse shows of the respective breeds.

Horse Show Official - An individual who has voluntarily or been hired to take on decision-making responsibilities at a horse show such as a show manager, steward, or judge.

Judge - An individual whose responsibility it is to place or rank competitors competing in classes at a horse show based on the affiliated association's judging guidelines.

Professional Trainer - An individual who is hired to train other people's horses and does this as a primary source of income.

Saddle-Type - Horse breeds such as the Morgan, the Arabian, and the Saddlebred, often recognized for having a higher head carriage and animated movement.

Show Manager - An individual whose responsibility it is to organize and oversee a horse show.

Steward - An individual who has been trained by an affiliated equine association to monitor horse show grounds, ensuring association rules are upheld and deterring incidents of inhumane treatment to horses.

Stock-Type - Horse breeds such as the Quarter Horse, the Paint Horse, and the Appaloosa, often recognized for having a more muscular and stocky build.

Welfare or Well-Being - The general term for the overall condition of an animal, including physical, mental, and behavioral states.

LIST OF ABBREVIATIONS

AHC – American Horse Council

APHA – American Paint Horse Association

AQHA – American Quarter Horse Association

ARCS Motivational Model – Attention, Relevance, Confidence, Satisfaction Motivational Model

BCW – Behavior Change Wheel

COM-B Model – Capability, Opportunity, Motivation – Behavior Model

FAWC – Farm Animal Welfare Council

FEI – Federation Equestre Internationale

NRHA – National Reining Horse Association

NSBA – National Snaffle Bit Association

PPM – PRECEDE-PROCEED Model

SCT – Social Cognitive Theory

SDT – Self-Determination Theory

TAM – Technology Acceptance Model

TDF – Theoretical Domains Framework

TPB – Theory of Planned Behavior

TTM – Transtheoretical Model

USEF – United States Equestrian Federation

UTAUT – Unified Theory of Acceptance and Use of Technology

ABSTRACT

Voigt, Melissa A. Ph.D., Purdue University, May 2015. Show Horse Welfare. Major Professor: Colleen Brady.

In recent years there has been an increase in the public's attention to situations where trainers, owners, and handlers have compromised the well-being of show horses for the sake of winning. These situations may be due to training negligence or naivety of individuals working with the horse. Either way, due to these incidents, increasing pressure has been placed on the horse industry to address show horse welfare. The purpose of this research was to expound on the welfare of stock-type show horses through the perspective of those directly involved; considering the understanding of welfare, the value placed on welfare, and ethical and moral decisions that impact the welfare of stock-type show horses. Furthermore, the results of this research informed the design of educational resources that aim to create awareness and reduce compromises to stock-type show horse welfare. This research was completed through three studies, which each make up a chapter of this dissertation and are presented in the format of research journal manuscripts.

Chapter 3 presents a study on the viewpoints of horse show officials. The purpose of this first study was to gain a better understanding of horse show officials' views on

compromises to horse welfare. Thirteen horse show officials, including judges, stewards and show managers, were interviewed. Findings revealed the officials had an incomplete understanding of animal welfare and a high level of concern regarding the public's perception of show horse welfare. Most frequently observed compromises to show horse welfare were attributed to a) novices', amateurs', and young trainers' lack of experience or expertise and b) trainers' and owners' unrealistic expectations and prioritization of winning over horse welfare. The officials emphasized a need for distribution of responsibility among associations, officials, and individuals within the industry. Although the officials noted recent observable positive changes in the industry, they emphasized the need for continued improvements in equine welfare and greater educational opportunities for stakeholders.

Chapter 4 presents a study on horse show competitors' understanding, awareness, and perceptions of horse welfare. The purpose of this second study was not only to gain a better understanding of stock-type horse show competitors' understanding of welfare and level of concern for stock-type show horses' welfare, but also to gain a better understanding of empathic traits related to the perception of understanding of horse welfare. The participants of this study were competitors of stock-type horse shows within the United States, which included individuals who competed at stock-type breed shows, open shows, and reining competitions. Data were collected through an online questionnaire, which included questions relating to (a) interest and general understanding of horse welfare, (b) welfare concerns in the horse show industry as a whole, and specifically the stock-type horse show industry, (c) decision-making influences, and (d) level of empathic characteristics in survey

participants. Findings revealed a high level of interest about the topic of show horse care and treatment. The vast majority of respondents indicated they agreed or strongly agreed that physical metrics should be a factor when assessing horse welfare while fewer agreed behavioral and mental metrics should be a factor of assessment. Overall respondent empathy levels were moderate to high and were positively correlated to the belief that mental and behavioral metrics should be a factor of assessing horse welfare. Participants had the greatest concern about horse welfare for the saddle-type horse show industry, and nearly half respondents indicated a high level of concern for the welfare of stock-type show horses. The respondents indicated the inhumane practices that most often occur at stock-type shows included: excessive jerking on the reins, excessive spurring, induced excessive unnatural movement, excessively repetitious aid or practice, and excessive continued pressure on the bit. Additionally, the respondents indicated association rules, hired trainers, and hired riding instructors to be most influential regarding the decisions they make related to their horse's care and treatment.

Chapter 5 presents a study on understanding and addressing show horse industry legitimacy. The purpose of this third study was to use the Social Cognitive Theory and its moral disengagement framework to emphasize the need for stock-type horse associations to minimize potential and actual threats to their legitimacy in an effort to maintain and strengthen self-regulating governance, specifically relating to the occurrence of inhumane treatment to horses. Despite having stated rules within their handbooks, the actions of leading stock-type associations in response to reports of inhumane treatment provide evidence of their ability to self-regulate. The author

recommended the following actions: (1) develop a commonly understood and accepted definition of inhumane treatment; (2) publicly communicate with stakeholders violation enforcement efforts of inhumane treatment rules; (3) increase efforts to educate stakeholders on the reasons why certain training techniques or methods are inhumane and harmful to the horse; (4) ensure all actions taken are proactively focused on shaping future behaviors, and (5) critically review more cases of inhumane treatment and the industry's response.

The findings from the three studies informed the design of an educational e-learning course and a model for understanding and influencing behaviors related to the care and treatment of show horses. The design of the e-learning course is presented in Chapter 6 and was based on the theories and principles discussed in Chapter 2 and the findings from Chapters 3, 4, and 5. The ARCS Motivational Design Model was used to guide the process and ensure integration of appropriate motivational tactics with the instructional components. The intent of the course was to address the educational needs which emerged from the findings of Chapters 3, 4, and 5. This included: 1) creating awareness of the current state of stock-type show horse well-being, 2) deterring the occurrence of harmful behaviors toward stock-type show horses, and 3) increasing the ownership of responsibility. The model presented in Chapter 7 provides a framework for understanding what influences individual's behaviors toward horses. This model serves two primary functions. First, it can be used as a practical for the design and development of industry efforts to effectively reduce compromises to show horse

welfare. Second, it can be used as a foundation for future research related to stock-type show horse welfare, and also for the care and treatment of any horse.

CHAPTER 1. INTRODUCTION

1.1 Background and Setting

In recent years there has been an increase in the public's attention to situations where trainers, owners, and handlers have compromised the well-being of show horses for the sake of winning (Horses for Life, 2012; Horsetalk.co.nz, 2012; HSUS, 2012; Meyer, 2014; PETA, 2014; Van Tassell, 2012). These situations may be due to training negligence or naivety of individuals working with the horse. Either way, due to these incidents, increasing pressure has been placed on the horse industry to address show horse welfare. Many organizations have developed or adapted guidelines regarding the stewardship and welfare of horses, and convened committees and commissions to review, address, and hopefully reduce the occurrence of compromises to horse welfare (American Horse Council, 2012; AQHA: Animal Welfare Commission, 2012; FAWC, 2009; FEI, 2012). Proactive approaches have been implemented such as the creation of programs to monitor and intervene at competitions and shows (NRHA, 2012; Treadway, 2010; USEF, 2012).

1.1.1 Horse Industry Welfare Guidelines and Efforts

Among the developed and adapted guidelines regarding horse welfare and specific concerns related to competing and showing, three main sets of guidelines have become widely accepted: 1) the Farm Animal Welfare Council's Five Freedoms (FAWC, 2009), 2) the American Horse Council's Welfare Code of Practice (American Horse Council, 2012), and 3) the Federation Equestre Internationale's Code of Conduct for the Welfare of the Horse (FEI, 2012). First, the Five Freedoms outline the basic rights due to every animal under the management of humans (FAWC, 2009). These freedoms, or basic rights, include: freedom from thirst, hunger, and malnutrition; freedom from discomfort; freedom from pain, injury, and disease; freedom to express normal behavior; and freedom from fear and distress. The five freedoms holistically represent an ideal state free of needless, avoidable, and deliberate suffering of an animal and will be discussed in greater detail in Chapter 2.

Second, the American Horse Council's (AHC) Welfare Code of Practice expresses their commitment to the horse and the horse industry (American Horse Council, 2012). More than 25 national and state horse organizations have joined together by pledging to uphold the commitments set forth by the AHC's Welfare Code of Practice. The AHC's Welfare Code of Practice includes 15 statements of commitment related to welfare, safety, and stewardship of the horse. Regarding competing and showing horses, commitments address such matters as responsible training, respecting the ability and limits of the horse, competing fairly, placing welfare of the horse above winning,

minimizing injuries during competition, evaluating and improving rules and regulations, and providing education specifically regarding elimination of inhumane practices.

Third, the Federation Equestre Internationale's (FEI) Code of Conduct for the Welfare of the Horse specifically addresses safeguarding the welfare of the horse during and in preparation for competition (FEI, 2012). The main premise of the FEI Code of Conduct for the Welfare of the Horse is for all competitors and persons involved in competition to adhere to the guidelines ensuring the welfare of the horse is always prioritized above competitiveness or financial gain. The code of conduct encompasses five statements of conduct which include placing the welfare of the horse over demands of preparation for and at competition, ensuring horses are fit, healthy, and capable of performance asked, placing the horses welfare above the desire to compete, ensuring the horse receives necessary attention and care after competing and into retirement, and making certain equestrians gain education relevant to their discipline/area and the care and management of the competition horse.

In addition to establishing these guidelines, some industry organizations have taken additional measures to safeguard the welfare of the horse. The American Quarter Horse Association (AQHA) instituted a proactive endeavor to encourage membership adherence to guidelines such as those addressed above. The ultimate goal of the AQHA Animal Welfare Commission is to "help protect the American Quarter Horse from inhumane practices and AQHA and its members from the negative impacts associated with those practices" (AQHA: Animal Welfare Commission, 2012, para. 2). The commission identified issues they deemed most vital to the welfare of the American

Quarter Horse, which included “penalties, AQHA Steward program, equipment, communication and education, treatment of the animal, security, judges, and medication and drugs” (AQHA: Animal Welfare Commission, 2012, para. 7). In its first year of existence, the commission made notable changes to equipment rules and fines and penalties (AQHA, 2012). Chairman of the commission implied the value and importance of the commission and its work as it is about “protecting the industry, our livelihood and, most importantly, the horse” (AQHA: Animal Welfare Commission, 2012, para. 9).

In addition to the progress being made by such committees as the AQHA Animal Welfare Commission, several associations have adopted steward programs to monitor and patrol show grounds. The AQHA, the NRHA, and the United States Equestrian Federation (USEF) have three of the most prominent show steward programs to date (NRHA, 2012; Treadway, 2010; USEF, 2012). The goal of these programs is to have trained individuals at shows and competitions that will walk the show grounds, communicate with competitors, and intervene when necessary to ensure the fairness of competition and safety and welfare of horses and humans are not compromised. These programs are asserting an effort to address welfare concerns and issues at the show grounds and warm-up areas. This effort will hopefully minimize and prevent future situations that may compromise the horse’s welfare.

Furthermore, standards are clearly stated in many association handbooks and publications regarding horse welfare. The AQHA’s Official Handbook states that “every American Quarter Horse shall, at all times, be treated humanely and with dignity,

respect and compassion... Inhumane treatment of any horse (whether registered with AQHA or not) or any other animal on show grounds is strictly prohibited” (AQHA Handbook, 2011, pp. 1, 4). In addition, clear guidelines are stated regarding what constitutes inhumane treatment. Other organizations state similar clear, nonnegotiable regulations and rules. Although standards for treating horses humanely are ever present, compromises to their welfare continue to persist on a reoccurring basis.

Proponents of ethical equitation have brought forth concerns over common training practices presently observed at horse shows and competitions (Horses for Life, 2012; Jones & McGreevy, 2010; McLean & McGreevy, 2010). These concerns include such practices as hyper-flexion in dressage horses, use of whips and bats in speed events, use of horses’ fear response to elicit a behavior, use of primitive control devices, excessive tightening of nosebands, drugging, and relentless bit pressure. Some individuals may not understand, through ignorance or lack of knowledge, the impact these practices have on horse welfare. However, there are practices that are inconceivable and cannot be attributed to a lack of understanding. These include such practices as soring, withholding food and/or water, deliberately harming a horse, and draining blood from a horse.

1.1.2 Horse Industry’s Commitment to Education

In regard to the study at hand, it is imperative to note the importance placed on education. The AHC’s Welfare Code of Practice states,

WE ARE COMMITTED to educating owners, trainers, veterinarians, competitors, competitors and recreational riders to ensure that they know and respect their

horse's abilities and limits, and their own, so as to not push the horse or themselves beyond their ability level... WE ARE COMMITTED to providing continuing education on all activities involving horses and eliminate inhumane practices as well as strengthening sanctions for non-compliance. WE ARE COMMITTED to educating all people who own or work with horses to ensure they are knowledgeable in the proper husbandry, care, and handling of horses (American Horse Council, 2012, para. 9, 4-15).

It is stated in the FEI Code of Conduct for the Welfare of the Horse that "the FEI urges all those involved in equestrian sport to attain the highest possible levels of education in their areas of expertise relevant to the care and management of the Competition Horse" (FEI, 2012, pp. 2). The AQHA Animal Welfare Commission Chairman stated that "communication and education" are "big issues" (AQHA: Animal Welfare Commission, 2012, para. 7). These expressions indicate the lack and continued necessity of educational materials and programs that will facilitate awareness, attainment of knowledge, and modification of behavior for competitors of shows and competitions. In terms of show horse welfare, education is the bridge between the issues observed today and the vision of which the horse show industry is capable.

1.2 Significance of the Study

Barney Davis, a walking horse trainer convicted under the Horse Protection Act for soring, was asked in an interview if he believed sored horses suffered. He responded by saying "You're around it so much... You don't really think about it. You don't really think about what it's doing to the animal" (HSUS, 2012). The atrocities Davis committed

are dismaying; demonstrating a complete lack of empathy for the animals under his care. However, Davis's statement sheds light on the reasoning for his behavior. Individuals such as Davis, and those who commit lesser acts, need to be reminded of the consequences of their actions and their responsibility to protect the dignity and well-being of the horse.

When horse competitors make the choice to participate in an event or action that compromises the welfare of the horse, they have become disengaged from moral norms. Guidelines have been set and accepted industry wide as to what is considered acceptable use, care, and management of horses. Guidelines or codes of conduct explicitly state the ideal mental and physical health of horses, equestrian's responsibility and commitment to horses, and the treatment and safeguarding of competition horses. Horse show organizations, like the AQHA, have made clear their intention to fight for horses to be treated humanely and with dignity through welfare committees, stewards programs, and education. Moreover, though standards for treating competition horses humanely are known, show horses continue to face inhumane treatment at times. Many practices may only have a minor impact on the welfare of the horse. However, that does not dim the fact that it is our responsibility as horse owners, trainers, and competitors to ensure show horses are respected and treated with the utmost dignity. Furthermore, it is imperative that as a horse industry we take the lead role in addressing these issues, and restore public faith in our ability to self-regulate and maintain the well-being of the animals in our care. The recent scandal in the Tennessee Walking Horse industry (HSUS, 2012) has caused a significant blow to public confidence in the ability of the horse

industry to self-regulate issues related to the welfare of show horses; and Congress has responded by reintroducing the Horse Protection Act (H.R. 6388), which includes in its amendments a larger role for USDA in the enforcement of conscientious horse welfare practices in show horses (USDA, 2012). Encouraging ethical decision making in regards to horse training and showing practices is necessary to decrease the occurrence of harmful and injurious practices and increase the occurrence of practices focusing on the welfare of the horse.

As some would argue, the mistreatment of horses is deep-seated in the horse industry, thus it would be foolish to believe this study would be a means to the end. However, change has started through proactive measure of such organizations as AQHA and USEF. Carrying out studies such as this will catalyze the efforts already put forth; addressing competitors' perception, knowledge, and awareness of issues related to the welfare and stewardship of the show horse.

1.3 Purpose and Research Questions

The purpose of this research was to expound on the welfare of stock-type show horses through the perspective of those directly involved; considering the understanding of welfare, the value placed on welfare, and ethical and moral decisions that impact the welfare of stock-type show horses. Furthermore, the results of this research informed the design of educational resources that aim to create awareness and reduce compromises to stock-type show horse welfare. This research was completed through three studies. Each, of which, represent chapters 3, 4, and 5 respectively; and are each presented in the format of a research journal manuscript. The

literature review for this dissertation builds a foundation for these studies. Additionally, the final two chapters of this dissertation layout a plan for educational intervention and a model for understanding and addressing human behavior toward show horses based on the finding of the three studies and relevant literature.

1.3.1 Study 1: Viewpoint of Show Officials

The purpose of this study was to gain a better understanding of horse show officials' views on compromises to horse welfare. This study was guided by the following research questions:

1. What practices do judges, stewards, and show managers of stock-type horse shows observe and believe to be most detrimental to the welfare of the stock-type show horse?
2. Who do judges, stewards, and show managers of stock-type horse shows observe compromising stock-type show horse welfare?
3. What do judges, stewards, and show managers of stock-type horse shows believe is the best approach to effectively prevent compromises to stock-type show horse welfare?

1.3.2 Study 2: Perceptions of Competitors

The purpose of this descriptive study was not only to gain a better understanding of stock-type horse show competitors understanding of welfare and level of concern for stock-type show horses' welfare, but also to gain a better understanding of empathic

traits relate to the perception of their understanding of horse welfare. The following research questions guided this study:

1. What are stock-types show competitors' level of interest and understanding of show horse welfare?
2. How does the level of stock-type show competitor empathy relate to the understanding of show horse welfare?
3. What horse show disciplines do stock-type show competitors perceive to be the most concerning regarding the welfare of the horse?
4. What inhumane practices do stock-type show competitors perceive to occur most frequently at stock-type shows?
5. What influences stock-type show competitors decisions related to their show horse?

1.3.3 Study 3: Understanding and Addressing Stock-Type Show Horse Industry

Legitimacy

The purpose of this case study was to use the Social Cognitive Theory and its moral disengagement framework to emphasize the need for leading stock-type horse associations to minimize potential and actual threats to their legitimacy in an effort to maintain and strengthen self-regulating governance. This chapter will:

1. Identify the written rules and values of leading stock-type associations as it relates to inhumane treatment of horses.

2. Evaluate examples of incidents of inhumane treatment and responses of leading stock-type associations.
3. Provide a theoretical explanation for why individuals may choose to participate in inhumane behavior toward horses.
4. Provide recommendations for leading stock-type show horse industry associations to deter incidents of inhumane treatment based on theoretical foundations for understanding inhumane behavior towards horses and evaluation of leading associations' response to incidents of inhumane treatment.

CHAPTER 2. REVIEW OF LITERATURE

2.1 Purpose and Research Questions

The purpose of this research was to expound on the welfare of stock-type show horses through the perspective of those directly involved; considering the understanding of welfare, the value placed on welfare, and ethical and moral decisions that impact the welfare of stock-type show horses. Furthermore, the results of this research informed the design of educational resources and a model for understanding and addressing harmful behaviors toward show horses that aim to create awareness and reduce compromises to stock-type show horse welfare.

2.2 Animal Welfare

In most legal regards, horses are considered to be livestock, or an animal that is kept and raised by humans for pleasure, performance, and/or profit. Arguably, however, horses are not always perceived as livestock or farm animals. General public perception often categorizes horses as companion animals, or an animal kept by humans for company and enjoyment. Both perceptions of horses have strong implications as to how a horse is to be treated and cared for. Much of the available literature refers to perceptions of animals in general, or farm and companion animals. Very few empirical

studies and philosophical perspectives solely focus on this dichotomy of perceptions toward the horse. As such, many of the concepts discussed here are in reference to all animals with the understanding that they likely hold true for the horse.

2.2.1 Good Welfare

Animal welfare is often assessed in one, or a combination, of three ways: 1) basic health and functioning, 2) natural behavior, and 3) affective states (Fraser, 2009; Heleski & Anthony, 2012; McCulloch, 2013). A holistic view of animal welfare could be said to encompass all three aspects. The Five Freedoms were developed by the Farm Animal Welfare Council as a guide for understanding the ideal state of welfare for animal which encompasses biological, natural, and affective metrics of animal welfare (FAWC, 2010).

The Five Freedoms are:

1. Freedom from Hunger and Thirst - by ready access to fresh water and a diet to maintain full health and vigor.
2. Freedom from Discomfort - by providing an appropriate environment including shelter and a comfortable resting area.
3. Freedom from Pain, Injury or Disease - by prevention or rapid diagnosis and treatment.
4. Freedom to Express Normal Behavior - by providing sufficient space, proper facilities and company of the animal's own kind.
5. Freedom from Fear and Distress - by ensuring conditions and treatment which avoid mental suffering. (FAWC, 2010, p. 4)

The Five Freedoms have been used worldwide to inform legislation, industry guidelines, and management practices (FAWC, 2009). The value in application of the Five Freedoms is based on their generalizability, interconnectedness, overlapping nature, and ease of understanding (McCulloch, 2012). Each of the Five Freedoms is not mutually exclusive from the others, nor do each encompass a single construct (biological, natural, or affective) (McCulloch, 2013). To better understand the Five Freedoms in terms of the three constructs of animal welfare, they can be broken down into nine conditions of welfare: 1) hunger, 2) thirst, 3) discomfort, 4) pain, 5) injury, 6) disease, 7) expression of normal behavior, 8) fear, and 9) distress. Each of these nine conditions of welfare relate to the horses physical and mental states of well-being with distress and discomfort being more abstract concepts that can be encompassing of many things. In any regard, the Five Freedoms have been generally accepted as an all-encompassing assessment of animal welfare.

2.2.2 Animal Welfare, Western Culture, and Masculine Ideology

An understanding of Western culture can help to better understand the perception and acceptance of animal welfare constructs of those within that culture. Toward the end of World War II, Western culture began to undergo a dramatic change in the perception of farm animals due to a changing society (Harfeld, 2010). Farm animals that were once cared for by traditional husbandry approaches were now being perceived as a commodity. Horse's, and other livestock, that once were perceived as individual animals, with a bond between farmer and animal, were now seen as being

part of a collective whole and indifferent from other animals in their herd or species and no longer an individual animal (Jönsson, 2012).

Industrialization of the early 20th century and the need to provide food for a growing population not only resulted in a detachment of the bond between farmer and animal, it also meant a shift in priorities (Harfeld, 2010). Farmers began to lose sight of the intrinsic value of an animal and began placing greater value on the attributes of the animal that would produce monetary gain. This meant finding ways to produce more and produce it more quickly, which led to less time spent with individual animals. Additionally, a key reaction to this intensification of farming and industrialization was the need for science to find solutions to a new set of needs and desires; which, in all regards, was likely prompted by the farmers' conflicted priorities to provide animals in their possession with appropriate care while maintaining an increased level of output. Thus arguably began a scientific prioritized focus on performance and production in animals.

As the Western culture accepted this pragmatic shift in the farming paradigm, it brought with it changes to social and cultural norms which are at the forefront of many discussions today. As a result of the acceptance of industrialization farming, the Western society established two standards that have greatly impacted horse welfare: 1) assuming a focus on the monetary-value of horses, and 2) a heavy reliance on positivistic science (Harfeld, 2010). By diminishing the intrinsic value of horses, people were able to make decisions based on monetary reasons with little to no feelings of self-censure, thus removing ethical implications of their decisions. This concept of placing a

monetary value on horses is a strong driving force of the second consequence of industrialization.

Scientific scholarship is often strongly influenced by the priorities set by a society. With the industrialization of farming, the prioritization of animal value went from intrinsic to monetary. Thus, following suit, scientific focus turned to enhancing the production and performance of animals to increase profitability. This by no means implies that all aspects of scientific advancements related to the care and treatment of animals have been unnecessary or harmful to horse welfare (i.e. better treatment for sick animals, higher quality feed, etc.). However, many aspects of scientific advancements are accepting of conditions that are neglectful or injurious to the unobservable physiological or mental welfare of the horse (i.e. social isolation, lack of natural behaviors, etc.). The problem is the primary focus on production and performance standardizes the care of all animals in a species and does not support ethical values (Harfeld, 2010). There is currently a vacancy of husbandry that was present when society believed the human-animal relationship to be mutually and equally beneficial. This acceptance of overly positivistic science has brought with it an over emphasis on observable and quantifiable aspects of animal welfare, which cannot be solely quantifiable (Rollin, 2006). However, as history has proven, societies are continually changing and with that is a potential shift in the animal welfare paradigm.

Even with a dynamic structure of societies and people groups, there is an ever-present ideology in Western Culture: masculine ideology, which is arguably innately a part of the human race. Masculine ideology is not an ideology of men, but of a whole

society (including women) (Jönsson, 2012). Primary constructs of masculinity include: 1) restrict emotions, 2) de-feminization, 3) aggression/toughness, 4) self-reliance, 5) success prioritization, 6) non-relational, and 7) objectification (Levant & Fischer, 1998). These aspects of an ideological masculine society can become obstacles and hinder advances in the acceptance of ethically-based principles of horse welfare (Jönsson, 2012). Table 2.1 provides a concise description of each construct of the masculine ideology and potential hindrances to the principles of ethical horse welfare.

Table 2.1 Constructs of masculine ideology (Levant & Fischer, 1998)

Masculine Norm	Description	Hindrance to Horse Welfare
Restrictive Emotions	Self-restraining attitude to limit emotions felt and displayed.	May prevent empathic and/or compassionate attitude toward horses.
De-feminization	Lack of acceptance or acknowledgement of feminine characteristics.	May prevent actions perceived to be feminine such as caring and nurturing.
Aggression/Toughness	Demonstration of behaviors which project an image of strength and power.	May intentionally or unintentionally inflict harm while showing dominance and aggressively handling horses.
Self-reliance	Being self-sufficient or autonomous.	May treat horses based on selfish wants or desires with little to no external regard.
Prioritization of Success	Place high value on self-worth based on perceived success.	May cause harm as a result of factors of success not congruent with horse welfare.

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Masculine Norm	Description	Hindrances to Horse Welfare
Non-relational	Prevent formation of relationships or bonds with others.	May prevent human-animal bond, thus being void of relational feeling and concerns toward horses.
Objectification	Treating other living beings as objects.	May cause harm due to treating horses as inanimate objects and lack feelings of dignity or respect.

Aspects of masculine ideology that have become evident in Western societal norms regarding human-horse interactions include: 1) prioritization of monetary/competitive success above the intrinsic value of the horse, 2) emotion hindering constructs, 3) domination over the horse, and 4) objectification of the horse (Jönsson, 2012). First, when considering horses as a means of monetary gain or competitive success, a strong interest is often placed on the performance value of the horse and not its intrinsic value. Although it is not likely the goal to intentionally harm the horse, pressures and desires the human faces may inadvertently cause harm as the human focuses on success-driven goals. Additionally, monetary gain is measured on a cost basis, thus requiring a monetary value be placed on the horse. This monetary value is a quantitative measure of the horse's worth. By quantifying the worth of a horse, the human is essentially euphemizing their behavior and de-animalizing the horse. Second, suppressing such feelings as empathy and compassion becomes an issue as it allows an individual to remove self-censure from a situation and behave in a harmful manner toward horses. The three masculine constructs that primarily hinder emotional feelings

and attachment are: 1) restricting emotions, 2) de-feminization, and 3) prevention of relations. Third, domination over a horse can be construed as a hyper-masculine trait and is often displayed in series with success driven desires (Jönsson, 2012). Moreover, dominance may be viewed as a way to control nature, thus may be an attribute of self-reliance and aggression. In regard to dominating or controlling a horse, it is conceivable that some rationalize or justify this based on the belief that what is being done to the horse is better than the alternative of the horse fending for its self. This brings forth aspects and concerns pertaining to the moral responsibility of humans to care for animals. Being the superior being, it is the human's responsibility to protect and prevent harm to the horse. Finally, objectification of the horse is often motivated by human avoidance of any ethical relevance or self-censures (Harfeld, 2010; Jönsson, 2012). In this sense, the human is no longer morally obligated to treat the horse with the dignity and respect due living beings.

When considering show horse welfare and masculine ideology, it is of interest to note that a vast majority of professional trainers are male. For example, at the 2014 AQHA World Championship Show, out of the 34 senior, junior, and 2-year old western pleasure finalists, 27 were male and 7 were female (AQHA, 2014e). This high prevalence of male trainers at the top level may be a source of the diffusion of practices reflective of masculine ideology throughout the show horse industry.

2.2.3 Acceptance of Values Framework

In recent years there has been an observable shift in the public's perception of the care and treatment of farm animals, and horses are no exception. Reflecting back

on the Western society of the 1970's and 80's, observable changes have been made regarding animal welfare due to the public's growing interest in animals (Fraser, 2009; Harfeld, 2010; Seamer, 1998; Rollin, 1998). This gradual change has brought with it a more accepting mindset toward ethics-based welfare considerations. A value-based framework provides a balance between science and ethics when evaluating animal welfare (Heleski & Anthony, 2012). Value-based framework acknowledges that science cannot be value-free and ethics-based decisions should be supported by available scientific knowledge (Rollin, 1996; Fraser, Weary, Pajor, & Milligan, 1997; Heleski & Anthony, 2012).

This approach emphasizes the processes of moral reasoning (Heleski & Anthony, 2012; Rollin, 2006). Decisions related to and the evaluation of animal welfare should be ethically justifiable by maximizing the good consequences, limiting the harm, and considering the rights of the animal, and humans' duty or responsibly for the animal. Emphasis on a values-based framework of horse welfare helps to address concepts such as how do we define a good life for a horse, what are morally acceptable practices, what level of harm is acceptable in complex, real-life situations, and what are legitimate management practices (Fraser, 2008; Heleski & Anthony, 2012; Sandoe, Christiansen, & Appleby, 2003). In concert with this gradual change in societal perspective, social scientists have begun to investigate what individual differences make people more accepting of scientific versus ethical assessment of animal welfare.

2.2.4 Attitudes toward Animal Welfare

A growing group of social scientists have begun to narrow in on the individual differences that influence people's attitude toward animal welfare. Two of the most significant findings that correspond with the way our masculine-centered society has perceived animals are gender and empathic differences. Several studies have determined that gender is a main effect and predictor of an individual's level of concern toward animals, being that females are more concerned about the welfare of animals than males (Heleski & Zanella, 2006; Furnham, McManus, & Scott, 2003; Mazas, Fernández Manzanal, Zarza, & María, 2013; Mathews & Herzog, 1997; Heleski, Mertig, & Zanella, 2004). Additionally, feelings of empathy or sympathy have also been found to be a predictor of an individual's level of concern toward animals (Furnham, McManus, & Scott, 2003; Hills, 1993; Mazas, et al., 2013; Heleski, et al., 2004; Serpall, 2004). Additionally, there is a strong correlation between being a female and having greater feelings of sympathy or empathy.

Other individual differences found include positive relationships between the level of animal welfare concern and socioeconomic status (Heleski & Zanella, 2006), liberal political perspective (Heleski, et al., 2004), education (Furnham, McManus, & Scott, 2003; Mazas, et al., 2013), and personality traits of agreeableness, openness (Furnham, McManus, & Scott, 2003), sensitivity, and imagination (Mathews & Herzog, 1997). Additionally, negative relationships have been found between the level of animal welfare concern and the perspective of animal utility (Hills, 1993; Serpall, 2004), and strong religious affiliation (Heleski & Zanella, 2006; Heleski, Mertig, & Zanella, 2004;

Furnham, McManus, & Scott, 2003). Perceiving animals as having a high utility value is complementary to the industrialization of farming, and is correlated with a lower level of concern toward animal welfare. The relationship between religious affiliation and concern toward animal welfare may appear contradictory at face value. However, when considering such religions as Judaism and Christianity (which have greatly influenced Western culture) it is evident in their foundational principles that humans are to be considered dominant over animals (Seamer, 1998). Thus, referring back to masculine ideology would be consistent with a lower level of concern for animal welfare. It is important to note that many of these findings were derived from studying university student populations and, as such, are not generalizable; however, they do provide potentially transferrable insights about people's attitude and individual differences related to animal welfare concerns.

Other factors that have been found to influence how people in general perceive animals, and thus how they treat them, include internal and external factors (Knight, Vrij, Bard, & Brandon, 2009). Internal factors include such things as the beliefs that animals are capable of having conscious thought, the belief of equality or superiority between animals and humans, and the perceived availability of an alternative to using animals. External factors include such things as perceived personal relevance and group affiliation. Along these same lines is the belief that certain species of animals should be treated differently (usually based on cultural and social norms) (Serpall, 2009). It has been found that people perceive the needs of companion animals to be more important than those of farm animals (Heleski & Zanella, 2006; Gutiérrez, Granados, & Piar, 2007).

Referring back to the notion of horses being categorized as a companion animal verses livestock, findings from these studies suggest people do perceive horses as companion animals. Additionally, horses are perceived to be capable of feelings such as pain and boredom to a greater extent than other farm animals (Heleski & Zanella, 2006). One plausible reason for this discrepancy between welfare concerns of farm animals and companion animals is that there is often an individual bond formed between companion animals and their owner (Gutiérrez, Granados, & Piar, 2007). This bond is likely to result in greater emotional attachment with the animal (Serpell, 2004). Thus the level of concern for an animal's welfare may be dependent on the context of the human-animal relationship and interactions (Ohl & Van der Saay, 2012).

2.2.5 Theoretical Frameworks for Animal Welfare

Research surrounding animal welfare has elusively avoided the application of theoretical perspectives that are not set to one extreme (Cohen, Brom, & Stassen, 2009; Fraser, 2012). In regard to a lack of theory surrounding human-animal relationships, Hills (1993) stated that there is an "abundance of descriptive information, but a lack of a theoretical infrastructure with which to organize, explain, and understand empirical results so they can be more effectively utilized" (p. 111). Nearly ten years later, Fraser (2012) noted that there has been some progress in this area, however, there still a lack of theoretical framework that addresses complex, real-life problems:

There have been many attempts to formulate an ethic for animals [a system of ethical thought that includes animals, such that people take animals, as well as people, into ethical consideration], mostly by applying one or another

foundational principle drawn from existing ethical theory... However, the theory-based approaches sometimes fail to address ethical concerns of conscientious people facing complex, real-life problems of animal ethics. (p. 722)

Consistent with these views, only three conceptualized frameworks were found in the animal welfare literature: 1) Motivational Bases of Attitudes toward Animals (Hills, 1993), 2) Model of Fundamental Moral Attitudes toward Animals (Cohen, Brom, & Stassen, 2009) and 3) 'Practical' Ethic for Animals (Fraser, 2012). What follows is a general overview of each framework and perceived key attributes and pitfalls.

2.2.5.1 Motivational Bases of Attitudes toward Animals

Motivational Bases of Attitudes toward Animals was based on the cohesion of motivation and attitude theories (Hills, 1993). This framework is a result of the need for a theoretical understanding of the motivation for attitudes toward animals and the resulting impact on the human-animal dynamic. Three fundamental motivational bases of attitude are proposed: 1) instrumentality, 2) identification, and 3) value-expression (Hills, 1993). Table 2.2 and Table 2.3 highlight the various aspects of each construct and mediating aspects of gender and group variables. One key aspect integrated in this framework is the recognition of the impact empathic feelings may have on the treatment of animals.

Table 2.2 Description of the constructs of the Motivational Bases of Attitudes toward Animals (Hills, 1993)

Construct	Description
Instrumentality	View of animal's potential for satisfying personal or self-interested goals and needs; perceived suitable uses for animals.
Identification	Emotional responses toward animals; empathic concern, self-empathic distress, anger, frustration, and cognitive responses.
Value-expression	Attitudes of animals based on personal values or beliefs; perspective of dominance versus equality towards animals.

Table 2.3 Comparative gender and group affiliation relationships among constructs of the Motivational Bases of Attitudes toward Animals (Hills, 1993)

Variable	Instrumentality	Identification	Value-expression
GENDER			
Male	MOD/STRONG	WEAK/MOD	n/a
Female	WEAK/MOD	MODERATE	n/a
GROUP			
Animal Rights	WEAK	STRONG	STRONG
General Public	MODERATE	MODERATE	WEAK
Farmer	STRONG	WEAK	MOD/STRONG

The approach of Motivational Bases of Attitudes toward Animals begins to address the gap in animal welfare literature. However, as Hills (1993) acknowledges, this framework needs to be examined in greater detail and expanded further than it is currently. No studies were found that expanded on Hills work. However, other studies have found empirical evidence supporting the predictions and relationships of the motivations of attitudes towards animals (Knight et al., 2009).

2.2.5.2 Model of Fundamental Moral Attitudes toward Animals

People's moral conviction about animals is at the foundation of the Model of Fundamental Moral Attitudes toward Animals (Cohen et al., 2009). The model was conceptualized to identify fundamental moral attitudes toward animals and help address societal issues regarding the treatment of animals such as the balance of economic and moral values as they relate to animal welfare. In this model, key moral values are "respect for life", "duty to treat animals well", and "autonomy of animal keepers". Four primary elements of this model include hierarchy, value, to do good and right to life. Hierarchy is the superiority of humans versus animals. Value refers to the appreciation of an animal, which may range from instrumental to intrinsic appreciation. To do good is the perceived obligation of humans to appropriately care for animals. Finally, right to life refers to the animal's inherent right to live a life undisturbed by humans. Each element has a set of dimensions or levels of moral convictions. Additionally, morally relevant criteria by which people may argue their moral conviction are presented in four categories: 1) intrinsic, 2) functional/instrumental, 3) relational, and 4) virtue. The conceptualized relationship among the elements, dimensions, and arguments are presented in Figure 2.1.

Cohen et al. (2009) believes this model is beneficial as it gives insight into understanding the moral conviction behind individuals' thoughts and behaviors pertaining to animal welfare. The model is thought to be relevant to stakeholders and easy to apply to specific animal welfare contexts. Additionally, it provides a structured understanding of moral boundaries and the level of care for animals that is morally

required versus acceptable. A primary stated strength of this model is that it can inform discussions and influence decisions related to animal welfare policy.

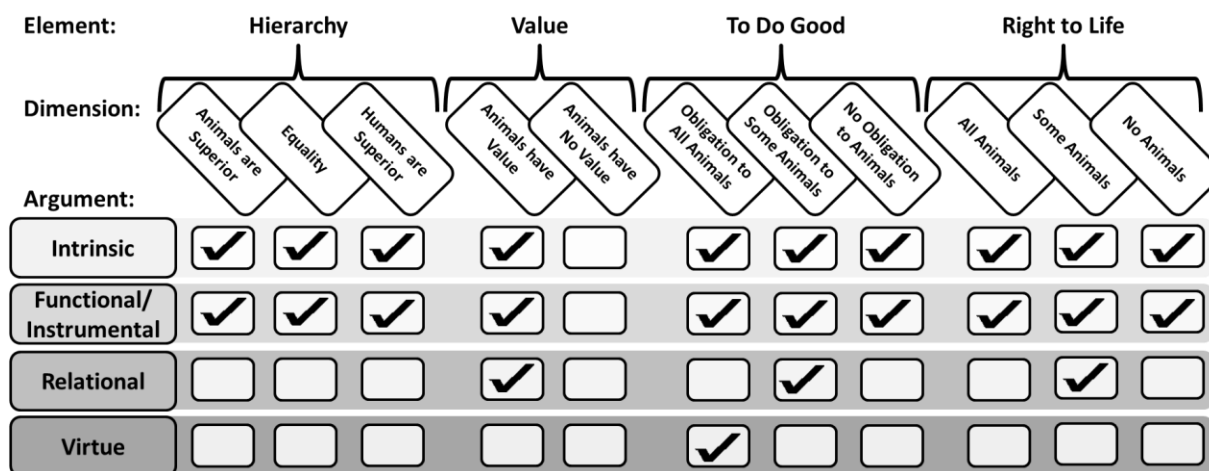


Figure 2.1 Elements, dimensions, and arguments of the Model of Fundamental Moral Attitudes toward Animals (Cohen et al., 2009)

2.2.5.3 'Practical' Ethic for Animals

Fraser's (2012) 'Practical' Ethic for Animals approach is based on literature related to how humans affect animals. The intent of this framework is to provide a basis for understanding, evaluating, and guiding moral actions related to animal welfare. The core fundament of this approach is its practical aspect of understanding and navigating animal welfare concerns as opposed to the work of other ethicists who propose philosophical theories that lack the function and ability to be applied to complex, real-life conditions. The 'Practical' Ethic for Animals highlights the inter-related aspects of harm done to animals including ethical concerns, effects on the levels of biological organization, and categories of harmful activities and their features. The understanding

of these inter-related aspects of harm done to animals gives way to four key principles of ethical treatment for animals: 1) to provide good lives for the animals in our care; 2) to treat suffering animals with compassion; 3) to be mindful of unseen harm; and 4) to protect life-sustaining processes and balances of nature. These guiding principles are intended to provoke thoughtful, moral action for real-world application. Figure 2.2 highlights the main constructs of this approach.

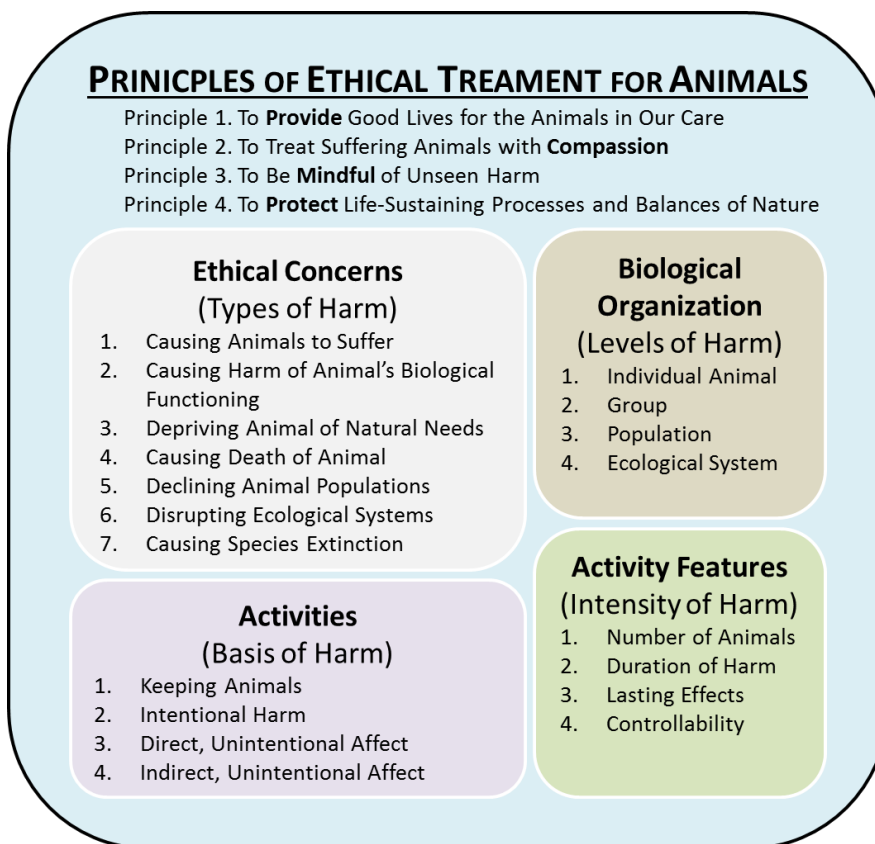


Figure 2.2 Principles of ethical treatment for animals and inter-related aspects of harm to animals (Fraser, 2012)

2.3 Horse Welfare

As with other species, it has become commonly accepted in the scientific community for the assessment of horse welfare to encompass basic health and

functioning, natural behavior, and affective states of the animal (Fraser, 2009; Heleski & Anthony, 2012; McCulloch, 2013). Many aspects of horse welfare have been studied in depth including:

- management systems (Hartman, 2010; Holcomb, Tucker, & Stull, 2013; Waran, 2002),
- housing (Hartmann, Søndergaard, & Keeling, 2012; Lesimple, Fureix, LeScolan, Richard-Yris, & Hausberger, 2011; McGreevy, 1997),
- transportation (Fazio, Medica, Cravana, Aveni, & Ferlazzo, 2013; Stull, 1999; Tateo, Padalino, Boccaccio, Maggiolino, & Centoducati, 2012),
- nutrition (Jansson & Harris, 2013; Waters, Nicol, & French, 2002; Witham, Stull, & Hird, 1998),
- behavior (Hall, Kay, & Yarnell, 2014; Hothersall & Casey, 2012; Sarrafchi, 2012), stress (Budzyńska, 2014),
- exercise (Lee, Floyd, Erb, & Houpt, 2011; Rogers, Bolwell, Tanner, & van Weeren, 2012; Schott, McGlade, Hines, & Peterson, 1996), and
- training (DeAraugo et al., 2014; Hawson, Salvin, McLean, & McGreevy, 2014; Henshall & McGreevy, 2014) among others.

An area of growing interest in this body of literature relates to the unique use of horses being ridden, trained, and shown for competition (McLean & McGreevy, 2010). A good portion of this literature focuses on aspects of dressage and traditional English disciplines and has concentrated on such topics as:

- equipment use and fit (Hockenhull & Creighton, 2012; von Borstel & Glißman, 2014),
- head and neck position (Christensen, Beekmans, van Dalum, & VanDierendonck, 2014; Kienapfel, Link, & Borstel, 2014),
- performance evaluation (von Borstel & McGreevy, 2014),
- health (Visser et al., 2014),
- stress (Peeters, Closson, Beckers, & Vandenheede, 2013), and
- behavior (Górecka-Bruzda, Kosińska, Jaworski, Jezierski, & Murphy, 2014; Hall et al., 2013).

From a more applied perspective, some scholars have reviewed how the scientific literature collectively is being used to assess horse welfare and the accuracy of such assessments (Fejsáková et al., 2014; Hockenhull & Whay, 2014; Lesimple & Hausberger, 2014; Thingujam, 2014). These scholars have found that the assessment of well-being in horses can be inconsistent for various reasons (i.e. measurement veritabily, individual differences in horses, subjective interpretation of results, individual differences of assessor, etc.) and thus not accurately depict the actual state of welfare.

In addition to these areas, some scholars have emphasized the need to recognize the importance that ethics or moral reasoning play when assessing the welfare of show horses. They argue that moral reasoning is embedded in daily decisions about the care and treatment of horses as people must consider real-life constraints and circumstances such as financial resources, reputation, and their livelihood, among many others

(Heleski & Anthony, 2012). With a variety of considerations involved in making decisions related to show horse welfare, making a “correct” choice may be challenging at times. Often times one must rely on their values or moral reasoning ability to guide such decisions, however, this does not guarantee the decision will be reflective of what is best for the horse’s well-being as internal and external factors may negatively influence decisions.

As Fraser (2012) emphasized, practical, real-life decisions related to the care and treatment of animals can be complex, especially when considering the unique use of certain species such as the horse being ridden, trained, and shown for competition, which is unlike other livestock species and other animals in general (McLean & McGreevy, 2010). For example, horses used for competition are trained to perform various maneuvers, have various types of equipment applied to them, and are frequently exposed to unfamiliar environments and other horses, while most other livestock species are raised solely for production of food products and are not trained or exposed to the novel environments to the same degree as show or competition horses. The nuance of using horses for competition purposes is a growing area of interest for some researchers (Becker-Birck et al., 2013; Fielding, Meier, Balch, & Kass, 2011; ISES, 2014; Peeters, Closson, Beckers, & Vandenheede, 2013). Despite this growing interest, research focusing on the social science perspective of understanding stakeholders’ perception of horse welfare is very limited. Some studies have looked at perceptions of horse owners identifying specific behaviors or health ailments that may impact welfare (Hemsworth, Ellen, & Coleman, 2014; Roberts & Murray, 2014; Schemann et al., 2012).

However, very few studies have looked at the perceptions of welfare issues within the equine industry.

Collins et al., (2010) conducted a Delphi study with 44 representatives of stakeholder groups within the Irish equine industries with the intent to identify significant equine welfare issues, the cause of the issues, and the most effective means of addressing the issues. The most significant issues that emerged from the study were (a) unregulated events and (2) circumstances leading up to the disposal of horses. The main concerns related to these primary issues were: (a) safety of horses, humans, and the environment, (b) public perception of the horse industry, (c) societal expectations, and (d) duty to care for horses. Collins et al. identified five primary factors that cause individuals to compromise horse welfare, which were: (a) accepted social norms, (b) ignorance/lack of knowledge, (c) uncaring/indifference, (d) financial determinants, and (e) indolence. The solutions suggested to most effectively resolve these issues included: (a) education/training, (b) regulation/enforcement, (c) fiscal remedies, (d) pressure on equestrian organizations, (e) increasing awareness, and (f) combined approach. Collins et al. (2010) emphasized no single solution, rather an approach that tackles issues related to horse welfare via multiple means.

2.4 Show Horse Welfare

The management of performance horses often does not coincide with their natural needs or behaviors, such as restricted housing space, restricted social interaction, high quality and low quantity feeding, and limited turnout (Henderson, 2007). Such practices have been linked to the occurrence of stereotypic behaviors.

Common justifications for this discrepancy in management practices and the horses natural-based needs include the predominance of legal issues and unnecessary risks, the need to a readily accessible horse, the horse needs to “look the part of a show horse”, necessity to regimentally control the horse to prepare it for a strict and rigorous training and show schedule, and such arguments as “it is not feasible”. This excessive “pampering” of the horse may be more psychologically damaging than beneficial to the horse.

Stereotypes have been used as one indicator of performance horse welfare, specifically psychological well-being (Henderson, 2007); however, they should not be used as a sole indicator or confirmation of a negative state of well-being (Mason & Latham, 2004). Based on knowledge of occurrence and cause of stereotypes, Henderson (2007) outlined simple changes in housing and management strategies that could potentially increase the psychological welfare of the performance horse, encouraging proactive versus reactive steps. Additionally, Henderson outlined how similar practices can be adapted while attending horse shows.

In an article addressed to veterinarians, McGreevy et al. (2011) emphasized welfare-related issues that should be of concern for performance horses. These concerns were focused around psychological issues, musculoskeletal issues, use of pharmaceuticals, application and use of equipment, training practices, social and ethological concerns, and other performance horse pressures. McGreevy et al. expressed the need for employing management and training practices that would prevent or minimize compromises to the performance horse’s welfare.

Roly Owers, president of the World Horse Welfare society, summarized the reason horse owners need to take responsibility for the well-being of their performance horse:

When horses compete in sport, a heavy burden of responsibility for their welfare rests on the shoulders of those who own, train, ride and care for them. It is vital for the reputation and future of equine sports that horses are well-looked after and protected from unnecessary risks, and we want people to know how much is being done in that regard. (Horsetalkz.co.nz, 2012a, p. 2)

2.5 Educational Intervention

To better understand how to effectively educate horse owners and potentially change behaviors to make more thoughtful decisions that are reflective of positive horse welfare, it is useful to refer to literature related to effective educational interventions. The literature pertaining to educational interventions for unethical behavior is fragmented and unsystematic to say the least. There is currently no unified theory for behavior intervention. One reason for this is that many studies pertaining to behavior intervention are situation reliant and do not use comparable methodologies. As a result, it is difficult to bridge together empirical findings that can be useful across multiple contexts. Recently a model has been proposed to help researchers code and collectively evaluate empirical findings related to behavior interventions (Michie & Johnston, 2012). However, until such a theoretical framework exists, findings from various contexts will have to suffice as guidelines and transferable insights for understanding behavior interventions.

By far, the health field is most advanced in understanding behavior interventions. This field of research has developed and validated several models and frameworks for understanding the most effective forms of behavior intervention. Also, broader theories are often relied on in the field, such as the Social Cognitive Theory, the Theory of Planned Behavior, and others that relate to cognition and influences on behavior intention and attitude. In regard to unethical behavior intervention, the primary fields of study are business and organizational ethics and bullying prevention. Business and organizational studies have most often evaluated the effectiveness of specific ethics courses and the effect on ethical reasoning. The literature surrounding bullying prevention has focused on proactive strategies for deterring bullying and promoting defender behaviors. The following will highlight recent findings and approaches in each of these areas: health, business/organizational, and bullying. Additionally, the Social Cognitive Theory will be discussed in regards to its application for interventions, as well as aspects of its framework of Moral Disengagement and how it may inform approaches for behavior intervention.

2.5.1 Business and Organizational Ethical Interventions

The field of business and organizational ethics has most often used trainings or courses to increase awareness of ethical issues and strengthen ethical reasoning, or ethical decision making skills (Abdolmohamadi & Reeves, 2000; Dzurainin, Shortridfe, & Smith, 2013; Lau, 2010). Although most of these trainings and courses were independently created and evaluated, there are a handful of shared findings. First, findings suggest that gender may be a main effect in determining propensity for

unethical behavior. Some studies have found that female students begin the course or training with higher levels of ethical awareness and reasoning skills, while males achieve a greater improvement through the length of the training or course (Abdolmohamadi & Reeves, 2000). This gender discrepancy is consistent with findings from studies in other fields; however, a greater number of studies have not found a significant difference between males and females as it relates to unethical behavior (O'Fallon & Butterfield, 2005).

A second common finding is that pertaining to improvement in ethical awareness and reasoning skills. Studies in the business and organizational context have found that trainings and courses do increase ethical awareness and reasoning skills in individuals (Abdolmohamadi & Reeves, 2000; Dzurainin, Shortridfe, & Smith, 2013; Lau, 2010). Once again, however, these findings may not be consistent with findings from other fields which have produced mixed results (O'Fallon & Butterfield, 2005). It is highly plausible that mixed results regarding increased ethical awareness and improved ethical reasoning skills may be due to the quality, content, and strategies employed during the training or course. This is reflective of the concern noted at the start of this section that there are wide inconsistencies among the methodological and analytical approaches in behavior intervention studies.

The third commonality among these studies is related to implications for future research. Many of these studies acknowledge that there are two primary factors that need to be investigated further: 1) longevity of results and 2) motive for taking course/training. Some studies have found preliminary indications that improvements in

ethical awareness and reasoning skills may decline or deteriorate over time (Abdolmohamadi & Reeves, 2000; Lau, 2010). This highlights a potential need for recurring trainings or courses over time. The second concern or limitation pertains to the sample populations used in these studies. Many of the trainings and courses studied were voluntary or elective. This highlights the concern that improvements in awareness and reasoning may be mediated by the individual's interest to learn about ethics (Abdolmohamadi & Reeves, 2000). Further research is needed to determine if these results hold true in required versus non-required trainings and courses.

2.5.2 Bullying Prevention and Interventions

There is a growing body of literature pertaining to bullying in many contexts, however primarily in K-12 schools and on the web. Many aspects of the bullying phenomenon have been evaluated such as motivation to bully (Salmivalli, 2010), approaches to defend the bullied (Pozzoli & Gini, 2010), and challenges with intervening (Bandura, 1991; Salmivalli, 2010) among others. In concert with the increased understanding of the bullying phenomenon, many strategic programs have been implemented to prevent bullying and encourage people to intervene during a bullying episode. The two primary factors found to be most effective intervention strategies are promoting awareness of social norms and skill development supporting positive behaviors for intervening in bullying situations.

Pertaining to awareness of social norms, the most prominent findings relate to perceived norms. The perception of social norms highly influences behavior (Espelage, Holt, & Henkel, 2003). When social norms portray intolerance to bullying behaviors,

there is an increase in positive peer intervention and a decrease in bullying behavior (Salmivalli, Voeten, & Poskiparta, 2011). The same is true in the reverse, when social norms promote bullying behavior there is an increase in bullying situations and a decrease in peer intervention. One strategy that has been shown to create awareness of positive social norms is to survey the population regarding their negative perception of bullying behavior and share those findings with the population (Perkins, Craig, & Perkins, 2011). Creating awareness that social norms do not tolerate bullying has been proven to decrease instances of bullying. One side note pertaining to the influence of social norms, there has been no benefits or positive impacts empirically found from adults stating or telling students what their expectation of behavior is regarding bullying and interventions (Rigby & Johnson, 2004). In essence, information regarding social norms needs to be attributed to the target group in order to influence bullying behaviors.

Promoting personal and skill development has also been found to promote defender behavior in adolescents and increase intervention success. Aspects pertaining to an individual's social status have been found to impact defender behavior. Social status is something not easily changed; however, depending on an individual's social status there are certain strategies that have been found to be effective and present minimal social risk to the individual (Salmivalli, Voeten, & Poskiparta, 2011). For example, individuals with a lower ranking social status are more likely to intervene on a bullying situation if it is known that social norms and the community supports defender behavior (Pozzoli & Gini, 2010). Additionally, undermining the social status of the bully has been found to be effective by articulating the discrepancy between their bullying

behavior and social norms (Perkins, Craig, & Perkins, 2011). An important aspect of developing skills in an individual is self-efficacy (Pozzoli & Gini, 2010). Maintaining and strengthening self-efficacy in one's abilities to act against bullying is key to continued intervention success. There are several recommended strategies for this presented in bullying literature; however, little empirical evidence exists to support them.

2.5.3 Health Field Intervention Frameworks

The health field has the largest literature base related to behavior intervention. The literature addresses behavior intervention in a multitude of contexts. Instead of focusing on the findings of particular studies, it is more relevant for the purposes of this study to take a look at some of the more frequently utilized frameworks in this field. Four common and validated frameworks will be discussed: 1) Theoretical Domains Framework, 2) Behavior Change Wheel, 3) Transtheoretical Model, and 4) PRECEDE-PROCEED Model.

2.5.3.1 Theoretical Domains Framework

The Theoretical Domains Framework (TDF) was developed based on the empirical findings from health behavior intervention studies (French et al., 2012). It is used as a basis for explaining and predicting potential barriers of behavior intervention; thus providing insight for the development and implementation of an intervention. The TDF identifies 14 primary domains and constructs which have been utilized and empirically tested to influence behavior intervention (Cane, O'Conner, & Michle, 2012). The 14 domains are: 1) knowledge, 2) skills, 3) social/professional role and identity, 4)

beliefs about capabilities, 5) optimism, 6) beliefs about consequences, 7) reinforcement, 8) intentions, 9) goals, 10) memory, attention, and decision processes, 11) environmental context and resources, 12) social influences, 13) emotion, and 14) behavioral regulation. The 14 domains are listed in Table 2.4 with the corresponding constructs.

Table 2.4 Theoretical Domains Framework (Cane, O'Conner, & Michle, 2012)

Domain	Constructs
Knowledge	Knowledge; Procedural knowledge; Knowledge of task environment
Skills	Skills; Skills development; Competence; Ability; Interpersonal skills; Practice; Skill assessment
Social/professional role and identify	Professional identity; Professional role; Social identity; Identity; Professional boundaries; Professional confidence; Group identity; Leadership; Organizational commitment
Beliefs about capabilities	Perceived competence; Self-efficacy; Perceived behavioral control; Beliefs Self-esteem; Empowerment; Professional confidence; Self-confidence
Optimism	Pessimism; Unrealistic optimism; Identity; Optimism
Beliefs about consequences	Outcome expectancies; Characteristics of outcome expectancies; Anticipated regret; Consequents; Beliefs
Reinforcement	Incentives; Punishment; Consequents; Reinforcement; Contingencies; Sanctions; Rewards
Intentions	Stages of change model; Transtheoretical model and stages of change; Stability of intentions

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Domain	Constructs
Goals	Goals (distal / proximal); Goal priority; Goal / target setting; Goals (autonomous / controlled); Action planning; Implementation intention
Memory, attention, and decision processes	Memory; Attention; Attention control; Decision making; Cognitive overload / tiredness
Environmental context and resources	Resources / material resources; Organizational culture /climate; Salient events / critical incidents; Person x environment interaction; Barriers and facilitators; Environmental stressors
Social influences	Social pressure; Social norms; Group conformity; Social comparisons; Group norms; Social support; Power; Intergroup conflict; Alienation; Group identity; Modelling
Emotion	Fear; Anxiety; Affect; Stress; Depression; Positive / negative affect; Burn-out
Behavioral regulation	Self-monitoring; Breaking habit; Action planning

The stated benefits of this model are three-fold (Cane, O’Conner, & Michle, 2012). First, it provides a comprehensive reporting of factors or domains that have been found to be related to the influence of successful interventions. Second, the domains are clearly identified as with supporting constructs. Thirdly, the framework is application based, providing implications for successful implementation and considerations for each of the 14 domains. The primary strength of this framework is that it is free of context. The developers created it to be easily applied within various contexts of behavior intervention and in combination with other frameworks. One such framework that has

been used in conjunction with the TDF is the Behavior Change Wheel which will be discussed next.

Despite being a comprehensive framework based on behavioral theories, there are two primary limitations to the use and application of the TDF. First, the TDF does not predict any intention or behaviors it simply highlights domains and constructs that have empirically been found to influence behavior intervention. As such, the authors of the TDF suggest it be used in conjunction with other theoretical frameworks. With that being said, based on its underpinnings in behavioral theories, it should not be difficult to pair the TDF with a behavioral theory that predicts intentions or behavioral outcomes that is well suited to one's study. With the ability to apply the TDF with other theories emphasizes its broad nature. The second limitation of note goes hand-in-hand with the prior. As the TDF is based heavily on behavioral theories and provides no clear explanation of its application, useful application of the TDF should be facilitated by researchers who have a general understanding of behavior theories (Francis, O'Connor, & Curran, 2012). General knowledge of behavior theories includes concepts such as predicted relationships of the domains and constructs, as well as how they relate to intention and actual behavior.

2.5.3.2 Behavior Change Wheel

The Behavior Change Wheel (BCW) is a model that connects the COM-B (Capability Opportunity Motivation – Behavior) model of behavior to influencing policies or resources, with intervention functioning as a link between behavior and

policy/resources (Michie, van Stralen, & West, 2011). The COM-B model of behavior is depicted in Figure 2.3 and provides a simple prediction of directional relationships among capability, motivation, opportunity, and behavior. The three constructs of the COM-B model of behavior make up the center of the BCW and are each divided into two sources of behavior: capability – psychological and physical; motivation – automatic and reflective; and opportunity – social and physical.

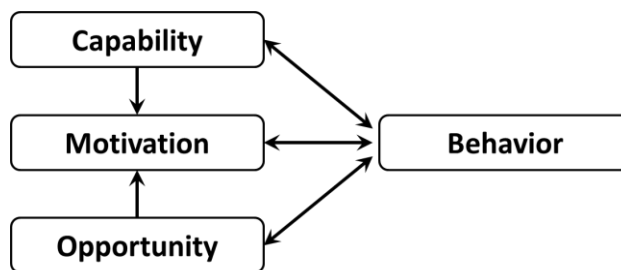


Figure 2.3 COM-B model of behavior (Michie, van Stralen, & West, 2011)

The middle layer of the BCW consists of nine intervention functions: 1) education, 2) persuasion, 3) incentivisation, 4) coercion, 5) training, 6) restriction, 7) environmental restricting, 8) modeling, and 9) enablement. Each of the intervention functions is predicted to be compatible with certain constructs of the behavior sources which can be seen in Table 2.5. The third layer of the BCW encompasses seven influencing policies or resources types; 1) communication/marketing, 2) guidelines, 3) fiscal, 4) regulation, 5) legislation, 6) environmental/social planning, and 7) service provision. The relationship predictions among the policy/resource type and intervention functions are depicted in Table 2.6.

Table 2.5 The Behavior Change Wheel predicted relationships among intervention functions and behavior sources (Michie, van Stralen, & West, 2011)

Intervention Function	Capability		Motivation		Opportunity	
	Physical	Psychological	Reflective	Automatic	Physical	Social
Education		✓	✓			
Persuasion			✓	✓		
Incentivisation			✓	✓		
Coercion			✓	✓		
Training	✓	✓				
Restriction					✓	✓
Environmental restricting				✓	✓	✓
Modeling				✓		
Enablement	✓	✓		✓	✓	✓

Table 2.6 The Behavior Change Wheel predicted relationships among intervention functions and policy/resource types (Michie, van Stralen, & West, 2011)

Intervention Function	Communication / Marketing	Guidelines	Fiscal	Regulation	Legislation	Environmental/ Social Planning	Service Provision
	Education	✓	✓		✓	✓	
Persuasion	✓	✓		✓	✓		✓
Incentivisation	✓	✓	✓	✓	✓		✓
Coercion	✓	✓	✓	✓	✓		✓
Training		✓	✓	✓	✓		✓
Restriction		✓		✓	✓		
Environmental restricting		✓	✓	✓	✓	✓	
Modeling	✓						✓
Enablement		✓	✓	✓	✓	✓	✓

The strength of the BCW is that it provides a validated systematic approach to matching the desired behavior change with appropriate interventions and policies or resources. Additionally, the BCW highlights various aspects of planning intervention implementation that may be overlooked when using other methods (Michie, van Stralen, & West, 2011). Despite these strengths, there is a primary limitation. Although the BCW was based on theoretical and empirical evidence, it is possible that additional policy/resource types exist that were not addressed in the literature supporting the BCW, thus overlooked in this model. However, in company with an open mind to other plausible options for implementing an intervention, the BCW does provide a systematic solution for determining potential strategies for changing behavior.

2.5.3.3 Transtheoretical Model

The Transtheoretical Model (TTM), as with the models discussed above, was developed based on existing theoretical constructs and empirical literature (Prochaska, Redding, & Evers, 2008). The TTM integrates stages, processes, and principles of behavior intervention. The main constructs of the TTM provide understanding pertaining to the temporal dimension of behavior change (stage of change) and guidelines for intervention (processes of change). By addressing these two constructs, this model predicts that behavior change is a process that occurs over time, a concept that most other frameworks of behavior intervention do not incorporate.

The construct of stage of change predicts six stages of progress towards behavior change. The stages are: 1) pre-contemplation, 2) contemplation, 3) preparation, 4)

action, 5) maintenance, and 6) termination. The stages are conditioned to a certain time frame, most being 6 months. For example, pre-contemplation is the stage where an individual has no intention of changing their behavior within the next 6 months. Table 2.7 provides a temporal and behavioral explanation of each stage of change. It is important to note that an individual does not necessarily begin at the pre-contemplation stage. Intervention for some may begin at other stages and individuals may move more quickly through stages than others.

Table 2.7 Stages of change predicted with in the Transtheoretical Model (Prochaska, Redding, & Evers, 2008)

Stage	Description
Pre-contemplation	No intention of changing behavior within next 6 months
Contemplation	Intend to change behavior within next 6 month
Preparation	Intend to change behavior within next 30 days and has taken steps toward behavior change
Action	Sustained changed behavior for less than 6 months
Maintenance	Sustained changed behavior for more than 6 months
Termination	No temptation to revert to old behavior (100% confidence)

The construct of processes of change predicts ten processes that occur through the stages of change: 1) consciousness raising, 2) dramatic relief, 3) self-reevaluation, 4) environmental reevaluation, 5) self-liberation, 6) helping relationships, 7) counterconditioning, 8) reinforcement management, 9) stimulus control, and 10) social liberation. Each process is an action that facilitates the movement from one stage to the next. Table 2.8 provides the premise of each process.

Table 2.8 Processes of change as predicted by the Transtheoretical Model (Prochaska, Redding, & Evers, 2008)

Process	Premise
Consciousness raising	Increased awareness of cause, consequences, and cures
Dramatic relief	High emotion relief due to behavior
Self-reevaluation	Cognitive and affective assessment of self-image
Environmental reevaluation	Cognitive and affective assessment of environment impact due to behavior
Self-liberation	Belief in change and commitment to change
Helping relationships	Emotional and acceptance support for behavior change
Counterconditioning	Learning healthy behaviors
Reinforcement management	Use of incentives, rewards, and punishments
Stimulus control	Removal of cue which promote unhealthy behavior
Social liberation	Social opportunities supporting behavior change

The TTM takes these main constructs one step further and predicts which process is best utilized to encourage an individual to move from a particular stage to the next (Prochaska, DiClemente, and Norcross, 1992). Figure 2.4 depicts the relationship among the stages and processes. In addition, the TTM emphasizes two additional constructs: decisional balance and self-efficacy (Prochaska, Redding, & Evers, 2008). Decisional balance is simply the weighing of pros and cons of a behavior. In theory, the more valuable and the greater number of pros perceived would positively influence behavior change. The TTM separates the construct of self-efficacy into confidence and temptation. Basing this construct on Bandura's self-efficacy theory, the TTM proposes that temptation is the converse of self-efficacy and can negatively influence behavior change.

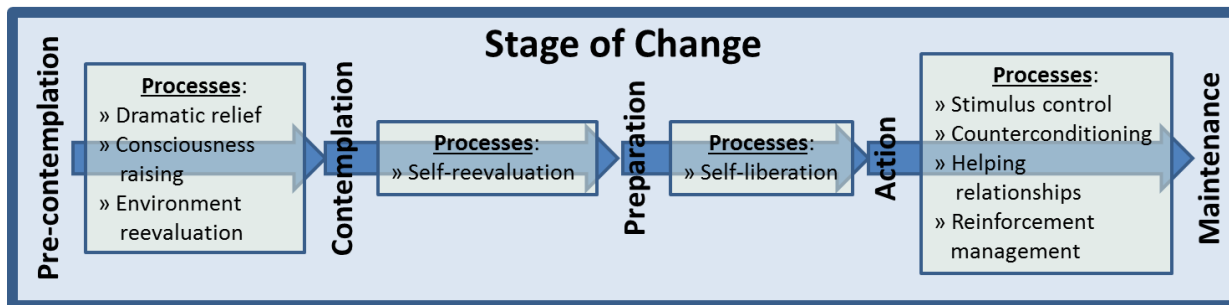


Figure 2.4 Integrated stages and processes of change as predicted by the Transtheoretical Model (Prochaska, DiClemente, and Norcross, 1992)

Two primary limitations have emerged through the use of the TTM. First, studies addressing behavior intervention with youth have produced mixed results as to the usefulness of the TTM (Prochaska, Redding, & Evers, 2008). In a review by Prochaska, Redding, and Ever (2008), more studies found the TTM to not be successful at predicting stages and processes of behavior change in youth, than studies that found it to be successful with youth. However, the review did find that the TTM has been very successful at predicting behavior change in adults. The second limitation pertains to risk prevention versus risk reduction. Many studies have found the TTM unsuccessful when attempting to prevent a behavior. However, it has been successful when attempting to reduce an already existing behavior. Thus, based on these two primary limitations, it is safe to say that the best application of the TTM is when the goal is to reduce an existing behavior in adults.

2.5.3.4 PRECEDE-PROCEED Model

The PRECEDE-PROCEED Model (PPM) is a bit different than the previously discussed models. The PPM is a guide to the planning process for choosing and applying behavior change theories (Gielen, McDonald, Gary, & Bone, 2008). The primary purpose of the PPM is to provide structure as researchers move through steps to implement an intervention. The PPM is separated in two general stages: PRECEDE and PROCEED. Table 2.9 provides a description of each of the stages and corresponding phases. In addition to providing a systematic approach for developing, implementing, and evaluating an intervention, the PPM allows for easier replication and analysis of theoretical and methodological approaches (Gielen, McDonald, Gary, & Bone, 2008). In the past, inability to replicate an intervention has been an issue in many intervention settings.

There are three primary limitations or cautions when using the PPM. First, this approach requires time consuming investigation and evaluation of information surrounding the issue behavior (Gielen, McDonald, Gary, & Bone, 2008). Although many times developing a supporting background for an intervention is the correct approach, the PPM may not be appropriate for interventions that need to be developed and implemented immediately due to time constraints. Secondly, the PPM is constricted to solely guiding the development, implementation, and evaluation of interventions. The model does not provide predicted relationships or strategies for developing or implementing an intervention. Due to this constraint, use of the PPM likely requires additional use of frameworks that support the specifics of developing, implementing, and evaluating an intervention. Similarly, the third limitation is related to applying the

Table 2.9 PRECEDE-PROCEED Model stages and phases (Gielen, McDonald, Gary, & Bone, 2008)

PRECEDE	Predisposing, Reinforcing, and Enabling Constructs in Educational/ Environmental Diagnosis and Evaluation	Strategically planning and designing intervention implementation.	
	Factors	Description	Theory
Phase 1: Social Assessment	Quality of Life	Investigate and gather information (subjective and objective) about the issue, community, and willingness to change.	Utilization of a theoretical framework that helps to better understand the community or social aspect of the situation.
Phase 2: Behavioral and Environmental Assessment	Behavior, Environment, and Health	Identify and investigate behavioral and environmental factors that can be modified to influence or support behavior change.	Utilization of a theoretical framework that helps to better understand the behavioral and environmental influencing factors.
Phase 3: Educational and Ecological Assessment	Predisposing, Reinforcing, and Enabling Factors	Identify and investigate antecedents and reinforcing factors can assist with facilitation and sustaining behavior change.	Utilization of a theoretical framework that helps to better understand individual factors that promote behavior change, as well as most appropriate intervention channels.
Phase 4: Intervention Assessment and Alignment	Educational and Policy Strategies	Align intervention strategies with information gathered in phases 1-3 and identify resources and policies needed to implement and sustain intervention.	Utilization of a theoretical framework that helps to better understand intervention strategies, processes, and procedures.

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PROCEDE	Policy, Regulatory, and Organizational Constructs in Educational and Environmental Development	Evaluation of impact of intervention implementation on an individual and ecological level.
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	Factors	Description
Phase 5: Implementation	Educational and Policy Strategies	Implement intervention and plan for data collection.
Phase 6: Process Evaluation	Predisposing, Reinforcing, and Enabling Factors	Data collection and evaluation of process.
Phase 7: Impact Evaluation	Behavior, Environment, and Health	Data collection and evaluation of impact.
Phase 8: Outcome Evaluation	Quality of Life	Data collection and evaluation of outcome.

PPM to online interventions. Although the PPM is not restricted to only offline application, it does not integrate considerations needed for online interventions. This is another aspect where blending the PPM with a framework such as the Technology Acceptance Model or the Theory of Planned Behavior would be beneficial. In essence, as merely a guide for conducting an intervention, researchers should use a multi-disciplinary approach when following the guidelines of the PPM.

2.5.3.5 Social Cognitive Theory as a Behavior Intervention Framework

The Social Cognitive Theory (SCT) is based on the reciprocal interactions among cognitive, behavioral, and environmental factors such that each factor influences the other two (Bandura, 1997). These interactions provide the premise for understanding

how social and environmental factors can influence the attitudes and behaviors of an individual or a group/community. The SCT proposes five categories of social cognitive concepts: 1) psychological determinants of behavior, 2) observational learning, 3) environmental determinant of behavior, 4) self-regulation, and 5) moral disengagement (McAlister, Perry, & Parcel, 2008). Table 2.10 provides a brief explanation of how each category may be viewed to understand changes in behavior.

Table 2.10 Concepts of Social Cognitive Theory and implications for behavior change (McAlister, Perry, & Parcel, 2008)

Concept	Behavior Change Implications
Psychological Determinants:	
Outcome Expectations	Social and self-evaluative beliefs related to the likelihood of behavioral consequences and the value of behavioral consequences.
Self-Efficacy	Beliefs related to one's personal ability to perform a behavior.
Collective Self-Efficacy	Beliefs related to the community/groups ability to collectively perform a behavior.
Observational Learning	Learning a behavior through observation of others performing or demonstrating the behavior.
Environmental Determinants:	
Incentive Motivation	Motivating behavior change through reward and punishment.
Facilitation	Providing resources or modifying environmental factors to make behavior change easier.
Self-Regulation	Self-controlling behavior through regulatory, adjusting, and monitoring means.
Moral Disengagement	Thinking in ways that supersede self-sanctions and promote harmful behavior.

Three of the SCT concepts have prompted greater discussion regarding implications toward behavior change: 1) self-efficacy, 2) self-regulation, and 3) moral disengagement. Increasing self-efficacy in an individual's perception of being able to achieve a behavior is known to influence behavior change. The SCT depicts four ways in which self-efficacy may be increased: 1) experience mastery, 2) social modeling, 3) improving physical and emotional states, and 4) verbal persuasion. Experience mastery is the concept of enabling an individual to master an attainable task or behavior, thus increasing their self-confidence and confidence in their ability to master similar or related tasks or behaviors. Social modeling pertains to an individual observing others performing or demonstrating a behavior, thus resulting in the individual believing they also can achieve the behavior. Improving physical and emotional states includes taking precautions to ensure an individual is in a state of positive well-being before attempting to change a behavior. For example, this would include stress reduction tactics and ensuring ample physical rest. Finally, verbal persuasion is telling an individual that they are capable of the behavior change thus helping to build confidence in their own ability.

Self-regulation allows an individual to view behavior change as a series of small steps that are easier to master one at a time, versus attempting the behavior change at once. The SCT presents six self-regulatory processes: 1) self-monitoring, 2) goal-setting, 3) feedback, 4) self-reward, 5) self-instruction, and 6) enlistment of social support. The concept of each of these processes is provided in Table 2.11.

Table 2.11 Self-regulatory process of the Social Cognitive Theory (McAlister, Perry, & Parcel, 2008)

Regulatory	
Process	Description
Self-monitoring	Systematic observation and recoding of own behavior.
Goal-setting	Planning for achievable behavior changes in the near and distant future.
Feedback	Information from self and others pertaining progress of behavior change.
Self-reward	Intrinsic rewards for achieving behavior or progress towards behavior.
Self-instruction	Talking to self about aspects of behavior change including steps and progress.
Enlistment of Social Support	Receiving feedback, verbal persuasion, and other forms of support from community or social connections.

The third concept of the SCT that is influential regarding behavior intervention is moral disengagement. Moral disengagement identifies elements that potentially cause an individual to participate in a harmful behavior and yet feel free of self-censure (McAlister, Perry, & Parcel, 2008). Aspects of self-efficacy and self-regulation are helpful in understanding intervention of morally disengaged behaviors. One key aspect to understanding moral disengagement is that the propensity to morally disengage is dependent on individual differences including empathy, moral identity, trait cynicism, chance locus of control, and gender (Detert, Treviño, & Sweitzer, 2008; Chugh, Kern, Zhu, & Lee, 2014). Interventions of moral disengagement have primarily focused on the modifiable individual difference of empathy.

Empathy is the ability to demonstrate understanding and compassion. Increasing empathy in an individual has been demonstrated in several studies. Strategies found to be most effective include the following:

- Sharing dilemma scenarios emphasizing positive moral judgment (Chugh et al., 2014; Aly, Taylor, & Karnovsky, 2014);
- Promoting ethical discourse and discussion (Aly, Taylor, & Karnovsky, 2014);
- Increasing awareness of harmful effects of behavior on victim, self, and community, as well as social acceptance (Aly, Taylor, & Karnovsky, 2014);
- Encouraging exposure and observation of others different from self and identification of similarities (Feshbach & Feshbach, 2011; Lazuras, Pyzalski, Barkoukis, & Tsorbatzoudis, 2012);
- Training to recognize emotional states in self and others, as well as highlighting similarities (Lazuras et al., 2012);
- Discouraging sanitized language (Lazuras et al., 2012);
- Encouraging and training ethical reasoning skills (Lazuras et al., 2012).

The SCT is a broad, yet comprehensive approach to understanding humans and the social and environmental factors that influence their behavior (McAlister, Perry, & Parcel, 2008). Some limitation to the use of the SCT in intervention studies is that it is a large theory and, as such, may not be the best choice of framework from some intervention studies. Additionally, some features of the SCT are more relevant and useful than others for understanding changes in behavior. In particular, the concepts of

self-efficacy and moral disengagement may be of greatest interest for unethical behavior intervention. Empirical findings have identified self-efficacy as a key construct in behavior change. Moral disengagement appears to be a promising approach to understating why people choose socially undesirable behaviors. Although the body of literature is growing, there is only a small amount of empirical evidence of this in intervention studies. Overall, the SCT may provide a comprehensive approach to frame behavior interventions and would likely be enhanced by integrating it with theories more specific to the sought behavior and intervention.

2.5.4 Summary of Educational Intervention

To better understand how to effectively educate horse owners and potentially change behaviors to make more thoughtful decisions that are reflective of positive horse welfare, it is useful to refer to literature related to effective educational interventions. The literature pertaining to educational interventions for unethical behavior is fragmented and unsystematic to say the least. There is currently no unified theory for behavior intervention. As such, researchers implementing behavior intervention must rely on empirical findings possibly external from their field of research and rely on the validated framework from health behavior intervention studies. Nonetheless, this literature base builds a strong support of transferrable evidence by which to frame a study.

Three primary constructs can be transferred from the business and organizational literature regarding unethical behavior prevention. First, educational training and courses do seem to be useful and have provided successful results in regard

to improving ethical awareness and ethical reasoning skills. Second, literature suggests the potential need for trainings to reoccur, or provide refresher trainings. Third, although not studied, it is assumed that most people choose to enroll in ethics training because they are interested in it. As such, it is important for such trainings to appeal to those who may generally not seek out such experiences.

In regard to the bullying literature, two primary constructs were noted. First, behavior interventions should rely on people's innate desire to follow social norms. As such, interventions should take advantage of this and create greater awareness of what the social norms are and what percentage of the social group agrees with those social norms. Secondly, self-efficacy is a large influence as far as motivating an individual to stand up against unethical behaviors. This implies the need for educational strategies that encompass the development and maintenance of self-efficacy in individuals.

Finally, the frameworks available within the health field are vast. The frameworks addressed in this section emphasized the benefits of blending theoretical approaches together, in essence developing a customized approach for a study. For example, a suitable blended approach may rely on the PROCED-PROCEED Model to guide the overarching structure and systematic approaches for the study. While the Transtheoretical Model (TTM) would provide a prediction and understanding of the stages of change and processes that motivate an individual from one stage to the next. This model would be used to identify what stage a population as a whole is at in regard to changing a certain behavior. Additionally, being able to draw upon the supported processes and apply them to the development intervention implantation strategies. The

TTM could easily be followed with the Behavior Change Wheel which would provide guidance for selecting interventions and policies/resources that match with the desired behavior change. Rounding out this blended approach could be a theory such as the Social Cognitive Theory and its construct of Moral Disengagement. This theoretical approach would provide a basis for understanding the issue at hand and influencing factors such as social and environmental. Although there is no evidence that an approach such as this has been used in previous studies and it is seemingly complicated, a blended approach may provide more thoughtful decisions and produce more successful intervention results.

2.6 Motivation and Intention to Use E-Learning

A possible means of facilitating an educational intervention related to show horse welfare and inhumane treatment to a broad audience is through the use of e-learning. The literature on e-learning is extensive, providing developers of e-learning curriculum with a vast collection of strategies that have been tested and proven effective in enhancing learning outcomes. E-learning is defined as learning through the use of electric media and information. One segment of e-learning literature that has been gaining much needed attention is that related to motivation. The vast majority of e-learning motivation literature focuses on the learner's motivation during the learning process and how this relates to learning outcomes. Although this aspect of e-learning is very important to learner success, it may not be relevant unless there are motivated learners present to use it. This illuminates the need for understanding what motivates people to choose e-learning, especially when they are accustomed to learning via face-to-

face interactions. This section will examine theories often used in studies exploring learner's motivation and intention to learn via electronic or online means. Two of the most frequently utilized models for understanding e-learner motivation and intention, the Technology Acceptance Model and the ARCS Motivational Model, will be discussed in addition to other select frameworks. Briefly, aspects of e-commerce literature on the transfer of service usage from offline to online will also be highlighted. Finally, key observations and implications will be noted for practical application of the reviewed literature.

2.6.1 Overview of E-Learning Motivation and Intention Theories

Over the years, researchers have used a multitude (and various combinations) of theories and models to explain motivation and intention to use e-learning as a means of gaining knowledge. The following is a concise review of theoretical frameworks found to be most relevant and frequently used in such studies. This review is by no means exhaustive of all possible theoretical frameworks and available literature. However, it does provide a broad basis for understanding the theoretical applications and similarities in this segment of e-learning literature.

2.6.1.1 Self-Determination Theory

The Self-Determination Theory (SDT) is a motivation theory that categorizes motivation into three types: 1) amotivation, 2) intrinsic motivation, and 3) extrinsic motivation (Ryan & Deci, 2000). Amotivation is the lack of intention to act. Intrinsic motivation refers to an individual participating in a behavior because they find it to be

inherently satisfying such as being interesting, pleasing, enjoyable, and/or challenging. Lastly, extrinsic motivation is when an individual participates in a behavior in an effort to attain a different or separate outcome. The SDT further separates extrinsic motivation into four regulatory types: 1) external (i.e. external reward/punishment), 2) introjected (i.e. bolstering ego, guilt/anxiety avoidance), 3) identified (i.e. personal importance/value), and 4) integrated (i.e. value/needs congruency).

The SDT is based on the premise that facilitation of positive psychological development and well-being in a human requires self-determination, or the ability to determine their own experiences based on choice (Deci & Ryan, 2012). Promotion of healthy and effective psychological development and well-being requires the following three basic needs to be met: 1) autonomy, 2) competence, and 3) relatedness. Autonomy is an individual's sense of control over their behavior. Feelings of confidence and efficacy felt when an individual exercises their own capabilities are referred to as competence. Lastly, relatedness is a feeling of connectedness or belonging to a community or group.

Within the e-learning context, the SDT is often paired with other theories such as the Technology Acceptance Model (TAM), the Social Cognitive Theory (SCT), the ARCS Model, or the Theory of Planned Behavior (TPB), all of which will be discussed later. What follows is a brief review of the literature utilizing the SDT within an e-learning setting. Roca and Gagne (2008) evaluated an e-learning course on increasing institutional capacity with employees of United Nations agencies. They found evidence that e-learners who feel autonomous and competent are more willing to continue use

of an information technology. Additionally, when e-learners feel a sense of relatedness, they perceive a greater level of intrinsic motivation to use the information technology. Shroff, Vogel, Coombes, and Lee (2007) conducted interviews with students enrolled in an online MBA program and found that intrinsic motivation is an important factor in engaging student participation; however, it is a challenge to impact intrinsic motivation. Similarly, Rovai and Lucking (2003) examined a television-based distance education course on educational technology and found when relatedness is lacking e-learners often lose intrinsic motivation to participate the educational program. When considering motivation via a reward, several studies have found that the relevance of the reward has an impact on the sustainability of the extrinsic motivation (Finamore, Hochanadel, Hochanadel, Millam, & Reinhardt, 2012). Moreover, tangible rewards may offer greater sustainability of motivation compared to temporary or non-relevant rewards. Implications from this body of literature suggest that practitioners should promote motivational strategies that are self-determined by the e-learner and create online learning environments that encourage autonomy, competence, and relatedness (Vallerand, Pelletier, & Koestner, 2008).

2.6.1.2 Theory of Planned Behavior

The Theory of Planned Behavior (TPB) is an expansion of the Theory of Reasoned Action (TRA). The TRA predicts an individual's intention to participate in a certain behavior is primarily determined by their attitude of the behavior and perceived subjective norms related to the behavior (Ajzen, 1991). The TPB builds on the TRA by

explaining that an individual's perceived behavioral control will also be a predicting factor of their intention to participate in a behavior. Figure 2.5 is a structural depiction of the TPB.

The aspect of subjective norms in the TPB and the implications of social influence have been a focus in the literature. It has been hypothesized that the degree to which others approve or support an individual's participation in e-learning will impact the individual's behavioral attitude and perceived control (Hsu & Lin, 2008; Lee, 2010). Hernandez, Montaner, Sese, and Urquizu (2011) examined an e-learning system at a university and found that social influence and altruism can motivate and improve attitudes toward the use of e-learning. Additionally, recognition from an instructor also may positively impact an individual's attitude toward an e-learning program. Interestingly, studies have found that once participating in an e-learning environment, there may be limited social influence by others completing the e-learning course with the individual (Cheng, 2011; Hernandez et al., 2011; Liao, Liu, Pi, & Chou, 2011)

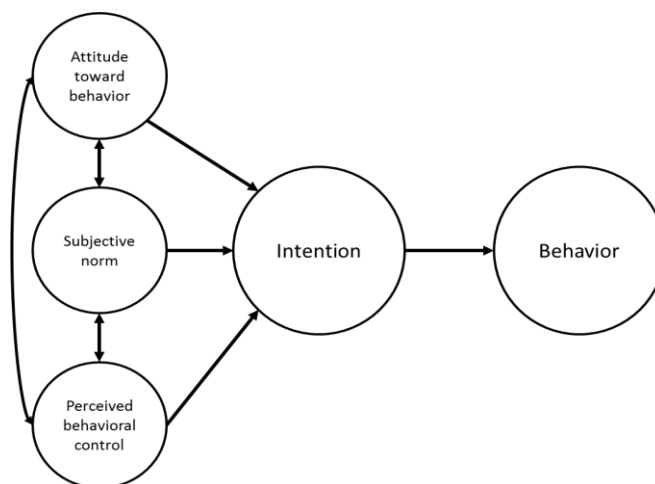


Figure 2.5 Theory of Planned Behavior (Ajzen, 1991)

2.6.1.3 Social Cognitive Theory

Bandura's (1977) Social Cognitive Theory (SCT) explains the reciprocal influencing interactions among an individual's behavior, personal (or cognitive) factors, and environmental (or social) factors (see Figure 2.6). At the core of this theory is the concept of self-efficacy which is of strong interest to many researchers of e-learning motivation and intention (Gong, Xu, & Yu, 2004). Self-efficacy is an individual's belief in their own ability to perform a certain behavior. Computer use and self-efficacy has been studied greatly resulting in consistent findings that imply individual's with high levels of self-efficacy related to their ability to use a computer, also have lower levels of stress during their computer use (Shu, Tu, & Wang, 2011); while those with low self-efficacy often become frustrated more easily (Compeau & Higgins, 1995). Directly pertaining to e-learning settings, several studies have found high levels of computer and internet use self-efficacy may predict an individual's judgment of and intention to use an e-learning system (Cheng, 2011; Chow, Herold, Choo, & Chan, 2012; Punnoose, 2012; Roca, Chiu, & Martinez, 2006). Additionally, Punnoose (2012) surveyed students enrolled in an online Master's program and found individuals who were self-efficacious in their computer use had a higher level of perceived enjoyment (or intrinsic motivation) while learning online.

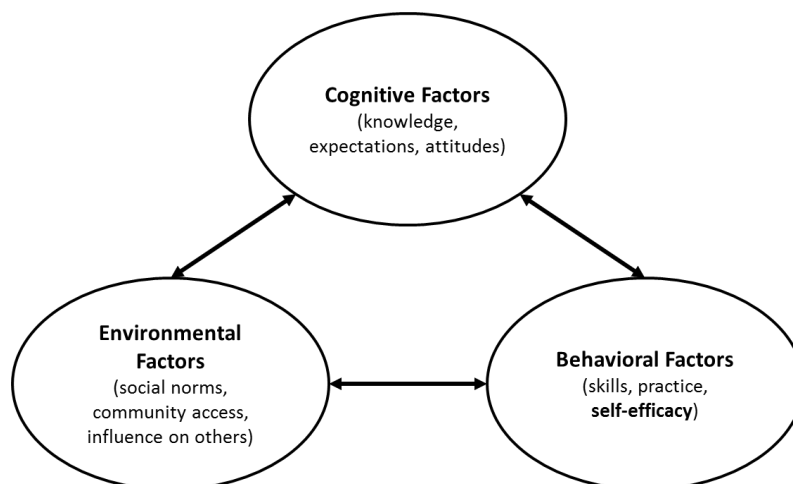


Figure 2.6 Social Cognitive Theory (Bandura, 1977)

2.6.1.4 Unified Theory of Acceptance and Use of Technology

The Unified Theory of Acceptance and Use of Technology (UTAUT) is a more complex theory when compared to those referred to above; however, some scholars contend it to provide a more holistic understanding of factors that influence an individual's intention to participate in a technology related behavior (Venkatesh, Morris, Davis, & Davis, 2003; Venkatesh, Thong, & Xu, 2012). An advantage the UTAUT has over the previously mentioned theories is the direct association with technology acceptance and use.

The UTAUT was developed and based on the synthesis of prior technology acceptance research and theories (Venkatesh et al., 2003). Originally the theory had four main constructs to predict an individual's behavioral intention and use: 1) performance expectancy, 2) effort expectancy, 3) social influence, and 4) facilitating conditions. Performance expectancy is the consumer's expected benefits that are a

direct result of participating in the behavior. Effort expectancy refers to the expected ease of using the technology. Social influence is the individual's perception of important others' belief that the individual should participate in the behavior. Lastly, facilitating conditions refers to the perception of available resources and support for the use of the technology. The UTAUT has recently been expanded. The expanded version is known as the UTAUT2 which includes three additional constructs: 1) hedonic motivation, 2) price value, and 3) habit (Venkatesh, Thong, & Xu, 2012). Hedonic motivation is the intrinsic motivation experienced by using a technology. Price value refers to the balance of perceived benefits received and the monetary cost of using a technology. Lastly, habit refers to a prior behavior and the extent to which an individual believes the behavior to be automatic. Figure 2.7 depicts the relationships among constructs, behavioral intention, and use. In addition to the main constructs, the UTAUT and UTAUT2 describe individual differences that moderate the relationship between various constructs and the behavioral intention and/or use. These individual differences are seen in Table 2.12 in addition to their moderating effect.

In regards to current research, few studies could be found utilizing the UTAUT2 in the context of e-learning which may be due to its relative newness. The UTAUT has been used quite extensively internationally and in multiple contexts. It has received both optimistic and concerned reviews based on empirical evidence (Im, Hong, & Kang, 2011; Taiwo & Downe, 2013; Williams, Rana, Dwivedi, & Lal, 2011). Taiwo and Downe (2013) conducted a meta-analytic review of empirical findings from 37 studies using the UTAUT. The results of their review generally supported the UTAUT and are summarized

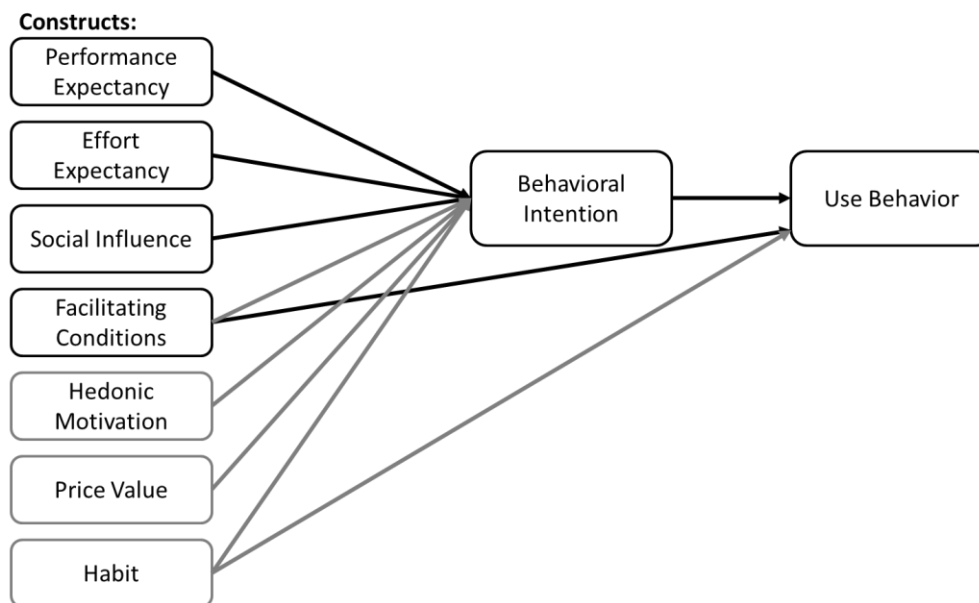


Figure 2.7 UTAUT and UTAUT2 (Venkatesh et al., 2003; Venkatesh et al., 2012). Note. UTAUT2 expansion depicted in grey.

Table 2.12 UTAUT and UTAUT2 constructs and individual differences of behavioral intention and use (Venkatesh et al., 2003; Venkatesh et al., 2012)

Construct	Moderator			
	Gender	Age	Experience	Voluntariness of Use
Performance Expectancy	Yes	Yes	-	-
Effort Expectancy	Yes	Yes	Yes	-
Social Influence	Yes	Yes	Yes	-
Facilitating Conditions	-	Yes	Yes	Yes
Hedonic Motivation	Yes	Yes	Yes	(Moderator removed from UTAUT2)
Price Value	Yes	Yes	-	
Habit	Yes	Yes	Yes	

Note. = Added constructs of UTAUT2.

in Table 2.13. However, their findings reveal a concern that many studies merely referenced the UTAUT or selectively applied only certain aspects or constructs. Williams et al. (2011) expressed similar concerns over the way in which UTAUT has been primarily used; however, this may also be a legitimate concern in regards to other theories that have not undergone similar in-depth analysis.

Table 2.13 Summary of the UTAUT empirical review (Taiwo & Downe, 2013)

Dependent Variables		Effect Size
Performance expectancy	Behavioral intention	Medium
Effort expectancy	Behavioral intention	Small
Social influence	Behavioral intention	Small
Facilitating condition	Behavioral intention	Small
Behavioral intention	Use Behavior	Small

2.6.1.5 Technology Acceptance Model

The Technology Acceptance Model (TAM) is used to predict the intention to use and actual usage of a technology (Davis, 1993). It has been utilized in a much greater extent than the theories mentioned above. Additionally, the TAM is often used as theoretical support when using other theories within the context of e-learning acceptance and intention to use. The TAM will be discussed as it relates to e-learning use motivation and intention.

True to the original model, the TAM is used to not only predict intention and usage, but also foresee design issues prior to technology dissemination through perceived usefulness and perceived ease of use (Davis, 1993). Perceived usefulness is the belief that the use of a technology will result in better outcomes. Perceived ease of

use refers to the believed amount of effort it will take to use the technology. Figure 2.8 depicts the relationships among the constructs of the original TAM.

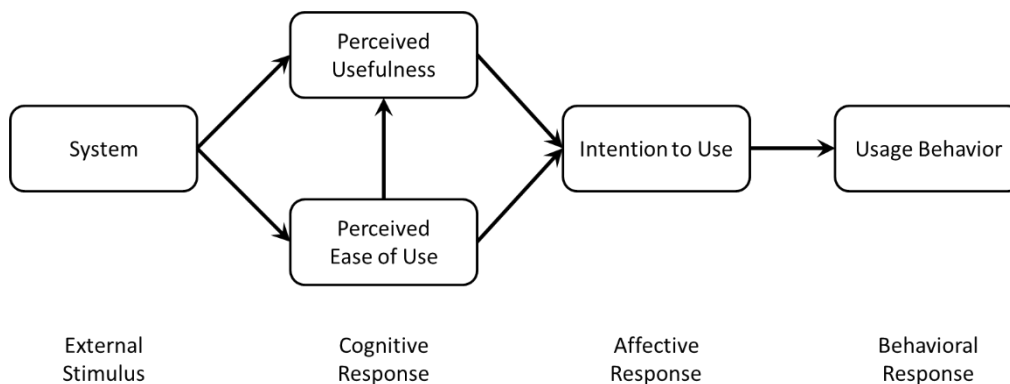


Figure 2.8 Original TAM (Davis, 1993)

Over the past 20 years, the TAM has become a widely used framework for predicting the use of technology and has been expanded to include many constructs found in the previously mentioned theories including motivation, attitude toward use, social influence, and self-efficacy (Cheng, 2011). Figure 2.9 depicts the relationships among the constructs of the expanded TAM.

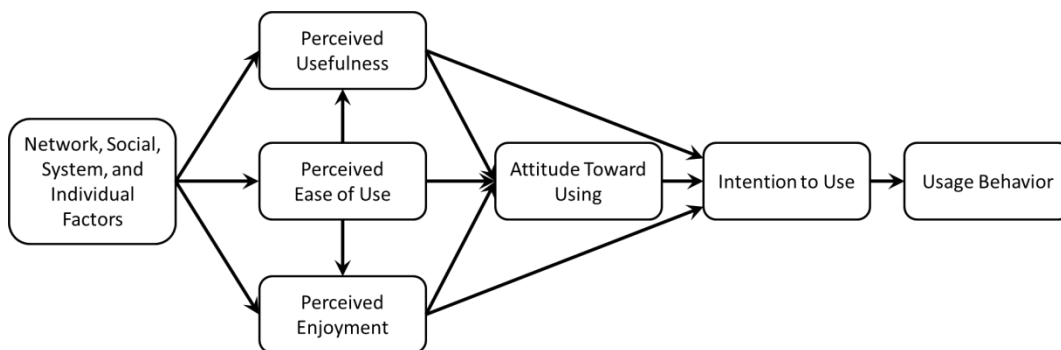


Figure 2.9 Expanded TAM (Cheng, 2011)

With the rise of e-learning, the TAM has been found to be a choice theoretical framework for many e-learning studies (Sumak, Hericko, & Pusnik, 2011). Sumak et al. (2011) conducted a meta-analysis of the TAM within the context of e-learning. They evaluated 42 peer-reviewed articles and compared results based on user types (employee, student, and teacher) and e-learning technology types (e-learning system and technology/tool). Based on their analysis of e-learning technology types, they found no significant difference between the effect sizes for the causal relationships among the main constructs of the TAM (perceived usefulness, perceived ease of use, attitude toward using, and intention to use). Regarding user types, overall there was no significant difference between the effect sizes for the causal relationships among the main constructs of the TAM. The one exception found was for employees in that there was a larger effect size when considering the relationship between perceived ease of use and intention to use. In addition to the analysis of causal relationships between the main constructs of the TAM, Sumak et al. (2011) also conducted a literature review of the causal relationships among other factors and the main constructs. Their findings along with later studies using the TAM in an e-learning setting are presented in Table 2.14.

It is important to note the primary limitations of the findings related to the TAM and e-learning that may limit generalizability (Cheng, 2011). First, many of the studies have been conducted within cultural settings, thus findings may not hold true across multiple cultural settings. Second, there is variability among the contexts surrounding each of the studies which may limit application of findings. Third, the majority of studies

cited data as being self-reported. As with any self-reported data, there is always the possibility of error due to inaccurate reporting and perceptions of participants. Finally, findings from these studies were merely a snapshot of data at one set time. As technology rapidly advances and changes, the implication and usefulness of the findings from these studies may lose relevancy.

Table 2.14 Causal relationships among TAM constructs and other factors in e-learning settings (Cheng, 2011; Cheung & Vogel, 2013; Lee, Hsieh, & Hsu, 2011; Punnoose, 2012; Sumak et al., 2011)

Causal Relationship					
Network Externality Factor	PU	PEU	PE	ATU	IU
Network Externality	-	Yes	-	Yes	Yes
Social Factors	PU	PEU	PE	ATU	IU
Subjective Norms	Yes	-	-	Yes	Yes
Social Influence	-	-	-	-	Yes
Interpersonal Influence	Yes	-	-	-	-
External Influence	Yes	-	-	-	-
Organizational Support	Yes	Yes	-	-	-
System Factors	PU	PEU	PE	ATU	IU
Content Quality	Yes	-	-	-	-
System Response	-	-	Yes	-	-
System Interactivity	Yes	Yes	Yes	-	-
System Functionality	Yes	Yes	Yes	-	-
Compatibility	Yes	-	-	-	Yes
Facilitating Conditions	-	Yes	-	-	-
Task Equivocality	Yes	-	-	-	-
Individual Factors	PU	PEU	PE	ATU	IU
Anxiety	-	Yes	-	-	-
Self-efficacy	-	Yes	-	-	Yes
Performance Expectancy	-	-	-	-	Yes
Computer Self-efficacy	-	Yes	Yes	-	-
Internet Self-efficacy	-	Yes	-	-	-
Cognitive Absorption	Yes	Yes	-	-	-

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	PU	PEU	PE	ATU	IU
Relative Advantage	Yes	Yes	-	-	Yes
Learning Goal Orientation	-	-	Yes	-	-
Previous Experience	Yes	Yes	-	-	Yes
Personality Traits	PU	PEU	PE	ATU	IU
Extraversion	-	Yes	Yes	-	-
Conscientiousness	Yes	-	Yes	-	-
Neuroticism	Yes	-	-	-	-

Note. PU=Perceived Usefulness, PEU=Perceived Ease of Use, PE=Perceived Enjoyment, ATU=Attitude Toward Using, IU=Intention to Use, UB=Usage Behavior

2.6.1.6 ARCS Motivational Model

The final framework that will be discussed is the ARCS Motivational Model (Keller, 1987). The premise of ARCS is to provide a systematic process of designing for motivational learning. It hinges on the basis of four components related to motivation: 1) attention, 2) relevance, 3) confidence, and 4) satisfaction. These four components are described in Table 2.15.

In addition to providing strategic guidance for learner motivation, the ARCS Motivational Model also provides a step-by-step systematic process for motivational design (Keller, 2010; Keller & Suzuki, 2004). This process is based on problem-solving strategies and does not support a broad procedural prescription of course design as many motivation strategies are dependent on the situation context. The systematic process of motivational design is explained in Table 2.16.

Table 2.15 ARCS Motivational Model components (Keller, 1987; 2010)

Component	Strategy	Description
Attention	Perceptual Arousal	Capture learner interest.
	Inquiry Arousal	Stimulate learner inquiry.
	Variability	Maintain learner attention.
Relevance	Goal Orientation	Align course with learner needs.
	Motive Matching	Provide learner appropriate choices, responsibilities, and influences.
Confidence	Familiarity	Connect course with learner's experience.
	Learning Requirements	Build positive expectations for success.
	Success Opportunities	Support and enhance learner's self-confidence.
Satisfaction	Personal Control	Make known that success is based on learner's efforts and abilities.
	Natural Consequences	Provide meaningful learning opportunities.
	Positive Consequences	Establish pre-determined reinforcement for learner success.
	Equity	Assist learner to feel positive about accomplishments.

The ARCS Motivational Model has been validated in a variety of contexts and settings (Keller, 1997; Keller & Suzuki, 1988; Shellnut, Knowlton, & Savage, 1999; Wlodowski, 1999). Research-based application of this model in e-learning settings has been limited; however, findings from such studies provide results that support use of the model (Keller & Suzuki, 2004). Keller (2010) believes one reason for the limited number of e-learning based studies is the time consuming and complex nature of developing e-learning courses. A handful of studies have seemingly been able to navigate such issues and found the implementation of the ARCS Motivational Model to

Table 2.16 ARCS Motivational Model systematic process of motivational design (Keller, 2010)

	Step	Aspects
DEFINE	1. Obtain course information.	Identify course description, rationale, setting, and instructor(s).
	2. Obtain learner information.	Identify relevant characteristics of target audience.
	3. Analyze learner motivation.	Determine motivational attitudes toward course.
	4. Analyze existing materials and conditions.	Identify and determine appropriateness of current motivational tactics and other sources of material.
	5. List objectives and assessments.	Determine desired learner outcomes and appropriate measurements of success.
DESIGN	6. List potential tactics.	Identify tactics to support motivational objectives.
	7. Select/design tactics.	Determine which tactics are appropriate for audience, instructor, and setting.
	8. Integrate with instruction.	Determine how to combine motivational and instructional design components.
DEVELOP	9. Select and develop materials.	Locate or create materials to achieve motivational objectives.
PILOT	10. Evaluate and revise.	Determine possible motivational effect of course, expected and unexpected.

produce e-learning courses that were effective and motivational for learners (Bellon & Oates, 2002; Astleitner & Hufnagl, 2003; Suzuki & Keller, 1996; Keller, 1997). Despite the limited e-learning research-based application of the ARCS Motivational Model, many e-

learning courses use the model as the foundation for their course motivational design (Chen & Jang, 2010; Kim & Frick, 2011; Marshall & Wilson, 2011).

2.6.2 Usage Transfer: Offline to Online Use

A fairly new area of research that may lend application to understanding what drives individuals from face-to-face to e-learning settings is that of e-commerce studies on offline to online usage transfer of services. Yang, Lu, Zhao, and Gupta (2011) set out to identify and understand factors that influence customers' behavior toward use of online banking services. They found that perceived online service quality and self-efficacy for change predicted behavior toward the online banking services. Additionally, perceived offline service quality predicted perceived online service quality. The findings may shed a small glimpse of light on e-learners perception and intention to use an e-learning course based on their perception of offline affiliations. A study by Yang, Lu, and Chau (2013), in addition to findings similar results as the study above regarding banking services transfer of usage, also found that positive perceptions of the offline service performance predicted lower perceived benefit of online services, thus negatively impacting intention to transfer usage to online banking services. Although these findings cannot be generalized to transfer of educational learning from offline (face-to-face) to online (e-learning), they bring forth aspects of research that are not present in the e-learning literature.

2.6.3 Collective Observations of Motivation and Intention to Use E-learning

Based on the discussed theories and select e-learning literature, the following primary themes were observed to be related to the intention and motivation to use e-

learning. Table 2.17 provides a concise explanation for each category and suggested strategies to promote intention to use e-learning.

Table 2.17 Primary theme descriptions and suggested strategies to promote e-learning intention based on theoretical frameworks discussed.

Theme	Supporting Theory	Description	Suggested Strategies
Motivation Type	SDT, UTAUT, TAM, ARCS	Prediction of intention to use e-learning based on increased levels of intrinsic motivation (i.e. perceived enjoyment) and extrinsic motivation (i.e. reward, guilt avoidance).	<ul style="list-style-type: none"> • Cultivate an environment that promotes learner enjoyment. • Creatively integrate motivational strategies that take into account different learning styles and previous knowledge. • Provide an explicit rationale for the importance and relevance of the e-learning content. • Promote learning goals related to target audience's interests and concepts perceived to be important. • Explain the various reasons or motives for participating in the e-learning program.
Choice	SDT, ARCS	Prediction of intention to use based on an individual having greater opportunity for selection of choice and control.	<ul style="list-style-type: none"> • Promote flexible leaning options and assessments. • Emphasize opportunities for open expression of thoughts, feelings, and concerns.

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Theme	Supporting Theory	Description	Suggested Strategies
Cost-Benefit Analysis	UTAUT, TAM, ARCS	Prediction of intention to use based on individual perception of greater benefits and advantages usefulness to use than costs (i.e. monetary and intangible expenses) from participating in the e-learning activity.	<ul style="list-style-type: none"> • Highlight the usefulness of the e-learning program. • Explicitly explain the benefits of participating and the importance of understanding content presented.
Individual Differences	TAM	Prediction of intention to use based on individual differences such as previous experience and attitude toward the e-learning activity may impact intention to use.	<ul style="list-style-type: none"> • Promote e-learning through means which resonate with the target audience's previous experiences. • Encourage positive attitudes toward e-learning in promotional messages.
Social Influence	SDT, TPB, SCT, UTAUT, TAM, ARCS	Prediction of intention to use based on feelings of relatedness or connection with similar others and perceptions of social norms.	<ul style="list-style-type: none"> • Emphasize opportunities for interaction and connection with peers and experts. • Express social importance of participation. • Promote participation via interpersonal communication, expert opinions, and news release. • Encourage current users to recruit others. • Promote participation to those associated with target audience. • Promote to those who are well-adjusted in the industry.

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Theme	Supporting Theory	Description	Suggested Strategies
Self-efficacy	SDT, SCT, UTAUT, TAM, ARCS	Prediction of intention to use based on high levels of computer, internet, and performance self-efficacy.	<ul style="list-style-type: none"> • Increase learner's confidence in own abilities by providing user training and troubleshooting resources. • Promote ease of use in promotional messages.
System Feature	UTAUT, TAM, ARCS, (E-Commerce)	Prediction of intention to use based on various positive aspects of the system features such as support, ease of use, and quality.	<ul style="list-style-type: none"> • Limit use of high tech features as some users systems may have limited capability. • Keep design and system updated. • Promote an e-learning system is easy to use.

2.6.4 Summary of Motivation and Intention to Use E-learning

Understanding what motivates individuals to choose e-learning as a means of gaining knowledge is important for anyone developing an e-learning course. Research in this area provides a strong basis for understanding what strategies are proven to be most useful when trying to attract learners. Through a review of literature and related frameworks, seven primary concepts were found to be important to consider when developing an e-learning course. First, the course should be designed with a high quality appeal and facilitate aspects of intrinsic and extrinsic motivation that may sustain the user's interest during first exposure. Second, the target audience's previous experience using technology should be considered during the design and promotion processes.

Additionally, the target audience's content related experiences should be considered such that the course is intriguing and building on prior knowledge.

The third and fourth concepts pertain to user expectations. Course design should facilitate achievable performance levels and require a low level of effort on the part of the user. These aspects should be promoted to the user, making clear what they can expect from the course. Fifth, promotion of the course should emphasize the benefit users will gain through participation. This may include connecting the usefulness of the course to practical, everyday applications. Sixth, user self-efficacy should be considered both in terms of technology and content. Promotion of the course may include reassurance and verbal persuasion of the user's capabilities and emphasize the availability of support in understanding/applying the content, as well as troubleshooting through technology use. Finally, the seventh concept pertains to social support. Developers of e-learning programs should take advantage of mechanisms of social promotion, such as emphasizing the social support for participating in and gaining skills and knowledge presented in the e-learning course. Additionally, seeking out support from industry experts and other related affiliations can increase visibility of the course, as well as encourage participation. By following the evidence based strategies for motivating user's, e-learning courses may gain greater and more effective participation.

2.7 Unethical Behavior Prevention

Another consideration related to show horse welfare is determining ways in which unethical behaviors can be prevented instead of corrected after their occurrence. Based on a review of behavior prevention program reviews, Nation et al. (2003)

identified principles of successful behavior prevention programs that are thought to transcend the content or context of any one program. Nation et al. reviewed strategies implemented in behavior prevention programs for substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence. From this review, a total of 252 characteristics of prevention programs were identified from 35 articles. Nine of the characteristics or principles were determined to be most effective as they were most generalizable and endorsed by the greatest percent of reviewed articles. The nine principles are sorted in to three categories 1) program characteristics, 2) appropriateness for target audience, and 3) implementation and evaluate. The categorized principles are described below:

Program Characteristics

1. Comprehensive: Present intervention through multiple means and address interpersonal and environmental factors that influence the development and continuance of the behavior.
2. Varied teaching methods: Use of various methods, especially active and hands-on experiences, to teach skills and increase awareness and understanding of the behavior.
3. Sufficient program intensity: Provide sufficient intervention and support to promote positive/ethical behavior, taking into consideration the amount of time participating in the intervention and the quality of the experience.

4. Theory driven: Provide accurate information supported by theoretical justification and scientific findings, specifically related to the cause of the behavior and the best methods to overcome it.
5. Positive relationships: Facilitate opportunities to support positive behavior through relationships and interactions with positive, strong adults and peers.

Appropriateness for Target Audience

6. Appropriately timed: Initiate prevention prior to development of behavior issues and appropriately for the developmental level of target group, being considerate of when the program will be most impactful.
7. Socio-culturally relevant: Focus on the individual participant while considering community and cultural norms relevant to behaviors and consult target group during prevention program planning.

Implementation and Evaluation

8. Outcome evaluation: Develop and systematically evaluate goals and objectives of the program to determine program effectiveness and appropriate adjustments.
9. Well-trained staff: Provide support and training for those involved in the implementation of the program, facilitating the development of sensitive and competent staff to enhance program effectiveness.

Nation et al. (2003) acknowledged the limitations and caution when drawing conclusions based on the review. First, of the reviewed articles, there was variability in the rigor and documentation of evidence. Second, there were no set standards among the reviewed articles for determining effectiveness, each article relied on their own definition and justification for determining program effectiveness. Finally, the results of the review varied from previous program prevention reviews likely due to differences in methods of article selection and analysis. Being mindful of these limitations, the findings from Nation et al. provides evidence and guidelines for prevention program success when strategically designed and implemented.

2.8 Social Cognitive Theory and Moral Disengagement

A theoretical perspective that frames the concepts of educational intervention and behavior change, as well as provides an explanation and understanding of human behavior related to the care and treatment of show horses is the Social Cognitive Theory (SCT). The SCT depicts continuous interactions among cognitive, behavioral, and environmental factors such that each factor influences the other two as shown in Figure 2.10 (Bandura, 1977). These interactions provide the premise for understanding how social and environmental factors can influence the attitudes and behaviors of an individual or a group/community. The SCT provides a foundation for understanding humans and social and environmental factors that influence their behavior (McAlister, Perry, & Parcel, 2008). This theory may provide greater clarity for understanding why individuals compromise horse welfare, and thus inform decisions on how best to deter the occurrence of harmful and injurious practices and encourage practices focusing on

the welfare of the horse. Moreover, the SCT may provide a better understanding of what influences an individual's perception of certain practices to be harmful or not to horse welfare.

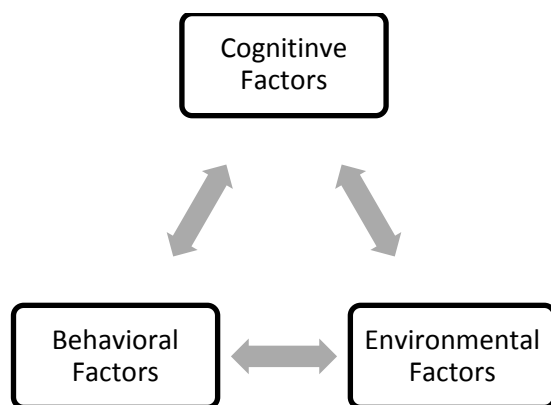


Figure 2.10 Influencing reciprocal interactions among cognitive, behavioral, and environmental factors as depicted by the Social Cognitive Theory (Bandura, 1997)

Within the SCT is the framework of moral disengagement which describes the decision making process and plausible reasons why individuals choose to participate in unethical behaviors (Bandura, 2002). When individuals choose to participate in a behavior, their internal moral standards self-regulate the decision making process. This process includes monitoring and reacting to an individual's own actions and thoughts. When individuals act against their own moral standards, they have deactivated the self-regulating process of monitoring and reacting. This deactivation results in moral disengagement. These individuals are no longer bound by guilt or self-censure and are more likely to make unethical decisions. It is important to note that an individual can be

morally disengaged from one behavior and still maintain activation of moral standards in all other decision making processes in his/her life.

Moral disengagement (Bandura, 1990) is based on the premise that humans participate in behaviors that are in line with their moral standards as such behaviors that cause feelings of satisfaction and self-worth (Bandura, 1999b). Self-sanctions are key to keeping in line with moral standards; however, there are psychological elements that may override self-sanctions and cause an individual to behave in a way that is contradictory to their moral standards. This is the act of moral disengagement. Once engaged in practices that go against moral standards, individuals have a higher likelihood of making unethical decision without the consequence of guilt or self-censure.

There are eight primary mechanisms of moral disengagement which can cause an override of self-sanctions (Bandura, 1999a). These mechanisms and the generalized harm they are anticipated to cause can be seen in Figure 2.11. In an effort to better understand these mechanisms of moral disengagement the following will emphasize antecedents, theoretical roots, and recent research application.

Bandura (2002) outlined eight mechanisms which prompt the deactivation of an individual's self-regulating process: moral justification, euphemistic labeling, advantageous comparison, displacement of responsibility, diffusion of responsibility, disregard or distortion of consequences, dehumanization, and attribution of blame. These mechanisms can be categorized into three sets of disengagement practices. First, moral justification, euphemistic labeling, and advantageous comparisons are constructs

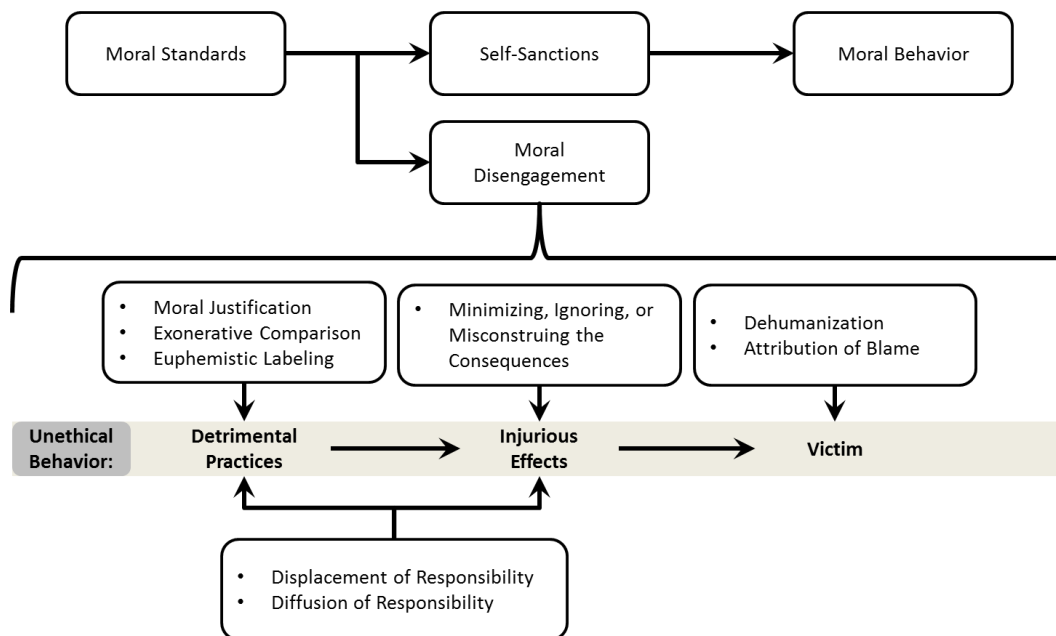


Figure 2.11 Process and mechanisms of moral disengagement (Bandura, 1999a)

2.8.1 Mechanisms of Moral Disengagement

of cognitive remodeling in such a way that makes the unethical behavior more acceptable. Second, displacement of responsibility, diffusion of responsibility, and disregard or distortion of consequences are cognitive distortions of the actual harm caused by an event or action. Finally, dehumanization and attribution of blame are the decay of an individual's ability to relate to and view of the recipients of his/her harm.

2.8.2 Antecedents of Moral Disengagement

In addition to the eight mechanisms of moral disengagement, four antecedents may cause individuals to be prone to moral disengagement: empathy, trait cynicism, locus of control, and moral identity (Detert, Trevino, and Sweitzer, 2008). When individuals have a high sense of empathy towards others (including animals) they are more capable of respecting other perspectives and noticing or being concerned of

other's needs. Individuals with low empathetic capacity will have a higher likelihood of moral disengagement as they are more prone to disengagement practices such as moral justification and dehumanization.

Trait cynicism is often enabled through feelings of frustration or distrust. A high degree of distrust prompts greater cynicism. Individuals with high trait cynicism will have a higher likelihood of moral disengagement as they are more prone to disengagement practices such as displacement of responsibility and diffusion of responsibility.

Locus of control refers to the amount of control individuals believe they have over their life. Individuals who view outcomes as a direct result of their behavior have an internal locus of control; thus they portray greater personal responsibility and have a low likelihood of moral disengagement. On the other hand, individuals who believe outcomes are the result of external circumstances, such as fate or the power of others, will have a higher likelihood of moral disengagement. These individuals will exhibit moral disengagement practices such as disregard or distortion of consequences, displacement of responsibility, and moral justification.

Finally, moral identity is the importance individuals place on ethical and moral values that define them. This identity is formed by the moral concerns or commitments individuals have related to such things as fairness, compassion, and humanity. Individuals with low importance of moral identity will have a higher likelihood of moral disengagement as they are more prone to disengagement practices such as disregard or distortion of consequences, dehumanization, and attribution of blame.

2.8.3 Theoretical Roots

The framework of moral disengagement is founded specifically on the SCT framework of self-regulation (Bandura, 1991). Bandura introduced the SCT in 1977 emphasizing the acquisition of behaviors and learning is facilitated through observation of social contexts. As mentioned previously, the main assumption of the SCT is that there are continuous, reciprocal influencing interactions between an individual, their behavior, and their environment (Bandura, 2001). Additionally, the theory assumes an individual can purposefully influence their behavior through processes of forethought, self-reflection, and self-regulation. The key process pertaining to moral disengagement is self-regulation (Bandura, 1999b). Self-regulation is based on three psychological functions that pertain to behavior evaluation: 1) self-monitoring, 2) behavior judgment, and 3) self-reaction (Bandura, 1991). An aspect of behavior self-regulation is monitoring and guiding moral conduct. This is where moral disengagement branches from the SCT. The mechanisms of moral disengagement were derived from various contexts of literature. The definition and foundational literature reference for each mechanism is seen in Table 2.18.

Table 2.18 Mechanisms of moral disengagement and literature foundations (Bandura, 1990; 1999a; 1999b; 2002)

	Mechanism	Description	Foundational Literature and Context
COGNITIVE REMODELLING	Social and Moral Justification	Portraying a behavior to be socially or morally acceptable and worthy.	Righteous ideologies, religious principles, and nationalistic imperatives (Cohen & Nisbett, 1994; Kramer, 1990; Rapoport & Alexander, 1982; Reich, 1990; Skeyhill, 1928)
	Advantageous Comparison	Violent behavior is deemed acceptable by claiming it will prevent more suffering than what it causes.	Terrorism (Bandura, 1990); Political intervention (Gilovich, 1981; March, 1982; Nisbett & Ross, 1980)
	Euphemistic Language	Sanitizing language with passive word choice and jargon to buffer perception of harmful effects.	Military attacks, entertainment (Gambino, 1973); Assaultive actions (Diener et al., 1975); Government agencies (Bolinger, 1982)
COGNITIVE DISTORTION	Displacement of Responsibility	Displacing responsibility as harmful action was dictated by a figure of authority.	WWII Nazi war crimes (Andrus, 1969); Obeying authority (Kelman, 1973; Milgram, 1974; Diener, 1977)
	Diffusion of Responsibility	Detaching harmful behavior into smaller parts that are individually perceived to be less harmful than the whole.	Dispersal of responsibility, group decisions (Kelman & Hamilton, 1989); Division of labor (Kelman, 1973)
	Disregarding and Denial of Injurious Effects	Suppressing or rejecting the harmful effects of a behavior.	Hearing suffering (Bandura, 1992); Evidence of pain and personal connection (Milgram, 1974); Organizational hierarchy (Kilham & Mann, 1974)

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	Mechanism	Description	Foundational Literature and Context
EMPATHIC DECAY	Dehumanization	Eliminating feelings of empathy towards a foe pardons harmful behavior.	Objectification (Ivie, 1980; Keen,1986); Physical torture (Gibson & Haritos-Fatouros, 1986); Punitive powers (Bandura et al., 1965)
	Attribution of Blame	Blaming victim or others for provoking or causing harmful behavior.	Victim responsibly for suffering (Lerner & Miller, 1987); Victim blame (Hallie, 1971)

2.8.4 Current Application of Moral Disengagement

Albert Bandura by far has been the most influential scholar of moral disengagement; however, the theory has been extensively used by other scholars in many fields including, but not limited to, ethics in the workplace (Claybourn, 2011; Moore, 2008; Moore, Detert, Trevino, Baker, & Mayer, 2012; Saidon, Galbreath, & Whiteley, 2013), military force and war (Aquino, Reed, Thau, & Freeman, 2007; Grussendorf, McAlister, Sandstrom, Udd, & Morrison, 2002; McAlister, Bandura, & Owen, 2006), athletes motivation and behavior (Boardley & Kavussanu, 2007; Hodge & Lonsdale, 2011), and bullying behavior (Hymel, Rocke-Henderson, & Bonanno, 2005; Obermann, 2011). Some of the recent applications of moral disengagement relate to peer influence and relationships in youth (Caravita, Sijtsema, Rambaran, & Gini, 2014; Fontaine, Fida, Paciello, Tisak, & Caprara, 2014), workplace behavior (Samnani, Salamon, & Singh, 2014), and behaviors related to agriculture practices (Graça, Calheiros, & Oliveira, 2014; Mitchell, 2011; Prunty & Apple, 2013).

The application of moral disengagement is relatively new to the agricultural related literature. Graça, Calheiros, and Oliveira (2014) conducted focus group interviews with 40 individuals to determine if there were mechanisms of moral disengagement at play when considering food consumption habits of eating meat. Mechanisms related to cognitive distortions were believed to be supporting causes of their food consumption habits. Complementary to these findings, Bilewicz, Imhoff, & Drogosz (2010) compared the humanization of animals between vegetarians and omnivores. They found vegetarian's to be more humanizing of animals, and omnivore's perceptions to be more closely in line with the dehumanization of animals, thus condoning meat-eating behaviors. Although only using moral disengagement as supporting literature, Prunty and Apply (2013) examined non-vegetarian's attitude and behavior toward food animals suffering as a result of production and processing. Finding little to no change in behavior and attitude after an intervention, the researchers discussed implications for understanding these findings based on moral disengagement mechanisms of cognitive distortion. Relatedly, Mitchell (2012; 2013) examined South African popular press articles pertaining to the production and processing of non-human animals and found word choice, or euphemistic language to be highly prevalent. He concluded that such verbiage contributes to the objectification and mistreatment of animals.

2.8.5 Criticism of Moral Disengagement

There are two primary criticism of moral disengagement: 1) the organization of mechanisms and 2) the prediction of when moral disengagement occurs. Firstly, the

organization of the eight mechanisms of moral disengagement has been contested by some scholars (Garbharran, 2013). The concern is whether there are truly eight mechanisms of moral disengagement or only four. Some profess that even the way in which Bandura (1999a) presents the eight mechanisms, it precludes four dimensions of moral disengagement: 1) benign/worthy conduct, 2) accountability, 3) dehumanization/blame victim, and 4) diminish harm. Despite this discussion of eight versus four, the key constructs are still present and provide an explanation for unethical behavior.

The second criticism pertains to when moral disengagement actually occurs. The theory is vague in this prediction noting that it occurs prior to behavior as a result of the diversion of self-regulation or self-sanctions. This lack of positional clarity is also reflective of the grander scheme of the Social Cognitive Theory being noted for explaining why or how something occurs, but remaining ambiguous about when it occurs. This may be where other theories such as the Theory of Planned Behavior take precedence over the Social Cognitive Theory. Despite these criticisms, the framework of moral disengagement stands as a strong pillar for understanding reasons for unethical behavior.

2.9 Blended Framework

A multifaceted research study such as what is presented in this dissertation requires drawing upon different frameworks for guidance and structure at various stages of the process. Although complex, a blended framework provides necessary guidance at each stage of the current study and is conceptualized in Figure 2.12. First,

the PRECEED-PROCEED Model provides a skeletal structure for the study and breaks it into four manageable phases: 1) social assessment, 2) behavior/environment determinants, 3) antecedents/reinforcing factors, and 4) mapping intervention. Phases one, two, and three are all supported and informed by the SCT and the moral disengagement framework. Likewise, phases one and two are informed by the background understanding of the show horse industries guidelines, educational efforts, and accepted responsibly toward the care and treatment of horses, as well as an understanding of the values, attitudes, and perceptions of animal, horse, and show horse welfare as found in the scientific literature. During the second and third phases, the Transtheoretical Model provides guidance and insight into assessing behavior intervention strategies. These three phases also inform the development of the research studies, which in return provide findings that further inform phases one, two, and three.

The third and fourth phases are also informed by learning motivation and intention theories, models, and strategies to addresses the barriers and concerns related to planning for the design and development of learning resources. Finally, in phase four, the development and design phase, the ARCS Motivational Model guides the development of the learning resources in an effort to enhance the motivation to participate and complete the educational intervention. Additionally, within the design phase of the ARCS Motivational Model, the Behavior Change Wheel, and the Principles of Unethical Behavior Prevention help to establish appropriate intervention strategies; determining what approaches the horse industry should consider for intervening on

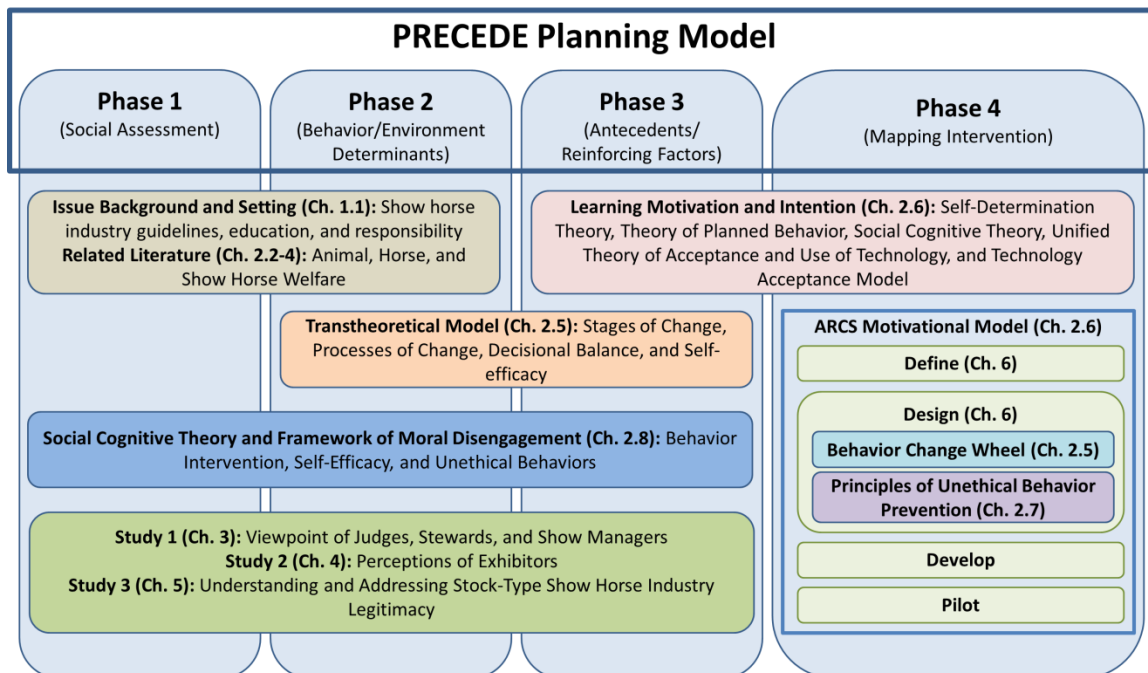


Figure 2.12 Conceptualization of blended framework for guiding the development of an educational intervention. Note. Corresponding dissertation chapter is indicated in parentheses.

unethical, harmful behaviors toward horses. Thorough considerations for implementing an educational intervention are necessary and may encompass several components to achieve an increase in knowledge pertaining to the proper care and treatment of show horses, as well as an understanding of why certain practices are harmful to the horse. This blended framework provides the necessary guidance for making strategic and thoughtful decisions for such educational interventions

CHAPTER 3. VIEWPOINTS OF SHOW OFFICIALS

3.1 Introduction

In recent years there has been an increase in the public's attention to situations where trainers, owners, and handlers have compromised the well-being of show horses for the sake of winning (Horses for Life, 2012; Horsetalk.co.nz, 2012; HSUS, 2012; Meyer, 2014; PETA, 2014). Due to these incidents, increasing pressure has been placed on the horse industry to address show horse welfare. The purpose of this study was to gain a better understanding of the current state of stock-type show horse (i.e. Quarter Horse, Paint Horse, Appaloosa, etc.) welfare based on the perceptions of show officials.

As with other species, it has become commonly accepted in the scientific community for the assessment of horse welfare to encompass basic health and functioning, natural behavior, and affective states of the animal (Fraser, 2009; Heleski & Anthony, 2012; McCulloch, 2013). Many aspects of horse welfare have been studied in depth including management systems (Hartman, 2010; Holcomb, Tucker, & Stull, 2013; Waran, 2002), housing (Hartmann, Søndergaard, & Keeling, 2012; Lesimple, Fureix, LeScolan, Richard-Yris, & Hausberger, 2011; McGreevy, 1997), transportation (Fazio,

Medica, Cravana, Aveni, & Ferlazzo, 2013; Stull, 1999; Tateo, Padalino, Boccaccio, Maggiolino, & Centoducati, 2012), nutrition (Jansson & Harris, 2013; Waters, Nicol, & French, 2002; Witham, Stull, & Hird, 1998), behavior (Hall, Kay, & Yarnell, 2014; Hothersall & Casey, 2012; Sarrafchi, 2012), stress (Budzyńska, 2014), exercise (Lee, Floyd, Erb, & Haupt, 2011; Rogers, Bolwell, Tanner, & van Weeren, 2012; Schott, McGlade, Hines, & Peterson, 1996), and training (DeAraugo et al., 2014; Hawson, Salvin, McLean, & McGreevy, 2014; Henshall & McGreevy, 2014) among others. An area of growing interest in this body of literature relates to the unique use of horses being ridden, trained, and shown for competition (McLean & McGreevy, 2010). A good portion of this literature focuses on aspects of dressage and traditional English disciplines and has concentrated on such topics as equipment use and fit (Hockenhull & Creighton, 2012; von Borstel & Glißman, 2014), head and neck position (Christensen, Beekmans, van Dalum, & VanDierendonck, 2014; Kienapfel, Link, & Borstel, 2014), performance evaluation (von Borstel & McGreevy, 2014), health (Visser et al., 2014), stress (Peeters, Closson, Beckers, & Vandenheede, 2013) and behavior (Górecka-Bruzda, Kosińska, Jaworski, Jezierski, & Murphy, 2014; Hall et al., 2013). From a more holistic perspective, some scholars have reviewed how the scientific literature collectively is being used to assess horse welfare and the accuracy of such assessments (Fejsáková et al., 2014; Hockenhull & Whay, 2014; Lesimple & Hausberger, 2014; Minero & Canali, 2009; Thingujam, 2014). Yet others have begun to investigate the alignment of scientifically supported practices to the actual practices and perceptions of horse owners and

industry professionals (Roberts & Murray, 2014; Visser & Van Wijk-Jansen, 2012). In addition to these areas, some scholars have emphasized that ethics or moral reasoning are important to the welfare of horses as people must make daily decisions about the care and treatment of their show horse while considering real-life constraints and circumstances such as financial resources, reputation, and their livelihood, among many others (Heleski & Anthony, 2012). With a variety of considerations involved in making decisions related to show horse welfare, making a “correct” choice may be challenging at times. Often times one must rely on their values or moral reasoning ability to guide such decisions, however, this does not guarantee the decision will be reflective of what is best for the horse’s well-being as internal and external factors may negatively influence decisions.

As many horse owners and caretakers may not have access to or know how to access the scientific literature base, it is important to have an understanding of what information the horse industry promotes to its stakeholders regarding the use and care of show horses. Two primary sets of guidelines related to horse welfare and competing or showing have become widely accepted within the horse industry: the American Horse Council’s Welfare Code of Practice (American Horse Council, 2012) and the Federation Equestre Internationale’s Code of Conduct for the Welfare of the Horse (FEI, 2012). The American Horse Council’s (AHC) Welfare Code of Practice is a set of written commitments to the horse and the horse industry (American Horse Council, 2012). More than 25 national and state horse organizations have joined together and pledged

to uphold the commitments set forth by the AHC's Welfare Code of Practice. The AHC's Welfare Code of Practice includes 15 statements related to welfare, safety, and stewardship of the horse. Commitments relevant to competing or showing horses address such matters as responsible training, respecting the ability and limits of the horse, competing fairly, placing welfare of the horse above winning, minimizing injuries during competition, evaluating and improving rules and regulations, and providing education specifically addressing the elimination of inhumane practices.

The Federation Equestre Internationale's (FEI) Code of Conduct for the Welfare of the Horse addresses safeguarding the welfare of the horse during and in preparation for international competition (FEI, 2012). The main premise of the FEI's Code of Conduct is for all competitors and persons involved in competition to ensure that the welfare of the horse is always prioritized above competitiveness or financial gain. The FEI's Code of Conduct encompasses five statements which place the welfare of the horse over demands of preparation for and showing at competitions, ensuring that horses are fit, healthy, and capable of the performance asked. Additionally, the FEI's Code of Conduct emphasizes the need for equestrians to gain education relevant to the care and management of the competition horse and their discipline/area.

Associations such as the American Quarter Horse Association (AQHA) have begun proactive endeavors to encourage membership adherence to guidelines such as those adopted by the FEI and the AHC. The AQHA Animal Welfare Commission was established to "help protect the American Quarter Horse from inhumane practices and

AQHA and its members from the negative impacts associated with those practices” (AQHA: Animal Welfare Commission, 2012, para. 2). The commission identified areas most vital to the welfare of the American Quarter Horse, which included “penalties, AQHA Steward program, equipment, communication and education, treatment of the animal, security, judges, and medication and drugs” (AQHA: Animal Welfare Commission, 2012, para. 7). In its first year of existence, the commission made notable changes to the AQHA’s equipment rules and associated fines and penalties (AQHA, 2012). Chairman of the commission implied the value and importance of the commission as it is about “protecting the industry, our livelihood and, most importantly, the horse” (AQHA: Animal Welfare Commission, 2012, para. 9).

In addition to the progress being made by such committees as the AQHA Animal Welfare Commission, several associations have adopted steward programs to monitor and patrol show grounds. The AQHA, the National Reining Horse Association (NRHA), and the United States Equestrian Federation (USEF) have three of the most prominent steward programs to date (NRHA, 2012; Treadway, 2010; USEF, 2012). The goal of these programs is to have trained individuals at shows and competitions who walk the show grounds, communicate with competitors, and intervene when necessary to ensure fairness of competition and that the safety and welfare of horses and humans are not compromised. These programs are asserting an effort to address potential welfare concerns with the intent of minimizing observed compromises and preventing future compromises through interpersonal communication. Additionally, the presence of

stewards may be seen as a deterrent to behaviors that may compromise the horse's welfare.

Standards are stated in many association handbooks and publications regarding horse welfare. For example, the AQHA's Official Handbook states that:

Every American Quarter Horse, all other horses and all animals, shall, at all times, be treated humanely and with dignity, respect and compassion. Stringent rules established and enforced by AQHA demand that American Quarter Horse breeders, owners, trainers and competitors are continually responsible for the well-being and humane treatment of any American Quarter Horse entrusted to their care. Above all, the American Quarter Horse's welfare is paramount to other considerations, and the continual development of procedures that ensure humane treatment of the breed and of all other horses and all animals involved with AQHA events, and fair competition supersede all other concerns. (AQHA Handbook, 2013 pp. 1)

Additionally, the AQHA defines in their handbook what constitutes inhumane treatment, as well as non-negotiable regulations and rules with associated penalties or disciplinary measures.

Proponents of ethical equitation, who emphasize the use of ethically sound practices for training and handling horses based on moral reasoning and scientific research (McLean & McGreevy, 2010), have brought forth concerns over common

training practices presently observed at horse shows and competitions (Horses for Life, 2012; Jones & McGreevy, 2010; McLean & McGreevy, 2010). These concerns include such practices as hyper-flexion in dressage horses, use of whips and bats in speed events, use of horses' fear responses to elicit desired behaviors, use of primitive control devices, excessive tightening of nose-bands, drugging, and relentless bit pressure. Some individuals may not understand the impact these practices have on horse welfare due to a lack of knowledge. However, there are individuals who use practices that cannot be attributed to a lack of understanding. These include such practices as soring, withholding food and/or water, draining blood, and deliberately harming a horse. The purpose of this study was to gain an understanding of the current state of stock-type show horse (i.e. Quarter Horse, Paint Horse, Appaloosa, etc.) welfare based on the perceptions of show officials and to identify potential means of preventing and intervening in compromises to show horse welfare.

3.2 Methods

3.2.1 Participants

The participant population for this study was purposefully selected to include stock-type horse show officials which included judges, stewards, and show managers. Judges and show managers were randomly selected from the Midwestern Region of the U.S., which included Wisconsin, Illinois, Indiana, Ohio, and Michigan. Stewards were selected from the two current national stock-type stewards programs, the NRHA and the AQHA Steward Programs. The contact list of stock-type horse show officials was

acquired through current association and organization judge, steward, and manager lists, as well as internet searches for national, regional, state, and local horse shows. The contact list included a total of 474 judges, 145 stewards, and 127 show managers.

3.2.2 Data Collection and Analysis

Participants were selected at random from the contact list. A random number generator was used to select participants based on their numbered position in the contact list. Fifteen individuals, five from each category (judge, steward, and show manager), were randomly selected at a time and contacted. After conducting interviews with those who agreed to participate from the first group of selected participants, another set of five individuals from each category were randomly selected and contacted. This process continued until the interviewer determined saturation of data or when no new information relevant to the purpose of this study was emerging from the interviews (Mason, 2010). A stop criterion of three interviews was established, which meant that after three interviews with no new relevant themes emerging, no additional interviews would be conducted (Francis et al., 2010).

Contact and recruitment were facilitated through email following Dillman's (2007) tailored design method. After the initial email contact, if no response was received from the participant after three week days, a second email was sent. If no response was received after the second email, the individual was identified as "not interested/no response". It was anticipated that contacted show officials would

participate in this study because it was a topic directly related to their profession and thus, would be of interest.

Using open-ended questions, phone interviews were conducted with the intent of collecting information pertaining to show officials' observations, perceptions, and understanding of compromises to show horse welfare. The interviews were conducted with a combined approach; this included a standardized open-ended approach to provide structure and consistency between interviews, and a general interview guide approach to allow for flexibility and probing when asking questions (Patton, 2001). Questions were developed from relevant literature and took into account welfare and stewardship of the show horse (see Appendix A). Interviews were conducted by one researcher and questions were asked in a predetermined order for all phone interviews. Probing questions were asked when necessary and were specifically related to officials' responses to gain better understanding of their thoughts. This approach allowed for comparison of responses along with reducing interviewer bias. Interviews were audio recorded and transcribed for later analysis using Nvivo, a computer software package by QSR International for qualitative data management. Additionally, non-gender specific pseudonyms were given to each interviewee.

The coding procedures of Corbin and Strauss (1990) were used to analyze the data. Analysis of the individual phone interviews began with the interpretive process of open coding, which included identification of discrete pieces of data, or labelling portions of a transcript with codes relevant to the concepts that emerged and embodied

the essence of that data piece. No pre-established codes were used in this process. Each code inductively emerged based on the data it was used to describe. Data pieces with the same or similar code(s) were compared and contrasted within-case and cross-case to analyze for similarities, differences, and consistency; this process aided in reducing researcher bias during open coding. After within-case and cross-case analysis, data with similar codes were grouped into themes and subthemes. After the identification of themes and subthemes, axial coding was conducted in which the transcripts were re-read and examined to confirm accurate representation of concepts and identify the relationships among the themes and subthemes.

3.3 Results

A total of 35 individuals were contacted for participation in this study. Two individuals stated that they were not interested in participating and 20 did not respond. Thirteen horse show officials were interviewed. Information regarding their roles at horse shows, years of experience in their role, and current level at which they perform their role are indicated in Table 3.1. The breed and association affiliation of each official was separated from the information in Table 3.2 to ensure confidentiality of participants. Indicated in Table 3.2 are the overall number of officials with affiliation to breeds and associations as revealed in the interviews. Interviews ranged in time from approximately 15 minutes to one hour with most being approximately 20 to 30 minutes in length.

Table 3.1 Participant's current role and experience at horse shows.

Pseudonym	Official Role at Shows	Years of Experience in Role	Current Level Performing Role				
			Local	State	Regional	National	Int'l
Addison	Judge	10	X	X	X		
	Show Manager	6	X	X	X		
Blair	Judge	30		X	X	X	
	Steward	4			X	X	
Charlie	Judge	30				X	X
	Steward	3			X	X	X
Dylan	Show Manager	40		X	X		
Elliot	Show Manager	10		X	X	X	
	Steward	4			X	X	
Hunter	Judge	30				X	X
	Steward	3			X		
Jamie	Judge	20	X	X	X		
Kelly	Judge	20	X				
Logan	Judge	20			X	X	X
Madison	Show Manager	3		X			
Parker	Judge	30		X	X	X	X
Shannon	Judge	15	X				
	Show Manager	15	X				
Taylor	Show Manager	5	X	X			
	Steward	3			X		

Table 3.2 Participants' breed and association affiliation (N=13).

American Quarter Horse Association	n=6	National Reining Horse Association	n=2
National Snaffle Bit Association	n=4	Appaloosa Horse Club	n=1
4-H	n=4	Pony of the Americas	n=1
American Paint Horse Association	n=3	American Ranch Horse Association	n=1
All Breed/Open	n=2	United State Equestrian Federation	n=1
International Buckskin Horse Association	n=2	National Reined Cow Horse Association	n=1
Palomino Horse Breeders Association	n=2		

Five themes emerged from the data and are described in Table 3.3. The order in which these themes are presented here is similar to the progression of their emergence in the interviews overall. Additionally, each subsequent theme built on the prior theme(s).

Table 3.3 Themes and corresponding descriptive statements.

1. Defining welfare

The stock-type horse show officials emphasized physical aspects of horse welfare, and alluded to behavioral and mental aspects of welfare through the progression of the interviews.

2. Compromises to show horse welfare

The stock-type horse show officials identified specific compromises to show horse welfare which were thought to be related to (a) public perception and understanding, (b) lack of experience or expertise, (c) unreasonable expectations, and (d) prioritization of winning.

2.a. Public perception and understanding

The stock-type horse show officials believed that some horse training practices at shows are misperceived by the public as harmful to the horse, however, they admitted that there are “bad actors” in the stock-type show horse industry that deliberately harm horses which portrays a negative image of the industry to the public.

2.b. Lack of experience or expertise

The stock-type horse show officials attributed some compromises of show horse welfare to individuals not having the needed training, skills, or knowledge to safely and appropriately care for, handle or train the horse.

2.c. Unrealistic expectations

The stock-type horse show officials attributed some compromises of show horse welfare to professional trainers who attempt to achieve a level of performance beyond the horse’s ability, and are motivated by financial compensation from horse owners and business pressures.

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2.d. Prioritization of winning

The stock-type horse show officials attributed some compromises of show horse welfare to show competitors' desire to win as being a higher priority, momentarily and over the long term, than the well-being of the horse.

3. Responsibility of addressing the issue

The stock-type horse show officials believed that every individual in the stock-type show horse industry has a role and responsibility to address issues related to the welfare of horses.

4. Value of education

The stock-type horse show officials emphasized the need for ongoing educational opportunities and mentoring relationships to reduce the occurrence of compromises to show horse welfare.

5. Industry progress

The stock-type horse show officials believed that despite progress in the care and treatment of show horses, there should be continual efforts throughout the stock-type show horse industry to improve the well-being of the horse.

3.3.1 Theme 1. Defining Welfare

In an effort to better understand the officials' perceptions of the current state of horse welfare in the stock-type show industry, they were asked to define animal welfare and how it specifically pertains to show horses. In defining welfare, all of the officials indicated management practices that impact horse welfare such as appropriate feeding, watering, and veterinary and farrier care. Most indicated that the body condition of the horse is important for assessing welfare. Some of the officials interviewed alluded to the mental aspect of animal welfare. One official stated:

It's very difficult to define animal welfare in just a short sentence, but it has to do with the partnership that we have with our animals in competitions, so that

we take care of them the best we can, so that they can compete at a high level.

(Transcript, Blair, March 10, 2013)

Others identified mental health as a component of welfare as they progressed through the interview process.

Three officials, all of whom were AQHA or NRHA Stewards, explicitly stated the importance of considering the horse's psychological needs when assessing their welfare. One of these officials stated, "I believe we have a responsibility for the horse to be comfortable... to tend to their physical and psychological needs" (Transcript, Charlie, March 13, 2013). Despite such comments regarding the mental aspects of welfare, the primary focus of animal welfare emphasized across all of the officials was that of biological or physical needs.

3.3.2 Theme 2. Compromises to Show Horse Welfare

The officials identified specific compromises to the horse's welfare that they perceive to be a concern for the industry. Four subthemes emerged from the analysis of the identified concerns: (a) public perception and understanding, (b) lack of experience or expertise, (c) unreasonable expectations, and (d) prioritization of winning.

3.3.2.1 Subtheme 2.a. Public perception and understanding.

There was a strong emphasis on the need to realize that the stock-type show horse industry is an open venue, or spectator sport, which results in greater pressure to ensure there is a positive perception of such events from people who may be unfamiliar with horses and agriculture in general. One official stated:

I think that the stock-type show horse industry gets a bad rap from people that really aren't horse people... and only have a little synopsis of what's going on and unfortunately... don't understand that there are [training and discipline] guidelines that have to be set up for them [horses]. (Transcript, Logan, February 13, 2013)

The officials indicated that due to a lack of general horse knowledge among the public, competitors and trainers need to determine if certain training methods or techniques were better suited to being performed at home, out of the public's eye.

There was acknowledgement that there are times when the public's perception is accurate pertaining to certain practices that are detrimental to the horse's welfare, and that there is a small percentage of "bad actors" in the industry who intentionally harm horses for personal gain with no regard to how it may impact the industry as a whole. One official stated it concisely:

I just think that those are isolated incidents that make it bad for all the horse trainers and all the people at horse shows... Most of the time people are pretty conscious of what's acceptable... The people that cause the black eyes are really self-centered people that don't care about anything but themselves and in particular, not the horse and certainly not the industry that feeds their family. (Transcript, Logan, February 13, 2013)

3.3.2.2 Subtheme 2.b. Lack of experience or expertise.

The officials indicated that they believed one primary cause of compromises to horse welfare at shows was due to lack of experience or expertise which the officials considered to attribute to safety and health concerns for horses and humans. Some officials indicated the concern for incompatibility between skill level needed to handle a certain horse and the skill level of an individual. The physical condition of the horse such as body condition and lameness was a noted concern of some officials and was attributed to a lack of experience.

The officials noted their primary concern related to lack of experience or expertise directly pertained to novices, amateurs, and young trainers attempting to ask a certain level of performance or maneuver of the horse without adequate knowledge and understanding, and sometimes being performed by modeling observed behaviors of other trainers. Some officials indicated that certain amateurs have the desire to train their own horses, however, lack the adequate knowledge and skill to do so effectively and humanely. Additionally, some of the officials have found youth to model the abusive practices of certain trainers, under the assumption that since a professional trainer implements the practice it must be a sound or acceptable practice. Emphasizing the concern of modeling practices observed, an official stated, "There's some ignorance involved... there are people who are just doing what they've observed, not doing something they totally understand or were taught. They've just watched it, so they think

they're doing it correctly by just copying what they've seen" (Transcript, Blair, March 10, 2013).

The officials placed substantial focus on their concerns about young or beginner trainers. One official stated that, "They [beginner trainers] don't have somebody coaching them, helping them along the way. They're not reaching out possibly for assistance" (Transcript, Shannon, February 20, 2013). Relating the concern about young trainers to personal experience, one official noted:

I don't think that those kids necessarily mean to do it. I think that they are genuinely uneducated... I know as a young horse trainer, I made mistakes and I've probably treated horses not right because of trying to get ahead. So I understand what they are doing. (Transcript, Logan, February 13, 2013)

3.3.2.3 Subtheme 2.c. Unreasonable expectations.

The officials identified two primary unrealistic expectations that may contribute to compromises to the horse's welfare. First, some professional trainers ask horses to perform in ways in which they are not physically capable. Several officials noted the importance of understanding a horse's natural ability. One official stated that a big part of this problem are horses with pedigree and conformation that are not suited to the work they are being asked to perform, "They're out there trying to do some stuff that actually turns into abuse by trying to make that horse something he ain't" (Transcript, Charlie, March 13, 2013).

Some officials indicated the competitive and business pressures related to these expectations, “It’s the competitive nature. It’s their business. It’s what they are in it for” (Transcript, Madison, March 14, 2013). Building on to the business pressures faced and clarifying why this is a complex issue, one official stated:

The bigger picture that the horse show world’s going to have to identify is why is it that some people, good people, make bad judgments when they’re riding their horse... One reason that an awful lot of good horsemen end up making some bad judgments is that they all end up trying to compete with some horses that may not be of the highest level... Well it’s easy to say ‘Just don’t take that horse’, but that’s unrealistic because people have to make a living. (Transcript, Blair, March 10, 2013)

The second unrealistic expectation that was of concern pertains to owners who send their horses to trainers. Professional trainers rely on the business of their clients for their livelihood. Some of these clients may have unrealistic expectations regarding what the trainer should be able to accomplish with their horse. Often the expectations of the owner in combination with the need to support the business, causes the trainer to compromise the welfare of the horse by pushing it beyond its physical capabilities. Some officials emphasized the unrealistic goals set by owners and the pressures trainers have to attain those goals. One official summarized this concern and the complexities a trainer must consider in an effort to retain clients:

[The trainers are] not rewarded for taking care of the horse and doing what's best for it or trying to go ahead and be honest with the people about their horse. They only get rewarded by how much they win... You have to take a look at the big picture of the horse industry and scrutinize the ownership and the people that are paying to have that stuff done. (Transcript, Blair, March 10, 2013)

3.3.2.4 Subtheme 2.d. Prioritization of winning.

The officials noted that despite better judgment, there are times when individuals place the welfare of the horse below the desire to win. Sometimes this over-prioritization of winning is unintentional and momentary, while at other times it is deliberate and long-standing. One official stated:

I've seen some where they've gotten a little bit heavy handed with the horse and then all at once they realized what they were doing and backed off... I think that sometimes a lot of the guys don't realize how heavy handed that they are being until the horse starts to protest a little bit and then it finally hits them that okay maybe I was being a little bit rougher than I should have been and once they back off, the horse settles back down. (Transcript, Madison, March 14, 2013)

Another official indicated that it takes integrity to recognize the error, noting, "everybody has a tendency to lose their temper and catch themselves... But does everybody have the integrity to stop themselves is the question" (Transcript, Taylor, March 14, 2013).

The officials noted much less tolerance and a high level of concern regarding individuals who deliberately place winning over the welfare of the horse. One official stated “I think that there are some that don’t realize what they are doing. At our level of showing though, a lot more of it is professional trainers that just don’t care. They are in it to be leading the nation and that’s it” (Transcript, Madison, March 14, 2013). Another official emphasized the loss of moral control in such instances:

The almighty dollar runs everything. Sometimes we lose our focus. We’ve got a will to win. That will out does our moral compass or sometimes we just lose sight of some things being correct because all we want to do is win. (Transcript, Blair, March 10, 2013)

3.3.3 Theme 3. Responsibility for Addressing the Issue

The officials indicated that the responsibility of addressing the issues of concern pertaining to horse welfare lies in the hands of the associations, the show officials, and the individual stakeholder. Regarding associations’ responsibility in safe guarding the welfare of horses, one official stated, “I hope associations keep promoting the animal welfare issue and don’t turn a blind eye. I hope that continues to be a focus on their part so it’s not win at all costs” (Transcript, Shannon, February 20, 2013). Other officials emphasized the importance of associations making rules that may cause people to think about their practices and change their behavior at shows and at home by recognizing the reason for the rule and associated penalty for not abiding by the rule. Some of the officials emphasized the need for associations to work together, creating rules that the

individual will learn from and not merely abide. One stated that associations should be working together “on the behalf of animal welfare” and make rules that “educate the people” and not just “penalize them for things that they’re doing without trying to educate them or help them” (Transcript, Blair, March 10, 2013).

Regarding show official’s responsibility, the officials identified the show management, the judge, and the show steward as having significant responsibility toward ensuring horses are being treated and cared for appropriately at shows. Most officials indicated that though the judge is responsible for what goes on inside the ring, a lot of the responsibility is the show management’s. Regarding the show steward’s responsibility, one official emphasized the importance of having an official association representative with authority to penalize those who ignore association rules at shows (Transcript, Charlie, March 13, 2013).

Regarding individual responsibility, the officials emphasized that even if there are officials in place to address compromises to horse welfare, they are not able to be everywhere at once, and so everyone must take on the responsibility to address or report compromises to horse welfare. Some officials emphasized the need for fellow horsemen to speak up when they see horse’s being treated inhumanely and either confront the individual and/or report the incidence to the appropriate authority.

3.3.4 Theme 4. Value of Education

The officials strongly emphasized education as being an essential tool in addressing issues concerning the welfare of show horses and that it is a continual

process. One official stated, “I think teaching them the correct way when they are little, they are going to continue learning the correct way if they keep getting good guidance” (Transcript, Jamie, March 13, 2013). The officials often referred to the value of having steward and professional horsemen programs that allow competitors to learn from reputable professionals in the industry. One official explained the important part of the process is calmly bringing to people’s attention what is and is not acceptable and why (Transcript, Logan, February 13, 2013). Another official noted that stewards and professional horsemen are individuals who have demonstrated humane practices over time and are successful and highly respected in the show industry (Transcript, Elliot, March 14, 2013). The status of success is what causes people to respect and listen to what the steward and professional horsemen have to say. Similarly, one official indicated that even without the title of steward or professional horseman, respected professionals should be inclined to take on the responsibility of educating others and safeguarding the horse’s welfare (Transcript, Blair, March 10, 2013).

3.3.5 Theme 5. Industry progress

The officials believe that a lot of progress has been made in the industry through education. They noted changes in competitors being more informed and perceived there to be significant positive changes over the past decade regarding the way horses are trained, managed, and bred. Some officials noted specific associations, including the National Snaffle Bit Association, the National Reining Horse Association, and the American Quarter Horse Association, that they believed have been at the forefront of

this progress and have listened to the needs of membership and worked together to improve this issue. Although these officials have perceived there to be significant progress in the stock-type show industry, they recognize that more needs to be done and the welfare of the horse should remain at the forefront of industry and association discussions.

3.4 Discussion

A variety of horse organizations have clearly stated a commitment to improving horse welfare. Despite this commitment, welfare compromises of varying degrees persist. The full extent of compromises to show horse welfare may not be completely understood by stakeholders in the industry if they do not understand the fundamental premises of animal welfare. The scientific community has clearly established an understanding of animal welfare to encompass not only the biological or physical aspects of an animal but also the mental needs and ability to perform appropriate natural behaviors (Fraser, 2009; Heleski & Anthony, 2012; McCulloch, 2013). It may be disconcerting to some that the industry officials in this study did not directly attribute mental and behavioral needs of the horse to the assessment of welfare. However, this may arguably be a result of a history of industry and scientific focus on the physical health and biological functioning of animals and evidence that a broader scientific conception of animal welfare has not reached or been accepted in the stock-type show horse industry (Fraser, 1999; Heleski & Anthony, 2012). Regardless, an effort should be made within the stock-type show horse industry to establish an emphasis on

understanding welfare from a holistic approach that addresses the physical, behavioral, and mental needs of the horse. With improved understanding of horse welfare, the stock-type show horse industry may be in a better position to not only address concerns about the public's perception of show horse welfare, but also improve the well-being of stock-type show horses.

With an arguably incomplete understanding of welfare within the stock-type horse show industry, it is not difficult to recognize a potential for greater misunderstanding outside the industry, especially by those distant from animal agriculture practices in general. Although the concerned public and the stock-type show horse industry both place high value on the welfare of horses, there remains dissonance between the two groups regarding what constitutes a compromise of welfare. The industry should consider adapting issues management strategies, or rhetorical approaches, to address the concern of the non-horse owning public. For example, the industry might consider pro-active measures to address existing and potential issues related to horse welfare and inform the public about how the stock-type show horse industry is ethically and responsibly meeting societal expectations of humane treatment. An issues management approach could empower the horse industry to shape the public perception of show horse welfare and specific areas of public concern (Crabbe & Vibbert, 1985). Such an approach would not only assist the industry in potentially diffusing certain concerns when appropriate, but also allow the industry to engage the public in open dialogue and provide them the opportunity to learn about aspects of the stock-

type show horse industry before they become a societal concern. When employing such strategies, it is vital for the industry to remain transparent and honest with the public and critically evaluate current practices, recognizing that certain harmful practices remain prevalent within the industry due to habit or ignorance. In such instances, the industry must decide how it will address such issues to demonstrate its ability to self-regulate to the public.

Regarding the concern for a lack of experience or expertise with novices, amateurs, and young trainers, the officials in this study made it clearly evident that more efforts need to be made to help these individuals gain the experience and knowledge necessary to make sound decisions related to the handling, training, and treatment of the horses in their care. If these individuals are frequently employing practices that they have observed others performing it may be an indication that the industry should devise strategies to provide a greater number of accessible educational opportunities and positive role models to emulate. It is foreseeable that such an effort may be limited by financial constraints. However, feasibility depends on the ability of the industry to work together across association lines and through national, regional, and local channels to reach the individual; ensuring a long term investment in human resources that outweighs financial concern.

The perceived behaviors of unrealistic expectations and prioritization of winning may be rooted in external factors such as social pressures influencing an individual to choose to perform an unethical behavior. For example, the financial pressures of

satisfying a client's desires and the social pressures of winning and establishing a reputation influence an individual's decision-making processes which may cause them to choose an unethical behavior, such as compromising the horse's welfare to increase the chances of winning in an attempt to satisfy or lessen those pressures. Literature related to bullying prevention and intervention may be applicable to addressing this issue. In bullying circumstances, there is a perceived power differential between the bully and the one being bullied (Salmivalli, Voeten, & Poskiparta, 2011). In the context of this study bullying may seem like an abstract concept. However when considering the trainer or rider as the bully and the horse as the one being bullied, a power differential may be observed between the pairing with the human having controlling means over the animal. Two primary factors that have been found to be effective intervention strategies with bullies are promoting awareness of social norms and skill development supporting positive behaviors for intervening in bullying situations (Espelage, Holt, & Henkel, 2003; Perkins, Craig, & Perkins, 2011; Salmivalli, Voeten, & Poskiparta, 2011). It may be advisable for the stock-type show horse industry to implement anti-bullying strategies into their educational programming and outreach in an effort to not only deter 'bullying' practices towards horses, but to also empower individuals with the skills to deter these behaviors in their fellow horsemen and horsewomen. For example, creating awareness that social norms do not tolerate inhumane treatment towards horses to deter bullying behavior (Perkins, Craig, & Perkins, 2011) and promoting personal and skill development and self-efficacy in individuals to confidently defend the horse against the bully (Salmivalli, Voeten, & Poskiparta, 2011).

The officials emphasized a distribution of responsibility among associations, officials, and individuals. Primary association responsibility in monitoring and addressing this issue of show horse welfare is to provide rules and regulations based on sound and ethical judgments that are presented clearly and distributed to all membership and appropriate stakeholders. The officials emphasized the need for these rules to not only provide social pressure that facilitates the deterrence of unethical behaviors towards the horse, but also that the rules are explained and presented in a way that is educationally structured as to allow the reader to internalize their own moral responsibility to ensure their horse is cared for and treated in a way that promotes positive well-being. In this circumstance, rules could be used to influence cognitive concepts and deter or encourage certain behaviors. An additional responsibility of associations stressed was that there needs to be more collaboration among associations so that the emphasis on horse welfare can be presented to stakeholders with a unified and consistent message that has the support of multiple, if not all equine associations.

Associations must also ensure that show officials work together to ensure that the welfare of horses is not compromised at shows. Judges hold the primary responsibility to assess the treatment of horses within the show ring, and must have the integrity and confidence to address concerns witnessed in a respectful and appropriate manner. Show management must be the eyes and ears, diligently assessing the show grounds for any concerns and being available and open to listening to any concerns brought to their attention. Additionally, show management has the responsibility to

address noted issues of concern to the best of their ability at the time of the occurrence and report violations to the sanctioning association. The official show stewards, such as the AQHA and NRHA Stewards, should have the training and authority to intervene and address any issue of concern related to show horse welfare. Stewards should be identified as a resource to all show attendees, serving to answer questions about the care and treatment of horses, provide sound and justified advice, as well as courteously resolve situations related to the welfare of the horse. It is essential that all show officials work together towards the goal of safeguarding the welfare of the horses at the show.

Easily the highest level of responsibility noted by the officials was the responsibility of every individual to ensure that horses are treated with the utmost respect and protected against unnecessary harm and mistreatment. Individuals should take on the responsibility to not only provide their horses with the highest practical level of care and treatment possible, but also remain vigilant to the way in which fellow horsemen and horsewomen treat and care for their horse. Everyone must be a steward for the horse and confront observed concerns or document and report them to the appropriate authority. An individual may feel powerless in attempting to address the issues surrounding show horse welfare; however, collectively individuals may be the most influential in causing change within the industry.

The officials in this study stated that they had perceived positive change in the stock-type show horse industry over the past decade such as the way horses are trained, managed, and bred. The National Reining Horse Association (NRHA), the National

Snaffle Bit Association (NSBA), and the American Quarter Horse Association (AQHA) were specifically noted for the progress they have made and should be considered a model for other associations to follow in developing a systemic approach to show horse welfare. Despite perceived progress, the fact is not diminished that more improvements are needed. Associations need to not only work together, but also include all stakeholders in their discussions. It is also important to gain the perspective of the general public and begin to build relationships that can be beneficial to the industry, rather than pegging the public as uneducated outsiders that do not understand the complexities of training and showing horses. Welfare concerns for the horse are not going to disappear and must remain a top priority for all industry stakeholders.

3.5 Future Direction

Further research should be conducted to identify or develop a systematic approach to promoting appropriate care and treatment of show horses. One way by which this can begin to be achieved is through the examination of current and past policies, guidelines, and other evidence by which the industry has based its decisions regarding the welfare of show horses. Additionally, closely examining associations noted for being proactive relative to show horse welfare may reveal strategies the industry as a whole can adopt to address these issues. Further research is also needed to identify and develop industry stakeholders' knowledge and understanding of compromises to show horse welfare, as well as preferred methods of receiving education in this area. Incorporating research from fields such as communication, education, and psychology

will help scholars better understand the decisions made regarding the welfare of show horses and may inform the development of educational tools. Such educational tools should be capable of creating awareness and a greater understanding of ways to reduce compromises to show horse welfare by all individuals involved with the stock-type show horse industry.

CHAPTER 4. COMPETITORS' UNDERSTANDING, AWARENESS, AND PERCEPTIONS OF EQUINE WELFARE

4.1 Introduction

As Fraser (2012) emphasized, practical, real-life decisions related to the care and treatment of animals can be complex, especially when considering the unique use of certain species such as the horse being ridden, trained, and shown for competition, which is unlike other livestock species and other animals in general (McLean & McGreevy, 2010). For example, horses used for competition are trained to perform various maneuvers using various types of equipment and are frequently exposed to unfamiliar environments and other horses, while most other livestock species are raised solely for production of food products and are not trained or exposed to the novel environments to the same degree as show or competition horses. The nuance of using horses for competition purposes is a growing area of interest for some researchers (Becker-Birck et al., 2013; Fielding, Meier, Balch, & Kass, 2011; ISES, 2014; Peeters, Closson, Beckers, & Vandenheede, 2013). Despite this growing interest, research focusing on the social science perspective of understanding stakeholders' perception of horse welfare is very limited. Some studies have looked at perceptions of horse owners identifying specific behaviors or health ailments that may impact welfare (Hemsworth,

Ellen, & Coleman, 2014; Roberts & Murray, 2014; Schemann et al., 2012), however, very few studies have looked at the perceptions of welfare issues within the equine industry. With the increasing pressure from the public to address concerns related to horse welfare (Horses for Life, 2012; Horsetalk.co.nz, 2012; HSUS, 2012; Meyer, 2014; PETA, 2014), there becomes the need to better understand the perceptions of what welfare issues exist and how best to address them.

Collins et al., (2010) conducted a Delphi study with 44 representatives of stakeholder groups within the Irish equine industries with the intent to identify significant equine welfare issues, the cause of the issues, and the most effective means of addressing the issues. The most significant issues that emerged from the study were unregulated events and circumstances leading up to the disposal of horses. The main concerns related to these primary issues were: (a) safety of horses, humans, and the environment, (b) public perception of the horse industry, (c) societal expectations, and (d) duty to care for horses. Collins et al. identified five primary factors that cause individuals to compromise horse welfare, which were: (a) accepted social norms, (b) ignorance/lack of knowledge, (c) uncaring/indifference, (d) financial determinants, and (e) indolence. The solutions suggested to most effectively resolve these issues included: (a) education/training, (b) regulation/enforcement, (c) fiscal remedies, (d) pressure on equestrian organizations, (e) increasing awareness, and (f) combined approach.

Chapter 3 revealed that officials within the stock-type horse show industry had a limited perception of aspects of horse welfare, identifying primarily management

practices that impact the basic health and function of the animals as constructs of animal welfare. This perspective is limited in comparison to the accepted conception of animal welfare within the scientific community, which not only includes the basic health and biological functioning of an animal, but also the mental needs and ability of the animal to perform appropriate natural behaviors (Fraser, 2009; Heleski & Anthony, 2012; McCulloch, 2013). Similar to Collins et al. (2010), Chapter 3 revealed the publics' perception of the stock-type show industry to be a concern of the officials interviewed. Moreover, the study identified the lack of experience or expertise with novices, amateurs, and young trainers and the unrealistic expectations and prioritization of winning of professional trainers and other riders to be the primary causes for issues related to the welfare of stock-type show horses. The primary solutions noted to address these concerns included stock-type horse show industry stakeholders taking a more active role and responsibility in deterring harmful practices and the provision of more educational opportunities and facilitation of positive mentoring relationships within the industry. As in Collins et al. (2010), there was no single solution emphasized, rather an approach that tackles issues related to horse welfare via multiple means. Results from Chapter 3 emphasized the need for further research to identify industry stakeholders' knowledge and understanding of compromises to show horse welfare.

Literature related to attitudes toward animals may shed light on the premise for certain perceptions of or attitudes toward show horses. Individual differences such as gender and characteristics of empathy have been identified as potential predictors of

the motivations of attitudes toward animals, with empathy being the trait of understanding or relating to another's emotional experience or feelings (Hills, 1993; Knight, Vrij, Bard, & Brandon, 2009). For example, Hills (1993) found that male attitudes toward animals were strongly affiliated with the perspective of instrumentality or the animal's potential for satisfying personal or self-interested goals and needs. On the other hand, female attitudes toward animals were weakly affiliated with that perspective, and were moderately affiliated with the perspective of identification or having emotional or emphatic responses toward animals. Several studies have determined that gender is a main effect and predictor of an individual's level of concern toward animals, being that females are more concerned about the welfare of animals than males (Heleski & Zanella, 2006; Furnham, McManus, & Scott, 2003; Mazas, Fernández Manzanal, Zarza, & María, 2013; Mathews & Herzog, 1997; Heleski, Mertig, & Zanella, 2004). Additionally, feelings of empathy and sympathy (feeling pity or sorrow for another) have also been found to be a predictor of an individual's level of concern toward animals (Furnham, McManus, & Scott, 2003; Hills, 1993; Mazas et al., 2013; Heleski et al., 2004; Serpall, 2004). Moreover, it has been found that females tend to have higher traits of empathy than men (Mehrabian, Young, & Sato, 1988).

Cohen, Brom, and Stassen (2009) proposed a model to identify fundamental moral attitudes toward animals in an effort to help address complex issues regarding the treatment of animals such as balancing of financial constraints and moral values as they relate to animal welfare. Cohen et al.'s model highlights four categories of moral

convictions that shape perceptions of animal welfare which include: (a) intrinsic value of animals, (b) functional/instrumental value of animals, (c) relational/emotional value of animals, and (d) virtue or responsibility to do “good” for animals. Cohen et al. believe understanding the moral conviction behind individuals’ thoughts pertaining to animal welfare provides insight into the reason for their behavior or actions toward animals. Additionally, the moral convictions and boundaries an individual holds may provide insight in understanding the perceived level of care for animals that is morally required versus acceptable.

A theoretical perspective that feasibly integrates this concept of attitudes toward animals being influenced by individual differences and moral convictions with human behavior is the Social Cognitive Theory (SCT). The SCT depicts continuous interactions among cognitive, behavioral, and environmental factors such that each factor influences the other two as shown in Figure 4.1 (Bandura, 1977). These interactions provide the premise for understanding how social and environmental factors can influence the attitudes and behaviors of an individual or a group/community. Within this theory is the component of moral disengagement which is based on the premise that humans participate in behaviors that are in line with their moral standards as such behaviors cause feelings of satisfaction and self-worth (Bandura, 1999b; 1990). Self-sanctions are key to keeping in line with moral standards; however, there are psychological elements that may override self-sanctions and cause an individual to behave in a way that is contradictory to their moral standards. This is the act of moral

disengagement. Additionally, gender and empathic characteristics have been identified as antecedents of moral disengagement (Detert, Treviño, & Sweitzer, 2008). There are eight primary mechanisms of moral disengagement which can cause an override of self-sanctions (Bandura, 1999a). These mechanisms and the generalized harm they are anticipated to cause can be seen in Figure 4.2.

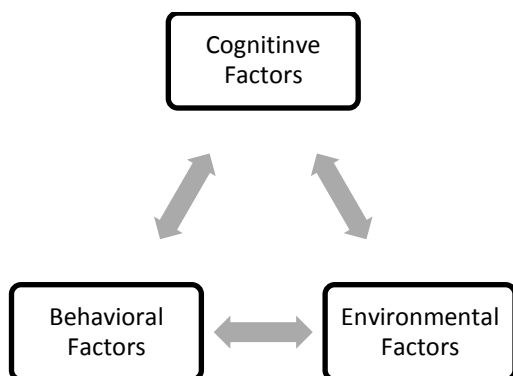


Figure 4.1 Influencing reciprocal interactions among cognitive, behavioral, and environmental factors as depicted by the Social Cognitive Theory (Bandura, 1977)

The SCT provides a foundation for understanding humans and social and environmental factors that influence their behavior (McAlister, Perry, & Parcel, 2008). This theory may provide greater clarity for understanding why individuals compromise horse welfare, and thus inform decisions on how best to deter the occurrence of harmful and injurious practices and encourage practices focusing on the welfare of the horse. Moreover, the SCT may provide a better understanding of what influences an individual's perception of certain practices to be harmful or not to horse welfare.

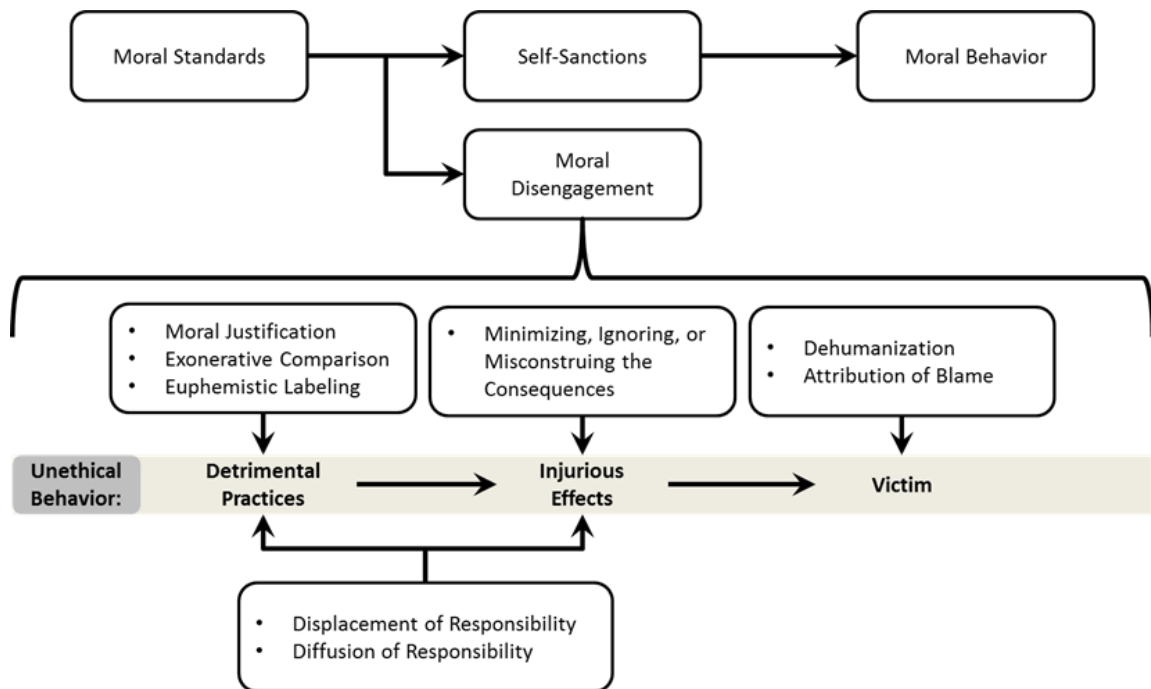


Figure 4.2 Process and mechanisms of moral disengagement (Bandura, 1999a)

While Cohen et al.'s (2009) framework focuses on the motivation of certain attitudes the SCT and moral disengagement explain specific morally based reasons for causing harm to animals. There is likely a connection between the attitude toward animals and the propensity to morally disengage. Individual differences of gender and empathy have been found to mediate the motivation to view animals as having instrumental, relational, or intrinsic value (Cohen et al., 2009; Hills, 1993). The individual differences of being male and low empathic traits have also been found to be antecedents of the propensity to morally disengage (Detert, Treviño, & Sweitzer, 2008). These frameworks suggest that individual differences such as gender and empathic traits ultimately influence and may predict the likelihood of an individual participating in

harmful behaviors. The purpose of this descriptive study was not only to gain a better understanding of stock-type horse show competitors understanding of welfare and level of concern for stock-type show horses' (i.e. Quarter Horse, Paint Horse, Appaloosa, etc.) welfare, but also to gain a better understanding of empathic traits related to the perception of understanding horse welfare. The following research questions guided this study:

- 1) What are stock-type show competitors' level of interest and understanding of show horse welfare?
- 2) How does the level of stock-type show competitor empathy relate to the understanding of show horse welfare?
- 3) What horse show disciplines do stock-type show competitors perceive to be the most concerning regarding the welfare of the horse?
- 4) What inhumane practices do stock-type show competitors perceive to occur most frequently at stock-type shows?
- 5) What influences stock-type show competitors decisions related to their show horse?

4.2 Methods

4.2.1 Participants

The participants of this study were competitors of stock-type horse shows within the United States, which included individuals who competed at stock-type breed shows (i.e. American Quarter Horse, American Paint Horse, Appaloosa Horse, Pony of the Americas, etc.), open shows (i.e. saddle club shows, open 4-H shows, etc.), and reining competitions. Participants were 18 years of age or older.

4.2.1.1 Population demographics

Very little information has been reported about this population of stock-type horse show competitors. The American Horse Council Foundation (AHC, 2005) reported that of the over 9 million horses in the U.S., 1.1 million Quarter Horses were used for showing. However, no demographic information for the owners of horses used in this specific segment of the horse industry could be found. Regarding horse owners in general, it has been reported that the majority of owners are 45+ (AHC, 2005; Stowe, 2012) and the vast majority of horse owners (90.8%) are female (Stowe, 2012). A study by Stowe (2012) found nearly 35% of horse owner's ride competitively with geographic location influencing the type of use or riding discipline. Results suggested that English disciplines were more common in eastern states, while Western disciplines were more common in western states. Additionally, study participants anticipated attending approximately five competitive events with their horse in 2012.

4.2.1.2 Participant Recruitment

Kilby (2007) noted the complex nature of the show horse industry and how describing it in general is a challenge as many organizations and groups that conduct horse shows do not keep record of their attendance, especially open shows. This emphasizes the challenge of not only gaining a clear understanding of the stock-type horse show competitor population, but also how to reach this population. In light of this challenge, the researcher determined the most feasible approach for reaching the desired population would be via the tailored design method (Dillman, 2011) adapted for social media use.

A questionnaire was developed and a link to the questionnaire was disseminated through Facebook by being posted on equine-related community and organization pages and shared through personal pages. A host Facebook page, Show Horse Life, was created to post original recruitment content for the survey. Recruitment content was formatted in message posts, a flyer, and a video and asked potential participants to complete the approximately 30 minute online questionnaire. To incentivize participation, participants were entered in a drawing for a \$50 gift card. Recruitment content was posted on day 1, day 9, and day 17 with Facebook Insights reporting the following reach and engagement for each post: day 1: reach 11.8K, engagement 1.6k; day 9: reach 13.6k, engagement 1k; day 17 reach 178, engagement 27. Equine-organizations were contacted via Facebook messenger and email and asked to share the survey recruitment content from the Show Horse Life Facebook page to their page.

It is recognized that there were limitations of this recruitment strategy. First, there was no way to determine a total population number or to determine how many people received the recruitment message, thus no respondent rate could be calculated. Second, in order for an individual to receive the recruitment message, they had to be active on Facebook and 'Like' an equine-related organization or friend that shared the recruitment message. Third, it is highly probable that individuals who completed the survey were motivated to do so because the topic was of interest to them. Finally, as with any questionnaire asking participants to report perceptions and beliefs, there is the possibility that responses may not be completely accurate as some participants may respond in a way that is reflective of how they want to be and not how they actually are.

4.2.2 Instrument

The questionnaire was administered using Qualtrics, a web-based survey software. The questionnaire was developed and based on findings from the Chapter 3 study on stock-type show horse officials' perception of show horse welfare, literature related to empathy as a factor influencing attitudes toward animals (Cohen et al., 2009; Detert, Treviño, & Sweitzer, 2008; Hills, 1993), and other relevant literature. The questionnaire included nine sections: (a) demographics, (b) interest and general understanding of horse welfare, (c) welfare concerns in the show industry and the stock-type show industry, (d) perception of management and training practices that impact horse welfare, (e) decision-making influences, (f) learner analysis, (g) level of empathic characteristics, (h) locus of control, and (i) comments. Refer to Appendix B for the

complete questionnaire. The sections of primary interest for the purposes of this chapter included: (a) interest and general understanding of horse welfare, (b) welfare concerns in the show industry and the stock-type show industry, (c) decision-making influences, and (d) level of empathic characteristics.

The interest and general understanding of horse welfare section included a question on participants' interest of the topic of show horse care and treatment, and a three item question on participants' level of agreement that physical, mental, and behavioral metrics should be factors of welfare assessment. The welfare concerns in the show industry and the stock-type show industry section included a multi item question on participants' degree of concern for the welfare of horse's in various sectors of the horse show industry and two multi item questions on the frequency of specific compromises to stock-type show horse welfare based on participants' belief that the compromises occur and personal observations of the compromises occurring. The decision-making influences section included a multi item question on how influential participants' perceived various factors to be when making decision related to show horse welfare. Finally, the level of empathic characteristics section included a multi item question based on the validated International Personality Item Pool sympathy/empathy scale (Goldberg et al., 2006).

4.2.2.1 Validity

Validity of the questionnaire was determined through a review by content experts. The questionnaire was also pilot-tested with 34 individuals involved in the

stock-type horse show industry to varying degrees. Any issues pertaining to item purpose or clarity were addressed. In an effort to address reliability and reduce question order bias, items were randomized within sections for each participant.

4.2.2.2 Response fatigue

As this was a lengthy questionnaire, participants had the option to save and return to the questionnaire at a later time. Additionally, breaks were strategically incorporated into the questionnaire, allowing a break from responding to items and the opportunity to share thoughts or comments.

4.2.3 Statistical Analysis

As this was an exploratory study, primary statistical analysis included the reporting of frequencies and valid percentages. The overall level of empathy was correlated with the participant's interest in the topic of show horse care and treatment, and with the participant's level of agreement that physical, mental, and behavioral metrics should be factors of welfare assessment. Statistical analysis was conducted using IBM SPSS Statistics 22.

4.3 Findings

Before analysis of data, the data file was sorted and split to remove respondents who did not meet the requirements of the study. A total of 779 respondents met the criteria of being a competitor at stock-type horse shows and lived in the United States. Regarding gender, 92.5% of respondents indicated that they were female (missing: n=5). Table 4.1 shows the distribution of age among the respondents with over 60% of

respondents being under the age of 46. The majority of respondents (63.2%) indicated that they grew up on a farm or in an agricultural setting (missing: n=1). Educational background of respondents is reported in Table 4.2 with 70.1% of respondents indicating some college or completion of a 2-year or bachelor's degree.

Table 4.1 Age (N=779)

	f	%
18 – 25	142	18.3
26 – 35	197	25.4
36 – 45	139	17.9
46 – 55	174	22.5
Over 55	123	15.9
Missing	4	-

Table 4.2 Educational background (N=779)

	f	%
High School or Equivalent	67	8.6
Vocational / Technical School (2 year)	65	8.4
Some College	214	27.5
Bachelor's Degree	266	34.2
Master's Degree	115	14.8
Doctoral Degree	19	2.4
Professional Degree (i.e. MD, JD, etc.)	23	3.0
Other	9	1.2
Missing	1	-

Demographic information related to showing horses included the number of shows attended per year (Table 4.3), the number of years showing horse (Table 4.4), and the types of classes shown (Table 4.5). Over half of the respondents attended three to ten shows a year and 71.1% of respondents indicated that they had been an competitor for more than ten years. For both stock-type breed shows and open shows the most popular classes were halter, showmanship at halter, hunter under saddle, trail, western horsemanship, and western pleasure.

Table 4.3 Number of horse show attended per year (N=779)

	f	%
0	7	0.9
1 – 2	118	15.2
3 – 5	173	22.3
6 – 10	248	31.9
11 – 20	148	19.0
More than 20	83	10.7
Missing	2	-

Table 4.4 Number of years as a horse show competitor (N=779)

	f	%
0 Years	1	0.1
1 – 2 Years	31	4.0
3 – 5 Years	67	8.6
6 – 10 Years	125	16.1
11 – 20 Years	207	26.7
More than 20 Years	344	44.4
Missing	4	-

Table 4.5 Stock-type breed show and open show classes exhibited in (N=779)

	Stock-Type Breed Show		Open Show	
	f	%	f	%
Dressage	51	6.5	-	-
Halter	308	39.5	334	42.9
Hunt Seat Equitation	240	30.8	326	41.8
Hunter Hack	92	11.8	118	15.1
Hunter Under Saddle	290	37.2	353	45.3
Jumping	44	5.6	92	11.8
Pleasure Driving	34	4.4	55	7.1
Ranch Pleasure	120	15.4	-	-
Reining	126	16.2	103	13.2
Showmanship at Halter	309	39.7	333	42.7
Speed Events	94	12.1	149	19.1
Trail	305	39.2	341	43.8
Western Horsemanship	291	37.4	332	42.6
Western Pleasure	349	44.8	390	50.1
Western Riding	139	17.8	139	17.8
Working Hunter	62	8.0	122	15.7

Table 4.6 reports the respondents' level of interest in the topic of show horse care and treatment with 81.9% of respondents indicated being very to extremely interested. Respondents indicated varying degrees of agreement that physical, mental, and behavioral metrics should be included in the assessment of welfare which are reported in Table 4.7. Regarding each metric, 94.8% of respondents agreed or strongly agreed that physical metrics should be a factor in assessing welfare, while 84.4% agreed or strongly agreed that mental metrics should be a factor and 73.8% agreed or strongly agreed that behavioral metrics should be a factor. There were no relationships found between agricultural background or age of the respondents and the degree of

agreement that physical, mental, and behavioral metrics should be included in the assessment of welfare. However, there were significant positive relationships between being female and mental and behavioral metrics. These correlations are reported in Table 4.8.

Table 4.6 Interest in show horse care and treatment (N=779)

	f	%
Not At All Interested	1	0.1
Slightly Interested	27	3.6
Moderately Interested	106	14.3
Very Interested	315	42.5
Extremely Interested	292	39.4
Missing	38	-

Table 4.7 Degree of agreement that physical, mental, and behavioral metrics should be a factor used in the assessment of welfare (N=779)

	Disease, lameness, body condition score, etc.		Emotional states, mental states, etc.		Expression of natural behaviors	
	f	%	f	%	f	%
Strongly Disagree	12	1.6	12	1.6	15	2.0
Disagree	0	0.0	5	0.7	9	1.2
Somewhat Disagree	2	0.3	14	1.9	33	4.4
Somewhat Agree	25	3.3	86	11.5	139	18.5
Agree	171	22.8	247	33.0	274	36.5
Strongly Agree	541	72.0	385	51.4	280	37.3
Missing	28	-	30	-	29	-

Table 4.8 Pearson's correlation between factors for assessing welfare and agricultural background, age, and gender

		The assessment of a horse's welfare should include factors such as...		
		Disease, lameness, body condition score, etc.	Emotional states, mental states, etc.	Expression of natural behaviors.
Agricultural Background (1=Yes; 2=No)	Pearson Correlation	-.011	.023	-.015
	Sig. (2-tailed)	.776	.537	.693
	N	725	723	724
Age	Pearson Correlation	-.004	.006	-.002
	Sig. (2-tailed)	.917	.881	.963
	N	722	720	721
Gender (1=Male; 2=Female)	Pearson Correlation	.019	.132**	.092*
	Sig. (2-tailed)	.606	.000	.014
	N	721	720	720

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

The level of concern for various sectors of the show horse industry is reported in Table 4.9. The sector of the most concern was saddle-type breed shows with 40.3% of respondents being extremely concerned. Regarding stock-type breed shows, 44.3% of the respondents were very to extremely concerned while 21.6% were very to extremely concerned about the welfare of horses at open shows. The sector of the least concern was 4-H or youth shows with 47.5% respondents indicating slight to no concern.

Table 4.9 Level of concern for horse welfare in various sectors of the show horse industry (N=779)

	Not familiar with area.	No Concerns	Slight Concerns	Moderate Concerns	Very Concerned	Extremely Concerned	Missing
	% (f)	% (f)	% (f)	% (f)	% (f)	% (f)	n
Draft Type Breeds Shows	67.8 (528)	15.5 (32)	28.2 (58)	38.8 (80)	10.7 (22)	6.8 (14)	45
Saddle Type Breed Shows	27.0 (210)	2.0 (11)	7.9 (43)	20.6 (112)	29.1 (158)	40.3 (219)	26
Stock-type Breed Shows	4.7 (37)	5.9 (41)	14.9 (104)	34.8 (242)	28.4 (198)	15.9 (111)	46
Open Shows	8.7 (68)	12.4 (83)	29.7 (198)	36.3 (242)	15.3 (102)	6.3 (42)	44
4-H/Youth Shows	11.9 (93)	17.3 (110)	30.2 (192)	30.7 (195)	14.5 (92)	7.4 (47)	50
Dressage/Sport Horse Competition	32.7 (255)	7.6 (36)	26.9 (128)	34.5 (164)	19.8 (94)	11.2 (53)	49
Gymkhana / Gaming Shows	33.6 (262)	6.5 (30)	20.7 (96)	33.0 (153)	25.3 (117)	14.5 (67)	54
Racing (Flat or Harness)	32.1 (250)	3.1 (15)	11.1 (53)	24.2 (116)	33.6 (161)	28.0 (134)	50
Rodeo	22.8 (178)	10.7 (58)	19.3 (105)	26.3 (143)	26.3 (143)	17.5 (95)	57
Reining	22.6 (176)	9.7 (53)	23.0 (126)	30.3 (166)	23.4 (128)	13.5 (74)	56

The frequency of inhumane practices perceived to occur and personally witnessed is reported in Table 4.10. The practices that were indicated as being most often or always perceived to occur (PO) and personally witnessed (PW) include

excessive jerking on the reins (PO=72.5%; PW=51.9%), excessive spurring (PO=63.4%; PW=39.3%), induced excessive unnatural movement (61.4%; PW=52.6%), excessively repetitious aid or practice (PO=62.1%; PW=45.7%), and excessive continued pressure on the bit (PO=55.8%; PW=40.5%). The practices that had the greatest frequency of being never or rarely perceived to occur or personally witnessed were poor health condition of the horse (PO=63.0%; PW=78.0%) and negligent treatment (PO=53.8%; PW=67.1%).

Table 4.10 Frequency of harmful practices at stock-type shows as respondents reported degree of occurrence as perceived to occur and personally witnessed (N=779)

	Never	Rarely	Sometimes	Often	All the Time	Missing
	% (f)	% (f)	% (f)	% (f)	% (f)	n
Excessive Spurring						
Believe Occurs	0.4 (2)	3.5 (27)	31.3 (173)	39.5 (218)	23.9 (132)	227
Personally Observe	3.9 (21)	14.7 (79)	42.1 (226)	17.9 (96)	21.4 (115)	242
Excessive Whipping						
Believe Occurs	3.8 (21)	35.7 (196)	40.1 (220)	13.1 (72)	7.3 (40)	230
Personally Observe	20.2 (108)	41.9 (224)	25.3 (135)	8.1 (43)	4.5 (24)	245
Excessive Jerking of Reins						
Believe Occurs	0.2 (1)	5.5 (30)	21.9 (120)	39.5 (217)	33.0 (181)	230
Personally Observe	1.7 (9)	11.5 (62)	34.9 (188)	23.6 (127)	28.3 (152)	241

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Excessive Continued Pressure on Bit						
Believe Occurs	0.2 (1)	12.5 (69)	31.5 (173)	32.0 (176)	23.8 (131)	229
Personally Observe	4.1 (22)	17.8 (95)	37.6 (201)	19.3 (103)	21.2 (113)	245
Excessively Repetitious Aid or Practice						
Believe Occurs	0.5 (3)	6.6 (36)	30.8 (169)	35.8 (196)	26.3 (144)	231
Personally Observe	3.4 (18)	13.2 (71)	37.7 (202)	25.4 (136)	20.3 (109)	243
Hyperflexion or Excessive Flexion						
Believe Occurs	1.1 (6)	16.9 (93)	32.0 (176)	29.8 (164)	20.2 (111)	229
Personally Observe	7.7 (41)	21.9 (117)	34.5 (184)	19.3 (103)	16.7 (89)	245
Inappropriate Equipment						
Believe Occurs	1.5 (8)	18.2 (99)	44.0 (240)	23.9 (130)	12.5 (68)	234
Personally Observe	8.3 (44)	35.5 (189)	39.2 (209)	9.4 (50)	7.7 (41)	246
Inappropriate Use of Suitable Equipment						
Believe Occurs	0.9 (5)	15.2 (83)	43.8 (239)	27.1 (148)	13.0 (71)	233
Personally Observe	7.9 (42)	29.8 (159)	39.2 (209)	14.1 (75)	9.0 (48)	246
Bit Use Causing Undue Discomfort or Stress						
Believe Occurs	0.7 (4)	13.5 (74)	37.8 (207)	30.0 (164)	17.9 (98)	232
Personally Observe	6.2 (33)	22.2 (119)	38.7 (207)	17.2 (92)	15.7 (84)	244
Riding in a Manner causing Undue Discomfort or Distress						
Believe Occurs	0.7 (4)	16.1 (88)	36.2 (198)	28.5 (156)	18.5 (101)	232
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Personally Observe	5.4 (29)	21.8 (116)	38.3 (204)	16.9 (90)	17.6 (94)	246
Use of Training Techniques Causing Undue Discomfort or Distress						
Believe Occurs	1.3 (7)	14.9 (82)	32.6 (180)	31.9 (176)	19.4 (107)	227
Personally Observe	6.0 (32)	21.2 (113)	37.1 (198)	18.2 (97)	17.4 (93)	246
Using Unsafe Training Techniques						
Believe Occurs	2.4 (13)	24.3 (133)	42.2 (231)	19.7 (108)	11.5 (63)	231
Personally Observe	9.4 (50)	38.3 (204)	33.6 (179)	11.1 (59)	7.5 (40)	247
Poor Health Condition of Horse						
Believe Occurs	8.0 (44)	55.0 (301)	28.3 (155)	5.7 (31)	2.9 (16)	232
Personally Observe	20.5 (109)	54.5 (290)	17.7 (94)	4.7 (25)	2.6 (14)	247
Negligent Treatment						
Believe Occurs	7.2 (39)	46.6 (254)	31.2 (170)	9.5 (52)	5.5 (30)	234
Personally Observe	18.0 (95)	49.1 (260)	23.4 (124)	5.3 (28)	4.2 (22)	250
Induced Excessive, Unnatural Movement						
Believe Occurs	0.9 (5)	14.7 (81)	23.0 (127)	25.8 (142)	35.6 (196)	228
Personally Observe	5.8 (31)	17.8 (95)	23.8 (127)	18.5 (99)	34.1 (182)	245

Table 4.11 reports the degree to which respondents found certain factors to influence decisions related to their show horse. Association governing handbook rules related to specific practices was indicated as the most influential with 58.6% of respondents reporting that factor to be very to extremely influential. A hired trainer's

opinion of a practice and a hired riding instructor's opinion of a practice were also found to be very to extremely influential by 48.1% and 46.7% of the respondents respectively. The factors with the highest reporting of being not at all or slightly influential were other competitor's opinion of practice (80.5%), observation of other competitor implementing practice (76.9%), and family's opinion of practice (57.3%).

Table 4.11 Degree to which respondents found certain factors to influence decisions related to their show horse (N=779)

	Not At All	Slightly	Moderately	Very	Extremely	Missing
	% (f)	% (f)	% (f)	% (f)	% (f)	n
Other Competitor's Opinion of Practice	42.8 (236)	37.7 (208)	17.0 (94)	2.2 (12)	0.4 (2)	227
Peer Competitor's Opinion of Practice ^a	17.7 (56)	49.1 (155)	26.9 (85)	6.0 (19)	0.3 (1)	236
Superior Competitor's Opinion of Practice ^a	10.1 (32)	34.2 (108)	35.4 (112)	18.0 (57)	2.2 (7)	236
Inferior Competitor's Opinion of Practice ^a	57.6 (182)	32.0 (101)	9.5 (30)	0.9 (3)	0	236
Observation of Other Competitor Implementing Practice	40.9 (225)	36.0 (198)	18.4 (101)	4.2 (23)	0.5 (3)	229
Observation of Superior Competitor Implementing Practice ^b	6.4 (21)	33.2 (109)	42.1 (138)	14.0 (46)	4.3 (14)	226
Observation of Peer Competitor Implementing Practice ^b	10.4 (34)	46.0 (151)	33.8 (111)	9.1 (30)	0.6 (2)	226

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Observation of Inferior Competitor Implementing Practice ^b	55.2 (181)	29.9 (98)	11.0 (36)	3.0 (10)	0.9 (3)	226
Close Friend's Opinion of Practice	19.5 (107)	30.5 (168)	31.8 (175)	15.3 (84)	2.9 (16)	229
Family's Opinion of Practice	30.3 (167)	27.0 (149)	24.5 (135)	14.9 (82)	3.3 (18)	228
Hired Trainer's Opinion of Practice	8.8 (48)	13.4 (73)	29.6 (161)	35.8 (195)	12.3 (67)	235
Hired Riding Instructor's Opinion of Practice	10.9 (59)	13.1 (71)	29.3 (159)	34.9 (189)	11.8 (64)	237
Judge's Opinion of Practice	12.6 (69)	18.1 (99)	32.3 (177)	27.4 (150)	9.7 (53)	231
Judge's Placing of Individuals Using Practice	19.0 (104)	23.6 (129)	30.0 (164)	17.9 (98)	9.3 (51)	233
Association's Governing Handbook Rules Related to Practice	4.7 (26)	12.7 (70)	24.1 (133)	32.9 (182)	25.7 (142)	226
Perceived Social Acceptance of Practice	26.3 (145)	25.2 (139)	27.0 (149)	15.6 (86)	5.8 (32)	228

Notes.

^aAvailable to answer if *Other Competitor's Opinion of Practice* was not answered with *Not At All*

^bAvailable to answer if *Observation of Other Competitor Implementing Practice* was not answered with *Not At All*

Empathy scores for each individual were calculated and frequencies are reported in Table 4.12 with 92.2% of respondents having a moderate to high level of empathy.

Correlations with empathy score level are reported in Table 4.13. Significant correlations were found between empathy level and believing that mental metrics should be used to assess welfare ($p < 0.05$), as well as between empathy level and believing that behavioral metrics should be used to assess welfare ($p < 0.01$).

Table 4.12 Frequency of empathy score level (N=779)

	f	%
Very low	0	0.0
Low	8	1.5
Moderate	213	39.6
High	283	52.6
Very high	34	6.3
Missing	241	-

Table 4.13 Pearson's correlation between empathy score level and interest in horse care and treatment, and factors for assessing welfare

How interested are you in the topic of show horse care and treatment?	Pearson Correlation	.071
	Sig. (2-tailed)	.103
	N	531
The assessment of a horse's welfare should include factors such as...		
Disease, lameness, body condition score, etc.	Pearson Correlation	.061
	Sig. (2-tailed)	.158
	N	538
Emotional states, mental states, etc.	Pearson Correlation	.088*
	Sig. (2-tailed)	.043
	N	536
Expression of natural behaviors.	Pearson Correlation	.119**
	Sig. (2-tailed)	.006
	N	537

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

4.4 Discussion

The respondents of the questionnaire were predominantly female (92.5%) which is consistent with Stowe's (2012) findings (90.8%) of the horse industry population in general. However, the majority (61.4%) of these respondents were under 46 years of age which is not consistent with previous findings of the horse industry population in general which have suggested most horse owners to be over 45 (AHC, 2005; Stowe, 2012). This discrepancy may be noted for two primary reasons. First, respondents of this study were not from the horse industry in general, but specifically involved in the stock-type show horse sector of the horse industry. This may suggest that there are some demographical differences among sectors of the horse industry. Second, the recruitment method for this study relied on social media, specifically Facebook. The most common age bracket of Facebook users is 25 to 34 years and 47.7% of Facebook users are 18 to 35 years old (Saul, 2014). This variation in age of Facebook users versus general horse owners may be a factor in why the respondents of this study were younger overall.

Regarding respondents' background, over half (63.2%) grew up on a farm or in an agricultural setting. This is relevant information considering that individuals without a background in agriculture tend to have different attitudes and perceptions towards animal welfare (Te Velde, Aarts, & Van Woerkum, 2002; Vanhonacker, Verbeke, Van Poucke, & Tuytens, 2007). As 36.8% of the stock-type horse show competitors who responded to this study did not have a background in agriculture, there may be a

divergence in the attitudes of this population about different aspects of horse welfare not explored in this study.

Other demographic information about the respondents included that a large majority (70.1%) had attended some college or earned a 2 or 4 year degree. The most common number of shows attended per year was 6 to 10, with 54.2% of respondents indicating that they attend 3 to 10 shows per year which is consistent with Stowe's (2012) findings. Additionally, most respondents had shown horses for more than 10 years, and show most typically in halter, showmanship at halter, hunter under saddle, trail, western horsemanship, and western pleasure.

4.4.1 Welfare: Interest and Understanding

There was a high level of interest about the topic of show horse care and treatment among the respondents. This finding was anticipated as it was assumed respondents would be motivated to participate in the study because they were interested in the topic of show horse welfare. Regarding the respondents' beliefs about physical, mental, and behavioral metrics being factors of the assessment of welfare a vast majority of respondents (94.8%) indicated they agree or strongly agree that physical metrics should be a factor. Comparatively, approximately 10% fewer (84.4%) agreed or strongly agreed that mental metrics should be a factor and approximately 20% fewer (73.8%) agreed or strongly agreed that behavioral metrics should be a factor. In the scientific community, it has been commonly accepted that the assessment of horse welfare should encompass all three metrics (Fraser, 2009; Heleski & Anthony, 2012;

McCulloch, 2013). This higher prioritization or emphasis of physical metrics was also observed in officials of stock-type horse shows in Chapter 3.

These findings may suggest that there is latency in the acceptance or dissemination of information pertaining to the metrics of assessing equine welfare to the stock-type horse show sector of the horse industry. Throughout the past century this pattern has been seen in other sectors of the animal agriculture industry (Harris, 1998). Harris (1998) suggested the need for government, academia, and breed associations to take on a greater degree of responsibility and leadership in educating industry stakeholders with science-based knowledge that can be practically applied to real-life situations. As Collins et al. (2010) and Chapter 3 have suggested the best approach to addressing educational gaps within sectors of the horse industry may be through the synchronous use of multiple approaches.

Although it is known that horse owners prefer to receive information through multiple channels such as online, print media, and face-to-face (Martinsen et al., 2006; Sullivan, 2008), little is known about how to reach horse owners who are not seeking information about a specific topic. For example, it has been noted there is an educational gap in the stock-type horse show industry regarding an understanding of a holistic assessment of horse welfare to include physical, mental, and behavioral metrics. However, if this population does not perceive a need for this information or realize the education gap, they may not seek the information out. This may suggest the need for proactive approaches for disseminating information that is unrealized as important to

the stock-type horse show industry. Strategies derived from literature on motivational design for online curriculum may be of relevance to addressing this educational gap (Keller, 2010; Venkatesh, Thong, & Xu, 2012). Some useful strategies may include: (a) integrate concepts of horse welfare into popular or sought topics; (b) emphasize the importance of understanding welfare assessment in promotional material; (c) emphasize the reliability of information presented through field experts; (d) encourage horse owners or horse show competitors with holistic understanding of horse welfare assessment to speak to fellow owners and competitors of its importance; and (e) encourage the promotion of holistic welfare assessment through breed and discipline associations, industry publications, and known representatives of the industry. Two industry wide outputs that may be leading the way in disseminating science-based information to horse owners in general is the online and print media magazine TheHorse and the online learning community eXtension Horses. Associations and other entities disseminating science-based information to stock-type horse show competitors may want to take into consideration strategies suggested here, as well as utilize or reference resources developed by TheHorse and eXtension Horses.

4.4.2 Welfare: Empathy and Understanding

The empathy levels of the majority of the respondents were moderate to high. Although no determination can be arrived at solely based on these levels alone, it should be noted that as the respondents of this study were primarily female one would expect high levels of empathy as it has been found to be strongly correlated to gender

such that females are more likely to have stronger empathic traits than males (Mehrabian, Young, & Sato, 1988). This information is useful when looking at the relationship between level of empathy and certain beliefs or perspectives. There was no significant correlation found between empathy and interest in the topic of show horse care and treatment. However, regarding the metrics for assessment of horse welfare there were significant correlations between empathy and mental metrics, and between empathy and behavioral metrics. No correlation was found between empathy and physical metrics. These findings are consistent with the theoretical notion that individuals with higher levels of empathy are more conscientious of emotional or relational aspects of an animal when compared to those with lower levels of empathy that are more conscientious of functional or instrumental aspects of an animal (Detert, Treviño, & Sweitzer, 2008; Hills, 1993). Gaining better insight into this dynamic between empathic traits and horse welfare assessment metrics may help to address the noted educational gap related to the holistic understanding of horse welfare.

A key approach to addressing the educational gap may be to promote greater empathic traits which may also have greater implications for the deterrence of harmful behaviors toward a horse as low empathic traits have been found to be a predictor of moral disengagement (Detert, Treviño, & Sweitzer, 2008; Chugh, Kern, Zhu, & Lee, 2014). Increasing empathy in an individual has been demonstrated in several studies. Strategies found to be most effective include: (a) share dilemma scenarios that emphasize positive moral judgment (Chugh et al., 2014; Aly, Taylor, & Karnovsky, 2014);

(b) promote ethical discourse and discussion (Aly, Taylor, & Karnovsky, 2014); (c) increase awareness of harmful effects of behavior on victim, self, and community, as well as social acceptance (Aly, Taylor, & Karnovsky, 2014); (d) encourage exposure and observation of others different from self and identification of similarities (Feshbach & Feshbach, 2011; Lazuras, Pyzalski, Barkoukis, & Tsorbatzoudis, 2012); © train recognition of emotional states in self and others, as well as similarities (Lazuras et al., 2012); (f) discourage sanitized language (Lazuras et al., 2012); and (g) encourage and train for ethical reasoning skills (Lazuras et al., 2012).

4.4.3 Welfare Concerns

Regarding the indicated concern for certain sectors of the horse show industry, respondents indicated the greatest concern for the saddle-type sector. One possible reason for indicating the saddle-type horse show sector of the industry may be due to recent legislative and media focus on soring practices (HSUS, 2014). Although there is not enough information at this time to support this, another consideration may be the concept of exonerative comparison, a construct of moral disengagement. For example, in an effort to turn focus away from there being significant concerns within the stock-type horse show industry, respondents may project greater emphasis on the “wrongdoings” of other industry sectors to comparatively minimize the harm that may be occurring within their own industry. However, a thorough study of the subcultures or various sectors within the show horse industry would be necessary to infer this.

Nearly half (44.3%) of the respondents did indicate that they were very to extremely concerned with the welfare of horses shown in stock-type breed shows. This suggests that there is recognition among the population that there are certain practices exhibited at stock-type breed shows that may be harmful to the horse's welfare. Comparatively, half as many respondents (21.6%) indicated the same level of concern for the welfare of horses shown at open shows. The discrepancy between stock-type breed shows and open shows is interesting and would require additional investigation to truly understand the reason. Hypothesizing, one reason may be the level of performance required to be successful at various breed shows may be greater than at most open shows. For example, in Chapter 3 it was reported that stock-type horse show officials noted that some of the compromises they observe are attributed to professional trainers' pushing the horse to perform maneuvers that are beyond the horse's capability. The perceived reason for this treatment of the horse was due to maintaining a certain reputation, over prioritization of winning, and financial pressure to win for clients. Thus, it may be feasible that the perception of what is required of stock-type breed show horses is greater than what is required of open show horses.

The specific practices, considered inhumane by association guidelines, that respondents indicated the most common occurrence of included excessive jerking on the reins, excessive spurring, induced excessive unnatural movement, excessively repetitious aid or practice, and excessive continued pressure on the bit. Efforts should be made to decrease the occurrence of these practices. Chapter 3 emphasized the need

for a greater amount of stakeholder responsibility when it comes to addressing such concerns. For example, when such harmful practices are observed, competitors who witness them should either speak to the individual in a non-threatening way, or report the situation to the governing affiliation. Associations should be mindful that such practices, that may be in violation of handbook rules, are perceived as occurring at high frequencies and thus take appropriate action through disciplinary and educational means.

It is important to address such issues at the source, or reason for their occurrence, and not only deter practices through penalties and punishments. For example, Collins et al. (2010) found that high occurrence of some harmful practices done to horses may be due to the practices becoming socially accepted norms. The more stock-type horse show competitors observe others doing such practices with no negative consequences, the more normalized the practices become and they then may be perceived as not as harmful to the horse because so many others are doing it. In such circumstances, it may be advisable to address the issues not only through enforcement of rules, but also by providing evidence that such practices are indeed harmful to the horse and may impact the horse's welfare in the short- and long-term. Additionally, understanding what influences competitors' behavior is important in determining the best means of a solution.

The respondents of this study indicated association rules, hired trainers, and hired riding instructors to be most influential regarding the decisions they make related

to their horse's care and treatment. Consistent with findings from Chapter 3, association rules and handbooks are an important source of information for competitors. This emphasizes the importance of using handbooks to not only deter harmful practices, but also help educate competitors on why certain practices are harmful to the horse. The influence of hired trainers and riding instructors is an important finding. It emphasizes the need for hired professionals to understand the value perceived in their opinion and thus placing a high responsibility on them to be role models for treating stock-type show horses appropriately with consideration to their well-being. Moreover, understanding the influence hired professionals have on the practices competitors choose to do, provides a venue for targeting educational endeavors. Such that hired trainers and riding instructors could be targeted for educational training to increase their competence in understanding what impacts horse welfare and thus transfer that information to their clients. As the occupations of trainers and riding instructors are not regulated or accredited, there may be challenges in targeting this audience and would require analysis to do so successfully.

Two specifically interesting findings regarding what influences stock-type horse show competitors was that judges' placing's and opinion were only moderately influential, and observations and opinions of other competitors were at best slightly influential. Within the show horse industry, judges have often been blamed for promoting trends that are undesirable when considering the horse's overall welfare. However, these findings suggest that judges' placing's and opinions may not be as

influential as generally thought. Regarding observations and opinions of other competitors, Chapter 3 revealed that a perceived reason for compromises to stock-type show horse welfare is that young riders model the practices and behaviors of other “successful” competitors with the modeled practice either being intentionally harmful to the horse or the way in which inexperienced hands implement the practice is harmful to the horse. This inconsistency may suggest different influential factors based on age or experience level, and that competitors may perceive certain factors as not influential, when they actually are more influential than perceived.

4.5 Conclusion and Future Research Implications

This study revealed information that will provide for a better understanding of perceptions of show horse welfare and the need for action both academically and practically. The participants of this study were found to more strongly agree that physical metrics should be used when assessing horse welfare versus behavioral or mental metrics. This is contrary to the belief of animal welfare scientists that it is important to utilize physical, behavioral, and mental metrics, and warn against heavy reliance on a specific metric and disregarding others. This information leads to the implication for future work to investigate how best to reach horse owners who do not seek out information related to the welfare of the horse, as well as how best to persuade horse owners to utilize behavioral and mental metrics of assessing welfare in addition to physical metrics. Relatedly, the participants overall had a moderate to high level of empathy which was positively correlated to believing that mental and

behavioral metrics are important when assessing horse welfare. This raises the question of how levels of empathy and belief about the metrics for assessing welfare actually impact the welfare of the horse. Further investigation is needed to determine if there is an impact and to what degree.

Another area revealing the need for further investigation is the concern these stock-type horse show competitors had regarding other sectors of the show horse industry, specifically saddle-type. Further exploration needs to be conducted to understand the reasons for the concern, as well as if other sectors of the horse industry believe there to be similar concerns. It is noteworthy to recognize that nearly half of the participants in this study were very to extremely concerned for the welfare of stock-type show horses. This concern is supported by prevalence of perceived and observed compromised to the welfare of these horses. Additionally, despite governing equine associations dictating what constitutes inhumane treatment in their handbooks and the participants noting these handbooks as being one of the most influential factors when determining how to care for and treat their horse, stock-type horse show competitors still utilize practices that may be compromising the welfare of their horse. This notion emphasizes the need to better understand how the associations are communicating what constitutes inhumane treatment of horses to their membership, and if their membership is interpreting such definitions and rules as intended. Moreover, the actions of the associations towards acts of compromises to horse welfare that infringe on association rules should be analyzed to better understand their effectiveness.

One final area that emerged from this study was gaining a better understanding of the influence trainers and riding instructors have on stock-type horse show competitors. The participants in this study indicated that the opinions of their hired trainers and riding instructors were very influential on their decisions related to the care and treatment of their horse. This influence suggests that it may be advisable to focus educational efforts for improving the welfare of stock-type show horses towards these hired professionals. Further investigation may be needed to determine if such efforts would have an impact on the way the clients of these professionals care for and treat their horse.

CHAPTER 5. UNDERSTANDING AND ADDRESSING STOCK-TYPE SHOW HORSE INDUSTRY LEGITIMACY

5.1 Introduction

There is growing concern regarding the show horse industry's ability to regulate itself and ensure its horses are appropriately treated and cared for with consideration to the horse's mental, physical, and behavioral well-being (Harris, 2013; Harris, 2014; Horses for Life, 2012; Horsetalk.co.nz, 2012; HSUS, 2012; Meyer, 2014; PETA, 2014). The Horse Protection Act is the only federal legislation specifically directed toward the treatment of show horses. However, its scope is only to prevent the practice of soring (chemically burning the legs) of Tennessee Walking Horses and other gaited horses (USDA, 2012). While each state does have its own animal welfare legislation, most are not specific to the unique uses of horses being ridden and trained for competition and there are no universal or industry-wide governing structures in place to monitor horse shows (HSUS, 2014; McLean & McGreevy, 2010). Currently, each segment of the show horse industry is expected to self-regulate.

The show horse industry is segmented by different breed types or riding disciplines. For example, segments of the show horse industry include: the sport horse industry which includes events such as dressage, eventing, show jumping, and combined

driving; the saddle-type horse show industry which includes breeds such as Morgan, Arabian, and American Saddlebred; and the stock-type horse show industry which includes breeds such as Quarter Horse, Paint Horse, and Appaloosa. Within the stock-type horse show industry each association sets forth rules for the treatment of horses and outlines disciplinary measures that may be brought against membership that are found to be mistreating a horse (APHA, 2014; AQHA, 2014; NRHA, 2014; NSBA, 2014). Some of the largest stock-type breed and riding discipline (i.e. reining, pleasure horse, cutting, etc.) associations in the United States include the American Quarter Horse Association (AQHA), the American Paint Horse Association (APHA), the National Snaffle Bit Association (NSBA), and the National Reining Horse Association (NRHA). Consequently, because these are the largest associations within the stock-type horse show industry, they potentially stand as models and leaders to smaller associations. As leaders of the stock-type horse show industry, the rules of these associations are often perceived as legitimate by smaller associations who often follow the lead of these industry leaders by adapting the exact or similar rules.

The purpose of this chapter is to use the Social Cognitive Theory and its moral disengagement framework to emphasize the need for leading stock-type horse associations to minimize potential and actual threats to their legitimacy in an effort to maintain and strengthen self-regulating governance. In the context of this paper, legitimacy refers to the issues management concept of the socially constructed perception of an organization being useful and responsible (Boyd, 2000; Metzler, 2001). This chapter will: 1) provide a theoretical explanation for why individuals choose to

participate in inhumane behavior toward horses, 2) identify the written rules and values of these leading stock-type associations as it relates to inhumane treatment of horses, 3) evaluate case studies of incidents of inhumane treatment and responses of leading stock-type associations, and 4) provide recommendations for show horse industry associations to deter incidents of inhumane treatment based on theoretical foundations for understanding inhumane behavior towards horses and evaluation of these associations response to incidents of inhumane treatment. The associations and case studies used in this chapter were chosen as research examples specifically relating to the occurrence of inhumane treatment to horses and the enforcement of stated rules, and not meant to imply that these are isolated, representative, exceptional, extreme, or common examples.

5.2 Factors influencing inhumane treatment

To effectively take action against and reduce incidents of inhumane treatment to horses requires an understanding of the reasons for inhumane treatment. The Social Cognitive Theory (SCT) (Bandura, 1977) is a framework that may provide insight into the reasons why individuals choose to treat horses inhumanely. The SCT explains that an individual's behavior is influenced by personal and environmental factors (Figure 5.1) (Bandura, 1977) and these behaviors subsequently influence environmental and personal factors. Personal factors include such constructs as knowledge, expectations, and attitudes. Environmental factors include such constructs as social norms, rules and regulations, and external reinforcement. Behavioral factors include such constructs as skills, practice, and self-efficacy. The following conceptualizes the SCT within the context

of inhumane treatment of horses by stock-type horse show competitors and identifying personal and environmental factors that influence behavior.

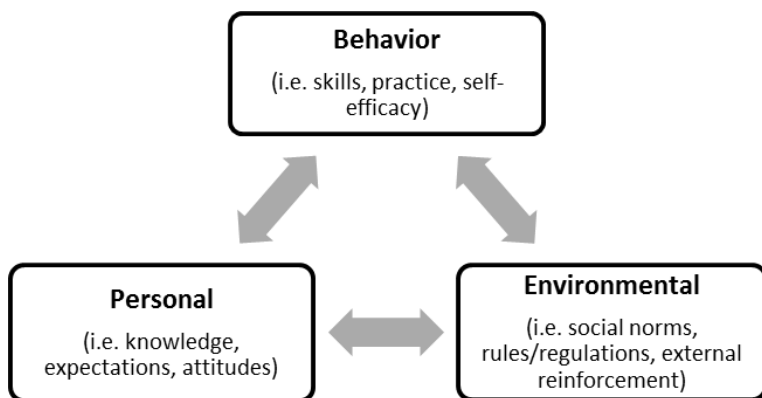


Figure 5.1 Social Cognitive Theory reciprocating interactions (Bandura, 1977)

5.2.1 Environmental Factors

There are two primary sources of environmental factors that appear to influence a stock-type horse show competitor's behavior: stock-type show horse associations and social norms within the industry. Association environmental factors most relevant to this chapter include rules and regulations and perceived consequences for rules violations (Bandura, 2002a). The rules and regulations established and communicated by a governing association are very influential on the behaviors of stock-type horse show competitors towards their horse. Chapter 4 revealed that 58.6% (N=779) of stock-type horse show competitors indicated that association handbooks were very to extremely influential when making decisions related to their horse. However, the magnitude of this influence may be compromised if an individual perceives there to be minimal to no actual consequences to treating their horse inhumanely (Bandura, 2002a).

This perception of consequences may be associated with the likelihood of being caught or reported, or the level or severity of disciplinary action perceived to occur if caught or reported. The establishment of these perceived consequences is closely related to observing another individual inhumanely treating a horse and the observed consequences of that individual's behavior. To offer a hypothetical example: Addison observes his/her trainer Jamie excessively jerking on the reins of a horse at a horse show. Addison then finds out that Jamie has been reported to the governing association for inhumane treatment. However, this report results in no disciplinary action. Consequently, Addison may perceive there to be minimal to no consequences for excessively jerking on the reins of a horse. Thus, Addison may have a greater likelihood of modeling the behavior of Jamie.

Similarly, the perception of social norms may influence an competitor's behavior through vicarious reinforcement and peer persuasion. Vicarious reinforcement would be when an individual observes someone else benefitting from treating a horse inhumanely (Bandura, 2002a). For example, Addison observes Jamie winning at a horse show on a horse that Jamie used a harsh bit on, causing undue discomfort to the horse. Addison may have a greater likelihood of modeling the behavior of Jamie because Addison perceived it to result in Jamie winning at the horse show. Peer persuasion would be when the opinion of someone else influences the belief that a certain behavior is acceptable. The opinions of hired trainers and riding instructors can be very influential on an individual's behavior. Chapter 4 revealed that 48.1% (N=779) of stock-type horse show competitors indicated that a hired trainer's opinion of a practice was very to

extremely influential when making decisions related to their horse and 46.7% indicated that a hired riding instructor's opinion of a practice was very to extremely influential. For example, Jamie, a hired trainer, tells Addison that excessive spurring is acceptable and sometimes unavoidable if Addison wants to compete at a high level. The potential result, then, is Addison having a greater likelihood of excessively spurring a horse because Jamie said it was acceptable and necessary.

5.2.2 Personal Factors

There are three primary personal factors that appear to influence a stock-type horse show competitor's behavior: knowledge or understanding of horse welfare, attitude toward horses, and individual differences of empathy and gender. The degree to which an individual understands that horse welfare includes physical, behavioral, and mental conditions may influence an individual's behavior toward a horse (Bandura, 2002a). For example, if Addison believes horse welfare only includes physical conditions, then Addison may have a greater likelihood of using inhumane practices that excessively restrict natural behavior or cause undue mental distress as Addison does not cognitively connect such practices to being harmful to the horse. Similarly, the attitudes an individual has toward horses and other animals in general may influence their behavior (Cohen et al., 2009; Hills, 1993). For example, if Addison views horses as having instrumental or functional value, then Addison may be motivated to use any means necessary in order to attain the desired function or output of the horse. Conversely, if Addison views horses as having relational or intrinsic value, then Addison may be more conscientious of the training practices and methods used due to a moral obligation to

do “good” for the horse. Individual differences of gender and empathy mediate the motivation to view animals as having instrumental, relational, or intrinsic value (Cohen et al., 2009; Hills, 1993). For example, males place greater instrumental value on animals, and individuals with higher empathic traits place greater relational and intrinsic value on animals.

The individual differences of being male and low empathic traits have also been found to be antecedents of the propensity to morally disengage (Detert, Treviño, & Sweitzer, 2008). Moral disengagement is a construct within the SCT and is based on the premise that an individual will participate in behaviors that are in line with their moral standards and affect their feelings of satisfaction and self-worth (Bandura, 1999; 1990). However, an individual’s moral standards may be overridden by psychological elements of moral disengagement which cause individuals to behave in a way that is contradictory to their moral standards. The elements of moral disengagement can be generally categorized into cognitive remodeling, cognitive distortion, and empathic decay (Bandura, 1990; 1991). Building on the examples of inhumane treatment, cognitive remodeling may involve justifying the use of inhumane treatment because others do it, using advantageous comparisons such as pointing out that other people treat horses even worse, or using language that minimizes the severity of the inhumane treatment. Cognitive distortions may involve displacement or diffusion of responsibility onto others, such as it is other’s responsibility to ensure horses are treated humanely, or disregarding or denying that the inhumane practices actually cause harm to the horse. Empathic decay may involve denying horses the right to be treated humanely, or

blaming the horse for being treated inhumanely, such as if a horse does not perform as desired the individual may use that as justifiable cause to treat the horse inhumanely under the premise that if the horse had performed correctly it would not be treated in such a way.

5.2.3 Factors of Prior Behavior

Factors of previous behaviors are also important to consider as previous behavior indirectly influences present behavior via previous behaviors influence on environmental and personal factors (Bandura, 2002b). For example, if Addison performs the behavior of excessive spurring on a horse and a resulting environmental factor is that Addison wins at a horse show, this may be attributed to personal factors of positive perception of the behavior. Thus, because performing the behavior of excessive spurring benefitted Addison, the behavior is reinforced and Addison may have a greater likelihood of performing the behavior of excessive spurring in the future. This can also be described conversely. For example, if Addison performs the behavior of excessive spurring on a horse and a perceived resulting environmental factor is that Addison is disciplined or even disqualified for the behavior, this may be attributed to personal factors of negative perception of the behavior because it resulted in punishment. Thus the behavior is discouraged and Addison may have a lesser likelihood of performing the behavior of excessive spurring again.

Another factor to consider is how an individual balances the benefits and drawbacks of participating in a behavior based on previous experiences with different outcomes. For example, consider if both of the examples above occurred and the

behavior of excessive spurring was reinforced or rewarded by winning, yet discouraged by receiving punishment. Addison then must decide if the punishment is worth the reward, or if the benefits of winning outweigh the drawbacks of punishment. If Addison decides the punishment is not worth the reward, then he/she may have a lesser likelihood of performing the behavior of excessive spurring again. However, if Addison is prone to morally disengage, regardless if he/she believes the reward is worth the punishment, Addison may take steps to reduce the chances of being caught and punished such as disguising or covering up the resulting wounds on the horse. If this strategy successfully evades detection or punishment, the behaviors of excessive spurring and disguising wounds are reinforced and Addison may have a greater likelihood of performing the behaviors in the future.

5.3 Values, Rules, and response to inhumane treatment of horses

Legitimacy of the stock-type horse show industry is important to consider as it identifies the degree of public or social support for the industry to collectively manage problems or issues that arise pertaining to horse welfare (Metzler, 2001). In recent years, the horse industry has come under scrutiny by the public and animal rights organizations questioning if the industry is actually able to regulate itself, or if there should be governmental intervention (HSUS, 2012; PETA, 2014). This growing concern about the horse industry's ability to self-regulate may be reflective of a weakened sense of legitimacy (Epstein, 1972; Stillman, 1974) or a lack in the public's perception that the stock-type horse show industry is responsible and useful. One way to evaluate the legitimacy of the stock-type horse show industry is to consider how inhumane

treatment is defined by the stated values and rules of the leading industry associations, and how inhumane treatment is defined by the actions in response to reports of inhumane treatment. An evaluation of the stated rules and responses to example incidents of inhumane treatment may provide insight to better understand potential and actual threats to the stock-type horse show industry's legitimacy.

5.3.1 Inhumane Treatment as Defined by Values and Rules

National horse show associations, such as those focused on in this chapter, often publish an annual handbook which details bylaws, rules, and regulations. Additionally, supplemental and other information about these associations, such as mission and value statements, can be found on their websites. These handbooks and websites were examined for stated values and rules explicitly related to the welfare or inhumane treatment of horses.

Each of the leading stock-type associations, the AQHA, the APHA, the NRHA, and the NSBA, have stated a commitment to the welfare of the horse in their mission or value statement(s) and/or within their rules. In 2013, the AQHA added the following statement to its mission which is found on the AQHA website and in the AQHA Handbook: "To ensure the American Quarter Horse is treated humanely, with dignity, respect and compassion, at all times" (AQHA, 2013, p. 1). Prior to this, a similar statement regarding the care and treatment of horses was found in the General Rules and Regulations sections of the AQHA Handbook (AQHA, 2011). Similarly, the APHA states on its website that it values "the American Paint Horse and those people who treat them gently, humanely and with respect" (APHA, 2014c). The APHA states within

its handbook a welfare code of practice which highlights its commitment to the welfare and humane treatment of the horse and initiating communication with stakeholders regarding welfare issues (APHA, 2014a).

The NSBA and the NRHA do not specifically identify in their mission a value to ensure horses are treated and cared for humanely (NRHA, 2014a; NSBA, 2014a), however the NSBA does state its position on animal welfare within its handbook: “The NSBA is committed to the humane and proper treatment of all animals...The welfare of the horse is the primary consideration in all activities” (NSBA, 2014b, p. 2). The NRHA does not have any statement in its handbook that addresses its position or commitment to the welfare of the horse (NRHA, 2014b), however it does state on its website that “the NRHA supports the rights of horse owners to manage their personal property, and trainers to manage the horses entrusted in their care, in their best interests with the caveat that their horses are always treated humanely and with dignity, respect and compassion” (NRHA, 2014c, p. 2).

To demonstrate legitimacy, it would be expected that the stated values or commitments to humane and proper treatment of horses would be reflected in these leading stock-type associations’ rules. The rules against inhumane treatment of horses are stated similarly among these associations. For example, all of these associations handbooks state that inhumane treatment of horses is strictly prohibited on show grounds with the interpretation of inhumane treatment as “treatment of any horse will be considered inhumane if a person, educated or experienced in accepted equine training techniques, would perceive the conduct of an individual to be inhumane” as

stated in Rule VIO201 of the 2015 AQHA Handbook, which is similarly worded in the APHA, the NSBA, and the NRHA handbooks (APHA, 2014a; AQHA, 2014a; NRHA, 2014b; NSBA, 2014b). In addition to these statements, the APHA, the AQHA, and the NSBA provide additional clarity by generically stating instances that would constitute inhumane treatment, some of which are stated verbatim across the handbooks. For example, inhumane treatment includes, but is not limited to, “placing an object in a horse’s mouth so as to cause undue discomfort or distress” (APHA Rule SC-075.A.1.; AQHA Rule VIO204.1; and NSBA Rule 95.b.3.a.), use of inhumane training methods or techniques (APHA Rule SC-075.A.4.; AQHA Rule VIO204.6; and NSBA Rule 95.b.3.c.), treatment that results in blood (APHA Rule SC-075.A.7.; AQHA Rule VIO204.16; and NSBA Rule 95.b.3.f.), and “use of any item or appliance that restricts movement or circulation of the horse’s tail” (APHA Rule SC-075.A.6.; AQHA Rule VIO204.14; and NSBA Rule 95.b.3.e.) (APHA, 2014a; AQHA, 2014a; NSBA, 2014b). The 2015 AQHA Handbook provides several additional examples of inhumane treatment that are not clarified in the other handbooks. For example, Rule VIO204.7 “excessive spurring or whipping”, Rule VIO204.8 “excessive jerking of reins”, Rule VIO204.9 “excessive fencing”, and Rule VIO204.10 “excessive spinning”, among others (AQHA, 2014a).

In addition to statements defining inhumane treatment, each handbook specifies disciplinary actions that will be taken against individuals found to be in violation of those rules. The APHA and the NRHA state that individuals reported to be in violation of inhumane treatment rules will be investigated by the Executive Committee, or other appropriate committee, and if found in violation of the rules the individual will be

subject to disciplinary action that will be determined by the committee and may include suspension, fines, and/or other penalties (APHA, 2014a; NRHA, 2014b). The AQHA and the NSBA also state that reported violations will be investigated by the Executive Committee, or other appropriate committee, however, they additionally provide guidelines for minimum and/or maximum fines and penalties based on the number of prior offences (AQHA, 2014d; NSBA, 2014b). The AQHA's guidelines also take into consideration the severity of the violation on a scale of level 1 (mild) to level 3 (severe) (AQHA, 2014d) and indicates within its handbook the minimum level of stated violations (i.e. Rule "VIO204.9 excessive fencing (minimum level 1)", Rule "VIO204.1 placing an object in a horse's mouth so as to cause undue discomfort or distress (minimum level 2)", etc.) (AQHA, 2014a). Furthermore, the AQHA also states that it retains the right to immediately suspend and investigate any member who 1) has been convicted of cruelty or inhumane treatment or had any horse confiscated for cruelty or inhumane treatment based on legal reasoning, or 2) has been suspended from another horse association for cruelty or inhumane treatment to a horse regardless of breed. Moreover, these and other horse associations have reciprocity rules which allow the association to suspend or discipline a member based on the findings or disciplinary actions of another association. In light of these rules, all of these leading stock-type associations publish on their websites the names of the individuals who have been suspended from the association. However, for most, there is no distinction indicating the reasons for the disciplinary action (APHA, 2014b; AQHA, 2014c; NRHA Reiner, 2014; NSBA, 2014c). For example, those suspended for falsifying documents or failure to pay fees are not

differentiated from those suspended for mistreatment of horses. The NRHA is the only one of these associations to list terms of the suspension on its website (i.e. “suspended for 2 (two) years starting on 6/11/2014 and ending 6/11/2016”, “denied privileges of membership until showing evidence why privileges should be granted”, etc.) and differentiate “suspended –failure to pay” from other suspensions, however, there is no distinction of suspension reason among the other suspensions (NRHA Reiner, 2014).

It appears collectively that these associations promote a strong commitment to ensure stock-type show horses are treated humanely. Their rules state that any reports of mistreatment of a horse will be taken seriously, investigated, and the appropriate disciplinary action will be taken. For example, the AQHA provides show management with a document detailing procedures for reporting incidents of inhumane treatment (AQHA, n. d.) and its handbook outlines the hearing process for reported incidents (AQHA, 2014a). When show management is made known of an incident of inhumane treatment to a horse on show grounds they are required to 1) “instruct responsible parties to cease the abusive practice”, 2) “obtain the names and contact information of anyone who witnessed the act”, 3) have “two Professional Horsemen... go to address a situation of inhumane treatment or an abusive practice with the responsible party”, and 4) “show management must report in writing all matters pertaining to abuse to AQHA within seven days of the show” (AQHA, n. d., p. 6). Once an incident is reported to the AQHA, as stated in its handbook, the AQHA will provide the accused a notice of the hearing and allows the admission of “informal” evidence which is not required to follow civil or criminal rules of evidence: “the standard by which admissibility is determined is

whether the evidence is such that an ordinarily prudent person is willing to rely upon it” (AQHA, 2014a, Rule VIO515). During the hearing, the accused “shall have the opportunity, in person and by counsel, to present evidence in his own behalf and to hear and refute evidence against him” to the Executive Committee (Rule VIO600). The Executive Committee will review all of the evidence provided during the hearing and “a majority vote of the Executive Committee shall determine guilt, and its decision and action shall be final and binding on all parties” (Rule VIO505).

Regardless of the stated values, rules, and disciplinary process and measures, the definition of inhumane treatment is subjectively stated among these leading stock-type associations and may be open to varying interpretations, including what constitutes an “educated or experienced [person] in accepted equine training techniques” (AQHA, 2014a, Rule VIO201). It may be argued that the stated definition of inhumane treatment is ambiguous and requires interpretation for identifying what constitutes aspects of inhumane treatment, such as physical harm, restriction of natural movement, and undue distress or discomfort which are highly subjective. Thus, reporting instances of inhumane treatment and resulting disciplinary actions are likely based on the subjective interpretation of inhumane treatment. However, to a certain degree, an ambiguous definition of inhumane treatment may be necessary as to not exclude ingenious ways by which individuals may evade a stricter definition of inhumane treatment for various reasons. Nevertheless, because of the subjectivity of interpreting what constitutes inhumane treatment, it is important to consider not only how the industry responds to

incidents of inhumane treatment, but also to what extent they communicate investigation findings and disciplinary actions taken to their stakeholders and the public.

5.3.2 Inhumane Treatment as Defined by Leading Stock-Type Associations' Actions

The actions of these leading stock-type associations in response to reports of inhumane treatment of a horse arguably provide greater evidence for how they subjectively define inhumane treatment. The following section analyzes specific extreme to mild cases where excessive spurring was evident as a research example only. Analyzing cases of excessive spurring provides a consistent framework for the purposes of this chapter instead of cases of varying types of inhumane treatment. As there is no industry-stated definition for what constitutes excessive spurring (AQHA, 2014a; APHA, 2014a; NSBA 2014a; NRHA, 2014b), and as the word "excessive" is subjective, the following definition of excessive spurring will be used and is based on objective, observable evidence of harm: the use of spurs on a horse that results in observable injury to the horse including, but not limited to swelling, loss of hair, abrasions, lacerations, or presence of blood or bleeding.

The following cases were selected based on the fact that information about the case and the industry's response were easily and publicly accessible as identified below. The reason for this selection criterion was based on the perspective that the legitimacy of the industry's actions is socially constructed (Boyd, 2000), thus being based on information that is readily accessible and publicized. To establish each case, an internet word search was conducted for word groupings such as "show horse abuse OR mistreatment OR inhumane treatment" or "AQHA OR APHA OR NSBA OR NRHA horse

abuse OR mistreatment OR inhumane treatment”. Additionally, popular stock-type horse show websites were searched including HorseandRider.com, TheEquineChronicle.com, RateMyHorsePro.com, and GoShowHorse.com. No blogs or forums were referenced to reduce the risk of using biased information to build the cases. The search resulted in the identification of three cases of excessive spurring. After identifying the name of the accused and affiliated associations, a more detailed search was conducted to develop each case. It is unknown if these were isolated, representative, exceptional, extreme, or common examples of cases of the leading associations responding to incidents of inhumane treatment, as there have been very few cases revealed and documented through stock-type horse show lay media and social platforms. In accordance with the social construction of legitimacy (Boyd, 2000) and because they were publicized, it may be assumed that the public perceives these cases as representative examples of how these associations respond to incidents of inhumane treatment. The actual names of the accused have been replaced with gender neutral pseudonyms.

5.3.2.1 Case 1: Smith – Severe / Extreme Case of Excessive Spurring

Taylor Smith has trained multiple national and world champion western pleasure horses in the AQHA and the NSBA ([TS] Show Horses, 2010). In September of 2012, Smith was accused of cruelty to livestock animals (Fort Worth Police Department, 2012). A horse Smith had been training and showing was refused entry in a show ring at a large AQHA show by a show steward who noted blood on the sides of the horse. The owner

of the horse found the horse to have “numerous abrasions, swellings, and contusions on multiple areas of the body of the horse” (p. 3). A veterinarian examination of the horse found the following:

[The horse] was depressed and agitated, had multiple abrasions and contusions on multiple areas of the body, a superficial abrasion on the... muzzle approximately 10 cm in length and 2 cm in width. The chin area had multiple abrasions and contusions and on both sides of the barrel / torso, there were abrasions approximately 20 cm in length and 10 cm in width. An area approximately 18 cm in diameter on both sides of the animal’s barrel / torso had a hair like substance glued to the skin. The abrasions / contusions on the... barrel are a result of spur trauma. All the injuries are a result [of] excessive abusive training practices. (Fort Worth Police Department, 2012, p. 3)

Smith was arrested and released on bond (Rate My Horse Pro, 2013). Prior to arrest, Smith admitted to a detective that he/she caused and treated a spur injury on the horse a month earlier and that he/she had been accused of cruelty to horses in the past but never convicted. As of June 2013, a felony case against Smith had been submitted to the Fort Worth, Texas Prosecutors Office; however, no update on the case had been publicized since then (The Equine Chronicle, 2013). Within days of the abuse accusations, the AHQA and the NSBA temporarily suspended Smith until the official investigation was complete and disciplinary hearings could be conducted. As of November 2014, Smith remained suspended from the AQHA and the NSBA and no information had been publicized regarding disciplinary hearings for his/her case. No

information was found to determine if Smith was ever affiliated with or suspended from the APHA. As of the writing of this article (12/12/2014), Smith is not listed as suspended from the APHA (APHA, 2014b).

5.3.2.2 Case 2: Thomas – Severe Case of Excessive Spurring

Madison Thomas has trained multiple national and world champion western pleasure horses in the AQHA (The Horse Training Channel, 2014) and was also an AQHA Professional Horseman (GoShowHorse.com, 2009a) which is an “elite group of trustworthy horse experts” (AQHA, 2014b, p. 1). In September of 2008, Thomas was accused of cruelty and abuse of a client’s horse, which was said to occur at Thomas’ training facility (GoShowHorse.com, 2009b). A veterinarian exam reported the horse to be thin with “multiple contusions and abrasions”, “grossly swollen” mandible and muzzle, oral ulcerations, calcification and bone fragments, “mildly stocked up” legs, and evidence of excessive spurring, which included “multiple spur marks, a penetrating skin puncture with purulent discharge, and a 30 cm x 30 cm x 5 cm irregular, painful swelling” on the horse’s barrel / torso (Adler, 2008).

A felony case was pending in Texas against Thomas; however, no formal charges were publicized against him/her (GoShowHorse.com, 2009a). Seven months after the incident, the AQHA Executive Committee conducted a discipline hearing against Thomas finding that the injuries were a result of the actions of an employee under the guidance of Thomas. The hearing resulted in a one year suspension from AQHA, a \$10,000 fine, and removal of Thomas’ AQHA Professional Horseman title. The NSBA, who Thomas was

also a member of, did not find Thomas in violation of their rules (GoShowHorse.com, 2009c). After the one year suspension from the AQHA, he/she was reinstated with an indefinite probation. However, in January of 2013, Thomas was accused of inhumane treatment again by tying up three horses' heads in a manner that caused undue discomfort or distress (The Chronicle of the Horse, 2014). The AQHA responded by suspending Thomas for four years, and the NSBA temporarily suspended him. Nevertheless, in the spring of 2014, the NSBA and the AQHA reinstated Thomas after serving only one year of the four-year suspension with the AQHA. No information was found to determine if Thomas was ever affiliated with or suspended from the APHA. At present (12/12/2014), Thomas is not listed as suspended from the APHA (APHA, 2014b). During the 2014 show season, Thomas competed at AQHA and NSBA regional, national, and world shows.

5.3.2.3 Case 3: Brown – Moderate Case of Excessive Spurring

Shannon Brown has been an NRHA national reining champion and was an NRHA Professional (Trimmer, 2014) whose responsibility it was to “insure [sic] that the welfare of the Reining horse is paramount and that every horse shall at all times be treated humanely and with dignity, respect and compassion” (NRHA Professionals, 2013). In March of 2013, Brown was accused of excessively using spurs and reins during a training session at his/her Canadian facility, which resulted in the horse bleeding from its barrel / torso and mouth (Alberta SPCA, 2014). The investigation of this initial case revealed other prior instances of Brown deliberately harming horses with spurs and other

inhumane practices. Brown pled guilty in a Canadian court to four counts of causing distress to an animal, which resulted in a fine totaling \$4,000 (Booth, 2014). Over a year after the incident, the NRHA suspended Brown for two years (NRHA Reiner, 2014) and the AQHA temporarily suspended him/her (AQHA, 2014c). No information was found to determine if Brown was ever affiliated with or suspended from the APHA. As of the writing of this article (12/12/2014), Brown is suspended from the NRHA until 6/11/2016 (NRHA Reiner, 2014), temporarily suspended from the AQHA (AQHA, 2014c), and is not listed as suspended from the APHA (APHA, 2014b).

5.3.2.4 Evaluation of Leading Stock-Type Associations' Response

When considering the accomplishments of Smith and Thomas, it is likely that their highly respected status impacted the popular media publicity of their cases as they were both past national and world champions, and Thomas was an AQHA Professional Horseman. It is also possible that this potentially high level of publicity may have impacted the affiliated associations' response knowing that a greater number of stakeholders and public would become aware of the incidents and be eager to learn what disciplinary actions would take place. In the Smith case, the affiliated associations responded immediately by suspending Smith from the NSBA and the AQHA. Conversely, in the Thomas and Brown cases, there was a delayed response by affiliated associations of seven months and over one year respectively. This inconsistency of the time it took to instate suspensions may impact stakeholders and the public's perception of the legitimacy of the industry, questioning why there was a discrepancy in reaction time. A

plausible reason for the discrepancy in reaction time may be related to the location of where each instance occurred. For example, the Thomas and Brown cases are said to have both occurred at their respective training facilities, while the Smith case occurred at a large Quarter Horse show and had greater immediate visibility by those in attendance of the show. Thus, the reaction time to reports of inhumane treatment appears to be dependent on the location of the incident being on or off show grounds and its resulting level of public visibility. For example, Thomas' first suspension was instated months after the reported instance of inhumane treatment at his training facility, while his second suspension was instated immediately after the reported instance of inhumane treatment at a large Quarter Horse show.

Another aspect of the suspensions pertains to the time length of the suspension. Smith's suspensions with the AQHA and the NSBA remain instated indefinitely with the assumption that formal hearings would take place after he/she is convicted or cleared of all accusations. Thomas and Brown both received temporary or finite suspensions. The length of each suspension was determined by the executive committees of each respective association and via reciprocity rules. Regarding Brown's suspensions from the AQHA and the NRHA, it is likely that the suspension length of two years was determined based on the AQHA's Fines and Penalties system (AQHA, 2014d). This would suggest the committee assigning the disciplinary action found his/her case to be moderate on a scale of mild, moderate, and severe, with cases found to be moderately abusive to result in a fine up to \$7,500 and suspension up to three years. Thomas' first suspension, on the other hand, resulted in a fine of \$10,000 and a one year suspension, which

categorizes his/her offense as severe (severe abuse results in fine up to \$15,000 and suspension up to five years). Similarly, Thomas' second suspension of four years also was considered a severe offense as it was greater than three years. The threat to the industry's legitimacy here is in the fact that Thomas was reinstated to both the AQHA and the NSBA three years early and may influence the public's perception of the industry's ability to responsibly self-regulate. With the Thomas case concern may be noted in that industry leaders are allowing an individual known to use severe inhumane practices to continue to train and show horses. Similarly, Smith, Thomas, and Brown were all known to have prior accusations against them of inhumane treatment to horses which may be cause for additional concern for allowing reinstatement of such individuals.

Another key piece to understanding the reasons influencing these leading stock-type associations' response to incidents of inhumane treatment is to consider the perceived prevalence of inhumane treatment that is not acted upon. As a reminder, the purpose of the study presented in Chapter 4 was to gain a better understanding of stock-type horse show competitors' understanding of welfare and level of concern for stock-type show horses' welfare. The results of this study revealed that stock-type horse show competitors (N=779) perceived excessive jerking on the reins, excessive spurring, induced excessive unnatural movement, excessively repetitious aid or practice, and excessive continued pressure on the bit to occur at 56-73% of stock-type shows and personally witnessed at 39-53% of stock-type shows attended. Additionally, there have been many online lay publications and social media posts that may also shed light on

the prevalence of inhumane practices within the stock-type horse show industry (EquiMed, 2013; Maus, 2014; Meyer, 2014; Playingwithponies13, 2011). For example, a video was posted on YouTube of riders warming up their horses at a large Quarter Horse show using questionable practices (Playingwithponies13, 2011). Within the eight minutes recorded there were numerous instances of varying degrees of the inhumane practices mentioned in the association handbooks. This evidence is suggestive of a widespread occurrence of stock-type horse show competitors making common use of practices deemed to be inhumane according to association rules, however, little evidence exists regarding the enforcement of these offenses.

From a holistic perspective, the responses of these leading stock-type associations to incidents of inhumane treatment appears to be subjective and lacks clear reasoning. The determination of the severity of inhumane treatment and profile of the accused seemingly may influence the actions taken, with more severe, high profile cases eliciting disciplinary action compared to widespread, mild cases of inhumane treatment. For example, severe, high profile cases such as Smith or Thomas were subjected to disciplinary actions while widespread, mild cases as demonstrated in the mentioned YouTube video were seemingly not considered with no evidence of actions taken. Moreover, the location of the reported inhumane treatment influences the instatement of disciplinary action. For example, instances that occur on show grounds elicit more immediate response than those occurring off show grounds such as at a training facility. Finally, the length of suspension is reflective of the severity of the inhumane treatment; however, there is lack of clear reasoning why reinstatement may

occur early. For example, Thomas was given a four-year suspension, however, only served one year before being reinstated. Overall, it appears that responses of these stock-type associations to inhumane treatment seemingly focuses on severe, high profile instances and lacks consistency in promptness and sustainment of disciplinary actions needed to ensure legitimacy.

5.3.3 Values and Rules vs. Actual Response

There appears to be a discrepancy between what these leading stock-type associations state as inhumane treatment of horses and their disciplinary action against those who treat horses inhumanely. For example, publicly pursuing instances of severe inhumane treatment by accomplished, high profile individuals and not addressing violations of the everyday competitor through established disciplinary guidelines. While these examples may be associations' attempts to provide clear deterring examples to their membership and others, this discrepancy between what these leading associations say they will do and what they actually do threatens the stock-type show horse industry's legitimacy (Boyd, 2000; Dowling & Pfeffer, 1975). Managing the legitimacy of the stock-type horse show industry is vital to (re)establishing, maintaining, or improving stakeholder and public perception that the stock-type horse show industry is able to manage issues pertaining to the welfare of the horse responsibly and in line with societal social norms or values (Bridge, 2004). One way to address such threats to legitimacy is to take actions that demonstrate responsibility and usefulness in addressing the widespread mild-to-severe cases of inhumane treatment. This may be accomplished through responsive preventative and disciplinary actions, which may

redefine or establish what constitutes inhumane treatment and strive toward congruency with stated rules (Boyd, 2000; Dowling & Pfeffer, 1975). It is relevant to note that some of these associations have recently sought out to address welfare issues through various means such as stewards programs (NRHA, 2012; Treadway, 2010), welfare commissions (AQHA: Animal Welfare Commission, 2012), and revision of rules (AQHA, 2012). Such actions should be commended, however the enforcement of rules should be examined as it is important to not only establish a consistent enforcement of rules through disciplinary action, but also attempt to prevent or reduce the occurrence of incidents, thus reducing the need for disciplinary actions. To effectively (re)establish legitimacy by taking action against and reducing incidents of inhumane treatment to horses therefore requires an understanding of the reasons for inhumane treatment such as that provided by the Social Cognitive Theory and moral disengagement.

5.4 Addressing threats to legitimacy

As stated previously, it is important for these leading associations to not only establish consistent enforcement of rules through disciplinary action, but also attempt to prevent or reduce the occurrence of incidents, thus reducing the need for disciplinary actions. To be effective, these associations must take disciplinary actions against those found to inhumanely treat horses, and arguably more importantly, work to reduce incidents of inhumane treatment to horses through an understanding of behavior. Based on an understanding of the Social Cognitive Theory and its moral disengagement framework (Bandura, 1977) to comprehend the factors that influence behaviors that result in harm to a horse, recommendations can be made for strategies to effectively

address inhumane treatment to stock-type show horses and legitimize the actions of the industry leaders. Holistically, the rules and regulations set forth in leading stock-type association handbooks provide a fairly sound and justifiable definition of what constitutes inhumane treatment of a horse. However, as stated previously, the issue lies in the response to incidents of inhumane treatment. The following are recommendations for how the leading stock-type associations could strengthen their actions to deter the occurrence of and responsibly respond to incidents of inhumane treatment. These recommendations are based on the critical analysis of existing rules and regulations, the three case studies presented, and the Social Cognitive Theory including its moral disengagement framework.

First, stock-type associations need to work together to develop a commonly understood and accepted definition of not only inhumane treatment, but also practices that are considered inhumane. Such definition should remove as much subjectively or ambiguity as possible and thus, provide clear, unarguable criteria which deem practices to be inhumane. This would also require an accepted form of measuring the severity of the inhumane treatment; otherwise there may be too many exceptions to the rule. Developing these definitions would not only provide greater clarity of what constitutes inhumane treatment, but are arguably necessary for educational efforts to be effective. Relatedly, if the stock-type horse show industry can develop such definitions, it would be possible to develop a master list of all individuals suspended for inhumane treatment across all stock-type associations. Such a list could facilitate an agreement among all stock-type associations to collectively suspend all individuals reported on the list. It

would be vital that the reason for and terms of suspend were also clearly defined. A collective effort such as this would prevent those who have been suspended from one association for inhumane treatment from immediately joining another association and continuing the inhumane practices. Additionally, publicizing the list would allow horse owners to easily identify those in violation of inhumane treatment rules. Thus, creating greater awareness across the industry and allowing for more informed decision-making when hiring trainers.

Second, it is important for the stock-type horse show industry to not only enforce inhumane treatment rule violations regardless of severity, but to also communicate their enforcement efforts publicly with their stakeholders. As observed in the cases presented in this chapter, it may be likely that those who severely treat horses inhumanely have had previous incidents of treating horses poorly which may have led to an increase in severity because they had never been disciplined for their behaviors. They have also been role models and examples of positive rewards for their behaviors. Additionally, publicly communicating the enforcement of incidents of inhumane treatment to horses may influence the perceived consequences of performing such behaviors. Such communication should demonstrate that there are consequences for inhumane treatment of horses regardless of severity of the behavior by identifying offenders, the reason for disciplinary action, and the terms of the disciplinary action. Such communication and actions may influence the perceived consequences of others and deter them from participating in inhumane treatment behaviors. Moreover, as with many athletic sports, the industry may consider protocols for removing the titles and

awards won by those who are caught inhumanely treating a horse. Announced removal of awards and clear communication of incidents of inhumane treatment may deter clientele from hiring individuals with a record of inhumane treatment and may begin to minimize some of the perceived benefits of participating in inhumane treatment of horses.

Third, the stock-type horse show industry should increase efforts to educate stakeholders on the reasons why certain training techniques or methods are inhumane and harmful to the horse. The show and contest committees and the executive committees could work to understand the implications of the Social Cognitive Theory including its moral disengagement framework (Bandura, 1977) to structure clinics and communications with owners, competitors, and officials about the personal and environmental factors that influence behaviors that result in harm to a horse. Additionally, the AQHA Stewards Program can be used as excellent preventative and educational programs, however it is not feasible for industry association personnel to monitor all inhumane treatment on a widespread level, stakeholders should be educated on how to recognize inhumane treatment and encouraged to report it.

Fourth, all actions taken by these leading stock-type associations should be proactively focused on shaping future behaviors. Understanding that individual differences such as gender and empathic traits may cause certain individuals to be more prone to moral disengagement and participate in behaviors of inhumane treatment to horses, the associations should initiate discourse with ordinary stakeholders to encourage action from the ground level up using social or peer persuasion to deter

inhumane practices. Such discourse should reinforce ethical behaviors or moral reasoning and discourage inhumane practices. Additionally, encourage individual reflection and self-awareness, recognizing that predictable individual differences of gender and empathic traits may increase the propensity to inhumanely treat a horse.

Finally, this analysis uncovered significant findings that demand more in-depth examination. It is recommended that more cases (high profile or not) of inhumane treatment and the response of stock-type associations are critically reviewed. Such efforts are essential to fully demonstrate the applicability of the Social Cognitive Theory, as well as develop a more thorough understanding of how associations can most efficiently address and reduce incidents of inhumane treatment. Additionally, gender differences should be examined, specifically in regards to engaging in inhumane treatment and the associations' response in terms of punishment and follow-through.

5.5 Conclusion

There is growing public concern regarding the show horse industry's ability to regulate itself and ensure its horses are appropriately treated and cared for with consideration to the horses' mental, physical, and behavioral well-being. Currently, the various sectors of the show horse industry are expected to self-regulate. Efforts to self-regulate have been communicated through handbook rules for the treatment of horses and outlined disciplinary measures that may be brought against membership that are found to be mistreating a horse. Despite having sufficiently stated rules within their handbooks, the actions of leading stock-type associations in response to reports of inhumane treatment arguably provide greater evidence of their ability to self-regulate.

From a holistic perspective, the leading stock-type associations' response to incidents of inhumane treatment of horses appears to be subjective and lack clear reasoning. The determination of the severity of inhumane treatment and profile of the accused seemingly influences the actions taken, with more severe, high profile cases eliciting disciplinary action compared to widespread, mild cases of inhumane treatment. There appears to be a discrepancy between what the leading stock-type associations' state as inhumane treatment of horses and their disciplinary actions against those who treat horses inhumanely as defined in association handbooks. This discrepancy between what leading associations say they will do and what they actually do threatens the stock-type show horse industry's legitimacy.

One way to address this threat to legitimacy is to take actions that demonstrate responsibility and usefulness in addressing the widespread of mild to severe cases of inhumane treatment and to align disciplinary actions to be in line with stated rules and stakeholder expectations. The author recommends the following actions: (1) develop a commonly understood and accepted definition of inhumane treatment; (2) publicly communicate with stakeholders violation enforcement efforts of inhumane treatment rules; (3) increase efforts to educate stakeholders on the reasons why certain training techniques or methods are inhumane and harmful to the horse; (4) ensure all actions taken are proactively focused on shaping future behaviors, and (5) critically review more cases of inhumane treatment and the industry's response.

CHAPTER 6. PLAN FOR EDUCATIONAL RESOURCES

6.1 Research Findings into Action

Throughout the course of this study, one of the primary findings that repeatedly emerged was the need for educational efforts focused on: 1) creating awareness of the current state of stock-type show horse well-being, 2) deterring the occurrence of harmful behaviors toward stock-type show horses, and 3) increasing the ownership of responsibility, or the notion that each individual is responsible for educating fellow stakeholders and deterring observed harmful behavior. Using the Behavior Change Wheel Model (Michie, van Stralen, & West, 2011) described in Chapter 2, it was determined that the most effective way to address these needs is through education, training, and enablement. This chapter presents the design of an e-learning course that will utilize the functions of education, training, and enablement.

The step-by-step process of the ARCS Motivational Design Model (Keller, 2010), as described in Chapter 2, will be used for the design of this e-learning course. The instructional design components of this course will be informed by Chapters 2, 3, 4, and 5. In essence, this course will be designed and developed based on the theories and principles discussed in Chapter 2 and the findings from Chapters 3, 4, and 5. What

follows is the design process for the e-learning course, guided by the four phases of the ARCS Motivational Design Model: 1) define phase, 2) design phase, 3) develop phase, and 4) pilot phase. For the scope of this chapter, the define and design phases will be established in detail and future direction will be provided for the develop and pilot phases.

6.2 Define Phase

The define phase includes five steps for identifying relevant course and learner information and determining motivational attitudes, objectives, and assessments. The five steps in this phase are:

Step 1: Obtain course information.

Step 2: Obtain learner information.

Step 3: Analyze learner motivation.

Step 4: Analyze existing materials and conditions.

Step 5: Determine motivational objectives and assessments.

The following is the completed outcomes for each of these five steps in the defining phase of ARCS Motivational Design Model.

6.2.1 Step 1: Course Information

Purpose: Obtain course information by identifying description, rationale, setting, and instructor(s).

Table 6.1 Course Information

Description of Content and Conditions

Course Topic	Show Horse Well-Being
Course Purpose	Address misconceptions and lack of knowledge regarding the well-being of stock-type show horses and encourage advocacy efforts for taking actions to improve the well-being of stock-type show horses.
Content Description	<p>Content will include:</p> <ul style="list-style-type: none"> • general standards of care and treatment for show horses including explanations of scientific-based reasoning; • examples and protocol/procedure for implementing and evaluating practices impacting show horse welfare; • general standards, examples, and protocol/procedures for evaluating show horse welfare; • emphasis on areas of show horse care and treatment that are at risk for misconception, ignorance, and disregard; • noted industry issues related to show horse welfare; and • skills and strategies for advocating for show horse welfare on an individual, organizational, and industry level.
Lifespan of Course	Long-term with revisions as needed.
Development Timeline	Flexible.

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Curriculum Rationale

Need Met by Resource	This course will begin to address the noted need in the stock-type horse industry to reduce incidents of compromises to show horse welfare due to lack of awareness, knowledge, and general regard. Currently, there is a lack of such resources available to horse show competitors.
Benefits to Learners	Development of skills and knowledge to better care for their own horse and to be able to advocate for the well-being of all show horses.

Context

Relation to Learner's Prior Knowledge and Experiences	It is assumed that learners will be familiar with the general care of their horse and may own and/or show horse. This course may be a "refresher" or confirm prior knowledge and skills for some learners, as well as build on or expand current knowledge and skills. For other learners, this course may present many new concepts for them to learn and build upon.
Delivery System	Web-based, self-paced.

Instructor Information

Subject Matter Expertise	[Not Applicable as there is no course instructor(s)]
Familiar/Comfortable Teaching Strategies	[Not Applicable as there is no course instructor(s)]
Unfamiliar/Rejected Teaching Strategies	[Not Applicable as there is no course instructor(s)]

6.2.2 Step 2: Learner Information

Purpose: Obtain learner information by identifying relevant characteristics of target audience.

Table 6.2 Learner Information

Learners

The target audience is stock-type competitors. The typical competitor is a female who owns a horse and rides at least once a week. She also has attended some college or holds an AS or BS degree. Other characteristics are variable.

**Supporting
Data**

Characteristic	Data	Source	Population/Sample
Age	45+	AHC, 2005; Stowe, 2012	General horse owners
	62% >46	Voigt Dissertation (Ch. 2)	Stock-Type Competitors
Gender	91% Female	Stowe, 2012	General horse owners
	93% Female	Voigt Dissertation (Ch. 2)	Stock-Type Competitors
Shows Competed	~5/year	Stowe, 2012	Stock-Type Competitors
	54% ~3-10/year	Voigt Dissertation (Ch. 2)	Stock-Type Competitors
Years Competing	71% >10 years	Voigt Dissertation (Ch. 2)	Stock-Type Competitors
Background	63% Farm/Ag Setting	Voigt Dissertation (Ch. 2)	Stock-Type Competitors
Education	70% Some College or AS/BS Degree	Voigt Dissertation (Ch. 2)	Stock-Type Competitors
Own Horse	96%	Voigt, unpublished data	Stock-Type Competitors

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Riding Frequency	42% Daily 43% Weekly 14% Monthly or less	Voigt, unpublished data	Stock-Type Competitors
Riding Discipline	45-50% Western Pleasure 40-44% Trail 40-43% Halter 40-43% Showmanship 37-43% Horsemanship 37-35% Hunter Under Saddle 31-42% Equitation	Voigt Dissertation (Ch. 2)	Stock-Type Competitors

Learner Relationships

The target audience will be recruited online and will likely be from locations throughout the U.S. and possibly international as well. There is a likelihood that individuals who know each other through industry affiliations may participate in this course. However, this course is web-based and no learner interaction is anticipated.

Learners' Motivational Attitudes

It is assumed that learner's will be motivated to learn as the course is voluntary. Thus, if they seek out and access the course they are likely to be motivated to learn.

Learners' General Attitudes Toward Course

It is assumed that learners who access this course are interested in the topic(s) presented and motivated to learn.

Supporting Data

Characteristic	Data	Source	Population/Sample
Topic Interest	83% Very/Extremely Interested	Voigt Dissertation (Ch. 2)	Stock-Type Competitors

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Learners' Preference of Delivery Systems and Teaching Strategies

The target audience general receives information on the topics related to the care and treatment of their horse(s) from a variety of sources. They rely on and prefer to receive information from a veterinarian, farrier, and trainer. The target audience has experience learning online from various formats. If learning online about the care and treatment of their horse, they would prefer 2-3 sessions that are 30-60 minutes.

Supporting Data

Characteristic	Data	Source	Population/Sample
Information Source	Fellow horse enthusiasts Veterinarians Farriers Books/magazines Fellow horse owners Vet Farrier Instructors	Visser & Wijk-Jansen, 2012 Martinson et al. 2006	General horse owners (Dutch) General horse owners (MN)
	Books and Magazines – Behavior, stable care Vet, Farrier – Health advice Instructor - Training advice	Hockenhill & Creighton, 2013	Leisure owners (UK)
Preferred Source	Short publication Internet Seminar 92% Veterinarian 78% Farrier 71% Trainer	Martinson et al. 2006 Voigt, unpublished data	General horse owners (MN) Stock-Type Competitors

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Preferred Time	49% 30-60 min 37% <30 min	Voigt, unpublished data	Stock-Type Competitors
Preferred Length	53% 2-3 Sessions 16% 1 Session 16% >7 Sessions 14% 4-7 Sessions	Voigt, unpublished data	Stock-Type Competitors
Past Experience Learning Online	99% Any Topic 89% Show horse care and treatment Format: 95% Text-based 78% Videos 71% Images Time: 54% < 30 min 29% 30-60 min	Voigt, unpublished data	Stock-Type Competitors
Social Media Source	Facebook Email	Florman, unpublished	General horse owners

6.2.3 Step 3: Learner Motivation

Purpose: Analyze learner motivation by determining motivational attitudes toward course.

Table 6.3 Audience Analysis

Target Audience

This analysis is an estimated motivational profile for the entire target audience of stock-type show horse competitors.

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Attention Readiness (A)

Learners will likely be attentive and motivated to learn and likely be intrinsically motivated to participate (A_1). However, depending on prior knowledge and experience, some may not have an open-mind to the content presented (A_2).

Perceived Relevance (R)

Learners will likely perceive there to be benefits to participating in this course (R_1). However, some may be skeptical to the applicable relevance to their individual situation (R_2).

Felt Confidence (C)

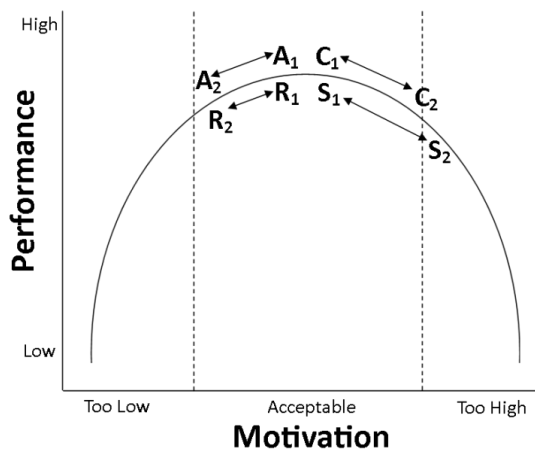
Learner will likely have a high sense of confidence (C_1). However, some may be overly confident of prior knowledge and fail to recognize the value of the content being taught (C_2).

Satisfaction Potential (S)

Learners will likely have realistic expectation and be satisfied with the outcome of participating in the course (S_1). However, some may have too high of expectations for what the course is able to do for them, and thus be disappointed or have low satisfaction of the outcome (S_2).

Graph of Audience Analysis

This graph provides a visual representation of the target audience's Attention Readiness (A), Perceived Relevance (R), Felt Confidence (C), and Satisfaction Potential (S).



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Characteristics of Major versus Minor Problems

The minor motivational issues are: 1) Attention Readiness – learners may not be open-minded to the content and 2) Perceived Relevance – learners may not think that the information is relevant or easily applicable to their personal situation. The major motivational issues are: 1) Felt Confidence – learners may believe that they already know the information presented and may fail to see the added-value it brings and 2) Satisfaction Potential – learners may have too high of expectations for the curriculum and believe that it will solve all of their problems.

Modification of Major Cause

The motivational issues should be able to be lessened or modified through various strategies. Attention getting strategies that may help address engagement and encourage open-mindedness are perceptual and inquiry arousal. Relevance producing strategies of focusing on goal orientation and familiarity may help to address issues related to relevancy, as well as over confidence. Satisfaction generating strategies of providing meaningful opportunities for learners to apply newly acquired skills/knowledge and setting realistic expectations for the course may help to address issues of satisfaction.

6.2.4 Step 4: Existing Materials and Conditions

Purpose: Analyze existing materials and conditions by identifying and determining appropriateness of current motivational tactics and other sources of material.

[Not applicable as there are no materials currently developed for this course.]

6.2.5 Step 5: Objectives and Assessments

Purpose: List motivational objectives and assessments by determining desired learner outcomes and appropriate measurements of success.

Table 6.4 Objective and Assessment

Overview: As this is a self-directed online course, observations of learners are not possible. However, assessment of motivation will be conducted through a pilot test of the course and voluntarily within the published version of the course.

Motivational Design Objectives:	Assessments:
Attention	
1. Learners will indicate that the course motivated them to learn, regardless of their prior knowledge.	1. Learners will be asked to describe their knowledge of the topic prior to beginning the first module. Learners will be asked to indicate the level of motivation each module provided to encourage completion of the course after completion of the last module.
2. Learners will indicate that the course maintain their attention throughout the modules or units.	2. Learners will be asked to indicate their level of interest in each module and the course overall, both pre- and post-course.
Relevance	
3. Learners will indicate that the course was beneficial to their individual situations.	3. Learners will be asked to indicate to what degree they believe the course and each module will be beneficial to their individual situations, both pre- and post-course.
4. Learners will predict how the knowledge gained from the course will be applied to their individual situations.	4. Learners will be asked to predict how they will apply the knowledge gained through completion of the course to their individual situations after completion of the last module.
Confidence	
5. Learners will indicate a moderate to high level of self-efficacy for navigating the course.	5. Learners will be asked to indicate their level of self-efficacy for navigating the course prior to beginning the first module.

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| 6. Learners will demonstrate an acceptable level of ability for navigating the course by completing all modules of the course in 1 to 3 hours. | 6. Learners will be asked to report the number of session and time spent work on the course after completion of the last module. |
| 7. Learners will have a moderate to high level of self-efficacy for successfully completing the course. | 7. Learners will be asked to indicate their level of self-efficacy for successfully completing the course prior to beginning the first module. |
| 8. Learners will demonstrate an acceptable level of ability for successfully completing the course by earning a 75% or higher on all content assessments within the course. | 8. Learners will perform content assessments integrated throughout the course which will be summed for an overall measure of competence. |

Satisfaction

- | | |
|--|--|
| 9. Learners will indicate realistic expectations for the course. | 9. Learners will be asked to indicate their goals and expectation for the course prior to beginning the first module. |
| 10. Learners will indicate a high level of satisfaction for the outcome of the course. | 10. Learners will be asked to indicate their level of satisfaction for the course after completion of the last module. |

6.3 Design Phase

The design phase includes three steps for identifying and selecting relevant motivational tactics and integration of the selected motivational tactics with the instructional design for the course. The three steps in this phase are:

Step 6: Identify potential motivational tactics.

Step 7: Select most appropriate motivational tactics.

Step 8: Integrate motivational tactics with instructional design.

The following is the completed outcomes for each of these three steps in the designing phase of ARCS Motivational Design Model.

6.3.1 Step 6: Potential Tactics

Purpose: List potential tactics by identifying tactics to support motivational objectives.

Table 6.5 Potential Tactics

Attention

Perceptual Arousal

- Reference well known and respected industry people via quotes, written or verbal message, or endorsement.
- Use concrete examples to demonstrate how principles can be applied to various situations and contexts.
- Build schemas slowly and use metaphors or analogies to help conceptualize complex concepts.
- Chunk text and present information clearly in lists or diagrams as appropriate.
- Use visual aids such as flow charts, diagrams, etc. and step-by-step explanations to make concepts more concrete.

Inquiry Arousal

- Introduce topics in a logical progression that establishes and builds on a schema.
- Stimulate curiosity by presenting controversial or conflicting scenarios that require learner to navigate and think critically.
- Present scenarios that evoke the need to find a solution.
- Use visual aids to stimulate curiosity.

Variability

- Use white space to separate visual and textual information.
- Use text formatting to emphasize important concepts.
- Use variation in information display and materials used.
- Use strategic variation of writing function, style and sequence of instructional elements.

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Delivery

Beginning:

- Use hook to engage or intrigue learners such as stating something controversial or a relatable problem.
- Relate course directly to an interest area of the learner.

Throughout:

- Use correct grammar and provide variability of information presentation.

Occasionally:

- Asked questions to pose problems or elicit emotions.
- Use audiovisual aids.
- Integrate learner interests and experiences into examples.

Relevance

Goal Orientation

- State the immediate and long-term benefits of and what the learner will be able to do by participating in the course.
- State how this course may align with interests or needs of learner.
- State why it is important that the learner participates in the course.

Motive Matching

- Use language that matches the target audience's abilities and speaks to them as a valued person.
- Provide examples and help the learner visualize how the course will help learner achieve and accomplish more.
- Provide opportunity for learner to set goals and receive feedback on performance and progress.
- Use competition, quizzes, and gamification to stimulate problem solving and achievement orientation.
- Relate learners' situations to individuals who faced similar situations or background and demonstrate how those individuals achieved success.
- Use testimonials and real-life examples of success.

Familiarity

- State how course will build of previous knowledge or experiences.
- Use analogies to connect course material to concepts the learner may already be familiar with.
- Allow choice options for individualization of course experience.

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Delivery

Beginning:

- Ask questions about learner.
- Explain how course related to learners interests and goals.

Throughout:

- Use appropriate and relevant language and terminology.
- Relate content to learner interests and goals.

Occasionally:

- Incorporate learner interests and goals into examples.

Confidence

Learning Requirements

- State clear expectations for learners to be successful in course.
- Allow learners to establish own goals/objectives relative to course.

Positive Consequences

- Organize and present content in clear and logical manner.
- Present concepts and tasks so that they build off each other with increased level of difficulty.
- Ensure reading and critical thinking level required by course matches the target audience.
- Align content and exercise with course purpose and objectives.
- Integrate self-evaluations exercise and corrective feedback.

Personal Responsibility

- Allow user choice of content direction and self-paced completion.
- Integrate ownership of knowledge activities.
- Allow learner feedback for course improvement.

Delivery

Beginning:

- Use roadmaps to provide learners with an idea of where the course will go.
- State expectations and tips to be successful in course.

Throughout:

- Provide reinforcement and congratulations for correct responses.
- Provide prompt corrective positive feedback.

Occasionally:

- Make statement attributing learning success to learner.

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Satisfaction

Intrinsic Reinforcement

- Provide example and call to action for learner to use skills and knowledge acquired as soon as possible.
- Provide reinforcement of learner's achievement and progress.
- Acknowledge positive characteristics and actions.
- State how learners can continue to learn more about topics in course.

Extrinsic Rewards

- Provide opportunities for extrinsic reward such as points or scores and use them to facilitate intrinsic reinforcement.
- Provide top score or best performance ranks for public to see.
- Provide certificates or badges for incentivizing learning.
- Use frequent reinforcement for new skill, and intermittent reinforcement for refinement of skill.

Equity

- Ensure summative exercises are reflective of objective and content presented and appropriate level of difficulty.

Delivery

Throughout:

- Provide appropriate statements recognizing and giving credit to learner performance or progress and attributed to learner effort.
- Provide information in short session m-learning.

At End:

- Provide recognition of achievement through certificate or badge.
- State appreciation of completion and effort.

6.3.2 Step 7: Selected Tactics

Purpose: Select/design tactics by determining which tactics are appropriate for audience, instructor, and setting.

Table 6.6 Selected Design Tactics and Corresponding Motivational Construct(s)
(A=Attention, R=Relevance, C=Confidence, and S=Satisfaction)

Beginning:

- Use hook to engage or intrigue learners such as stating something controversial or a relatable problem. A
- Ask questions about learner's background, interests, and motives to be able to customize relevance of course. AR
- Clearly identify how the course will: 1) benefit the learner immediately, 2) benefit the learner in the long-term, and 3) aligns with the industry needs and learner's interests. AR
- Clearly state expectations of course and tips for learner to be successful. C
- Provide course map and allow user choice of content direction and self-paced completion. RC

Throughout:

- Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR
- Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC
- Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR
- Use competition and gamification to stimulate problem solving and achievement orientation; providing opportunity for extrinsic rewards and public recognition. ARCS
- Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

End:

- State a call to action pertaining to what the learner can do after completing course, how they can apply their skills and knowledge, and where they can seek out additional information. ARS
- Provide certificate of completion or skill/knowledge badges to incentivize learning. RCS
- Ask for learner feedback for course improvement. C

6.3.3 Step 8: Integration of Attention, Relevance, Confidence, and Satisfaction

Purpose: Integrate with instruction by determining how to combine motivational and instructional design components.

Table 6.7 Course Outline

Course: Show Horse Well-Being

Module 1: Introduction

- Lesson 1: # Reasons Why This Course Will Benefit You
- Lesson 2: # Tips to Be Successful in This Course
- Lesson 3: Where to Next? (Course Navigation)

Module 2: Standards of Care and Treatment for Horses

- Module Overview
- Lesson 1: Measures of Well-Being
- Lesson 2: Freedom from Hunger and Thirst
- Lesson 3: Freedom from Discomfort
- Lesson 4: Freedom from Pain, Injury, or Disease
- Lesson 5: Freedom to Express Normal Behavior
- Lesson 6: Freedom from Fear and Distress

Module 3: Well-Being Considerations for Show Horses

- Module Overview
- Lesson 1: Transportation
- Lesson 2: Environmental Variation
- Lesson 3: Exposure to Disease
- Lesson 4: Social Considerations
- Lesson 5: Housing
- Lesson 6: Training
- Lesson 7: Level of Performance

Module 4: Evaluating Show Horse Well-Being

- Module Overview
- Lesson 1: Case Study 1: Western Pleasure/Hunter Under Saddle Horse

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- Lesson 2: Case Study 2: Reining Horse
- Lesson 3: Case Study 3: Halter Horse
- Lesson 4: Case Study Comparison 1
- Lesson 5: Case Study Comparison 2

Module 5: State of Show Horse Well-Being

Module Overview

- Lesson 1: Reliance on Physical Metrics of Well-Being
- Lesson 2: Perceived Occurrence and Observations
- Lesson 3: Overview Factors that Influence Behavior: Environmental, Personal, Behavior
- Lesson 4: Environmental: Rules and regulations
- Lesson 5: Environmental: Social Norms
- Lesson 6: Personal: Understanding of Horse Welfare
- Lesson 7: Personal: Attitude Toward Horses
- Lesson 8: Personal: Individual Differences
- Lesson 9: Behavior: Reinforcement from Success
- Lesson 10: Behavior: Reward-Punishment Pendulum

Module 6: Promoting Show Horse Well-Being

Module Overview

- Lesson 1: Creating Awareness
- Lesson 2: Investigate Before Doing
- Lesson 3: Empathy and Moral Reasoning
- Lesson 4: Social Norms and Sanitized Language
- Lesson 5: Talk About It!

Module 7: Future Directions

Module Overview

- Lesson 1: Summary
- Lesson 2: Call to Action
- Lesson 3: Learn More

Appendix:

- Course Feedback
- Certificate/Badge of Completion

Table 6.8 Example Detailed Lesson Plan

(See appendix C for complete set of detailed lesson plans.)

Detailed Lesson Design Plan 2.1**Course Title: Show Horse Well-Being****Module Title: Standards of Care and Treatment for Horses****Lesson Title:** Measures of Well-Being

Terminal Learning Objective: Learners will be able to define well-being and describe the metrics of assessment (physical, mental, and behavioral).

Overall Instructional Strategy: Definitions and examples for understanding well-being/welfare.

Lesson Motivational Strategy Overview: Motivate learners by building a solid understanding of well-being to maintain attentions and build confidence, and integrate interactive assessments to maintain relevance and build confidence.

Time Required: ~3 Minutes

Learning Objective #1:	Learners will be able to define well-being to include physical, mental, and behavioral metrics of assessment.
Content Outline:	Explain the definition of well-being through the metrics of physical, mental, and behavioral assessments. Provide reason as to why these are valid and together holistic measurements of well-being. Explain similarity of well-being and welfare and the contexts that they generally used to address misconceptions of welfare.
Instructional Tactics:	Definitions and examples.
Motivational Tactics:	Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC
	Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

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Assessments:	During Lesson 2.1: Match the correct sets of words to create the definition of well-being. Post Module 2: What are the three metrics for assessing well-being?
Resources:	Fraser (2008); Hockenull & Whay (2014)
Learning Objective #2:	Learners will be able to define the Five Freedoms as a set of minimum standards to assess the current state of animal well-being.
Content Outline:	Explain the definition, use, and conception of the Five Freedoms and it's level of acceptance in the animal welfare science community.
Instructional Tactics:	Definitions and examples.
Motivational Tactics:	Same as objective 1.
Assessments:	During Lesson 2.1: Match the correct sets of words to create the definition of the Five Freedoms. Post Module 2: Which definition of the Five Freedoms is correct?
Resources:	FAWC (2009); McCulloch (2013)
Learning Objective #3:	Learners will be able to identify the Five Freedoms with use of the primary description words (hunger and thirst; discomfort; pain, injury, and disease; normal behavior; and fear and distress).
Content Outline:	Explain the definition of each of the Five Freedoms and how they generally relate to mental, physical, and behavioral metrics of well-being. Provide examples as necessary to build a concrete connection between well-being metrics of assessments and each freedom.
Instructional Tactics:	Definitions and examples.
Motivational Tactics:	Same as objective 1.
Assessments:	During Lesson 2.1: Identify Five Freedoms from a list of options. Post Module 2: From the word choice provided, complete each of the following sentences to define each of the Five Freedoms.
Resources:	FAWC (2009); Fraser (2008); Hockenull & Whay (2014); McCulloch (2013)

6.4 Future Directions

6.4.1 Develop Phase

Purpose: Select and develop materials by locating or creating materials to achieve motivational objectives.

This phase is the simplest in description, but requires the greatest amount of time and effort. In this phase the e-learning course will be developed based on the information outline in the previous two phases. To aid in this process, it is recommended that the developer create a priority schedule, or sequential list of tasks needed to complete the development of the course. It is also advisable to make a list of the specific products that will be developed. For example, in addition to the e-learning course, a voluntary course feedback survey and certificate/badges of competition need to be developed. There may be other products such as printable worksheets or guides that accompany specific lessons. By the end of this phase a complete draft of the e-learning course will be developed.

6.4.2 Pilot Phase

Purpose: Evaluate and revise by determining possible motivational effect of course, expected and unexpected.

In this phase there are three primary steps: 1) develop evaluation protocol and questionnaire, 2) conduct a pilot testing of the course and collect data from the evaluation questionnaire, and 3) revise the course based on the findings from the pilot test. During the first step the developer will need to identify: 1) who will pilot test the course, 2) how and when will the pilot test occur, 3) what will be the evaluation

questions, and 4) how will data be collected from the questionnaire. The second step, pilot testing of the course, should follow the plan established in the first step. During the third step, the developer should summarize the findings from the pilot test and determine what revisions are needed. After revisions have been made, the course should be ready to launch. It is important, however, for the course to be continually monitored and regularly evaluated to address any previously unidentified or new issues require course revision.

6.5 Summary

This chapter presented the design of an e-learning course based on the theories and principles discussed in Chapter 2 and the findings from Chapters 3, 4, and 5. The ARCS Motivational Design Model was used to guide the process and ensure integration of appropriate motivational tactics with the instructional components. The intent of the course is to address the educational needs which emerged from the findings of Chapters 3, 4, and 5. This included: 1) creating awareness of the current state of stock-type show horse well-being, 2) deterring the occurrence of harmful behaviors toward stock-type show horses, and 3) increasing the ownership of responsibility. It is the intent of the author to develop this course in the near future.

CHAPTER 7. CONCLUSION: A MODEL FOR UNDERSTANDING AND INFLUENCING BEHAVIORS TOWARD SHOW HORSES

7.1 Introduction

As Chapters 3, 4, and 5 have already provided discussion, conclusions, and recommendations for research and practical application of findings related to this study. This chapter will bring together those findings to inform the development of a model or guide for understanding and influencing behaviors toward show horses. In essence, this model will be a summary of the research project presented in this dissertation and provide a framework for future research to build on. The outline of the model is presented in Figure 7.1.

7.2 Current State of Show Horse Welfare

It is the responsibility of those involved in the horse industry to ensure horses are respected and treated with the utmost dignity. A variety of horse organizations have clearly stated a commitment to improving horse welfare. Despite this commitment, welfare compromises of varying degrees persist. Although the concerned public and the stock-type show horse industry both place high value on the welfare of horses, there remains dissonance between the two groups regarding what constitutes a compromise

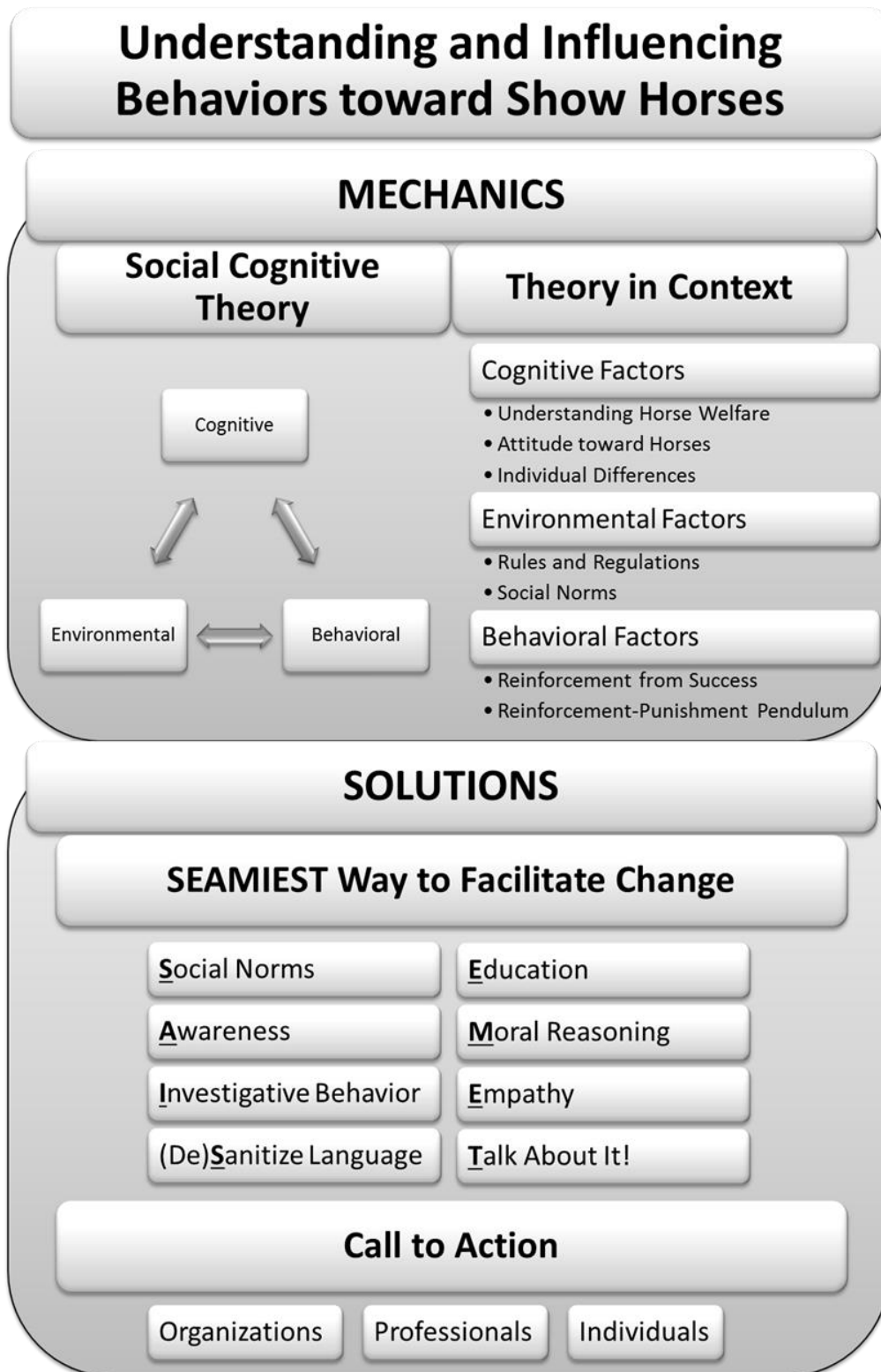


Figure 7.1 A model for understanding and influencing behaviors toward show horses

of welfare. This is arguably due to an incomplete understanding of welfare within the stock-type horse show industry by prioritizing physical metrics of welfare assessment above mental and behavioral metrics.

Show officials in the stock-type industry noted concern for novices, amateurs, and young trainers as they may not have the experience and knowledge necessary to make sound decisions related to the handling, training, and treatment of the horses in their care. Moreover, these individuals are thought to frequently employ practices that they have observed others performing without having the skills or knowledge to do so appropriately. Another area of noted concern by show officials was the unrealistic expectations and prioritization of winning of professional trainers. The financial pressures of satisfying a client's desires and the social pressures of winning and establishing a reputation influence an individual's decision-making processes may cause these individuals to choose an unethical behavior, such as compromising the horse's welfare to increase the chances of winning in an attempt to satisfy or lessen those pressures.

There is recognition among industry stakeholders that there are certain practices exhibited at stock-type breed shows that may be harmful to the horse's welfare. The specific practices, considered inhumane by association guidelines, that survey respondents indicated the most common occurrence of included excessive jerking on the reins, excessive spurring, induced excessive unnatural movement, excessively repetitious aid or practice, and excessive continued pressure on the bit.

The show officials interviewed for this study stated that they had perceived positive change in the stock-type show horse industry over the past decade such as the way horses are trained, managed, and bred. However, despite perceived progress, the fact is not diminished that more improvements are needed. Welfare concerns for the horse are not going to disappear and must remain a top priority for all industry stakeholders.

7.3 Mechanics

7.3.1 Social Cognitive Theory and Moral Disengagement

To effectively take action against and reduce incidents of inhumane treatment to horses requires an understanding of the reasons for inhumane treatment. A theoretical perspective that frames the concepts of educational intervention and behavior change, as well as provides an explanation and understanding of human behavior is the Social Cognitive Theory (SCT). The SCT depicts continuous interactions among cognitive, behavioral, and environmental factors such that each factor influences the other two as shown below (Bandura, 1977). These interactions provide the premise for understanding how social and environmental factors can influence the attitudes and behaviors of an individual. This theory provides an understanding of why individuals compromise horse welfare, and thus inform decisions on how best to deter the occurrence of harmful and injurious practices and encourage practices focusing on the welfare of the horse.

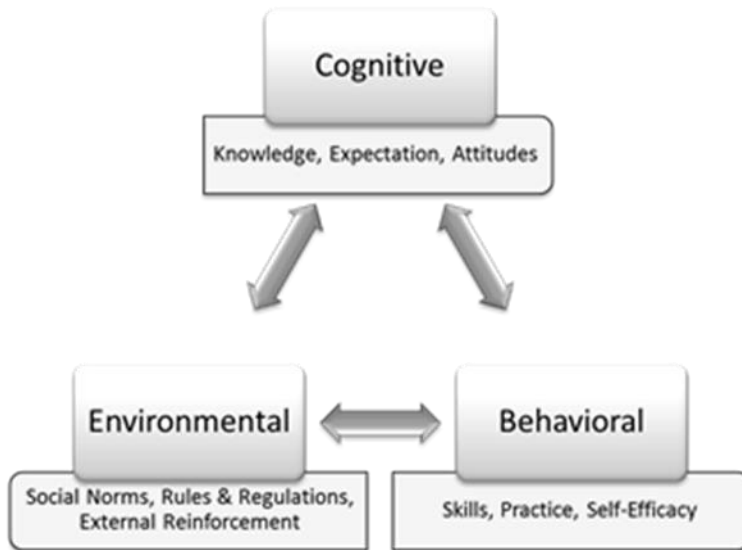


Figure 7.2 Bandura's Social Cognitive Theory

Within this theory is the component of moral disengagement which is based on the premise that humans participate in behaviors that are in line with their moral standards, as such behaviors cause feelings of satisfaction and self-worth (Bandura, 1999b; 1990). Self-sanctions are key to keeping in line with moral standards; however, there are psychological elements that may override self-sanctions and cause an individual to behave in a way that is contradictory to their moral standards. This is the act of moral disengagement. Additionally, gender and empathic characteristics have been identified as antecedents of moral disengagement (Detert, Treviño, & Sweitzer, 2008). There are eight primary mechanisms of moral disengagement which can cause an override of self-sanctions (Bandura, 1999a). These mechanisms and the generalized harm they are anticipated to cause can be seen below in figures 7.3 and 7.4.

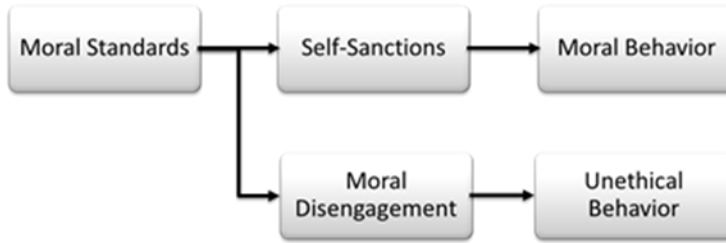


Figure 7.3 Process of Moral Disengagement

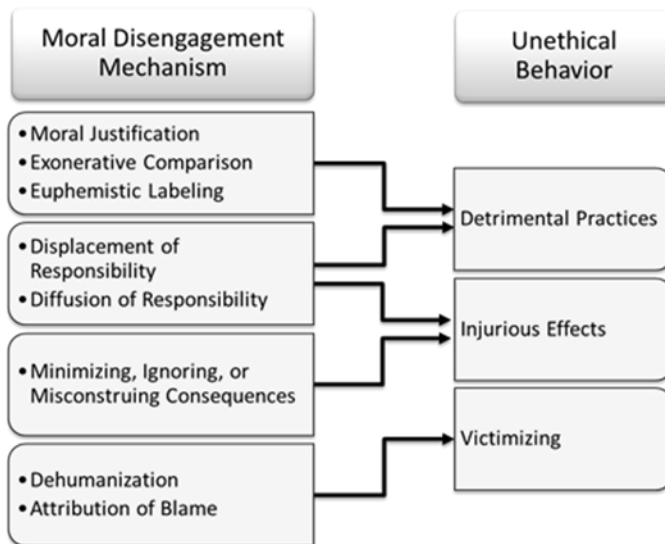


Figure 7.4 Mechanisms of Moral Disengagement and anticipated harm

The SCT provides a foundation for understanding humans and social and environmental factors that influence their behavior (McAlister, Perry, & Parcel, 2008). This theory may provide greater clarity for understanding why individuals compromise horse welfare, and thus inform decisions on how best to deter the occurrence of harmful and injurious practices and encourage practices focusing on the welfare of the horse. Moreover, the SCT may provide a better understanding of

what influences an individual's perception of certain practices to be harmful or not to horse welfare.

7.3.2 Apply Theory to Context

To provide a thorough conceptualization of how the SCT and moral disengagement can be used to better understand the underlying reasons why individuals care for or treat their horse in a certain way, it is helpful to visualize context based examples of how environmental, cognitive, and behavioral factors influence behaviors. The following outlines examples of how these influencing factors can have positive and negative effects on a horse's state of welfare.

7.3.2.1 Environmental Factors

7.3.2.1.1 Rules and Regulations

The rules and regulations established and communicated by a governing association are very influential on the behaviors of stock-type horse show competitors towards their horse. However, the magnitude of this influence may be compromised if an individual perceives there to be minimal to no actual consequences to treating their horse inhumanely (Bandura, 2002a). This perception of consequences may be associated with the likelihood of being caught or reported, or the level or severity of disciplinary action perceived to occur if caught or reported. The establishment of these perceived consequences is closely related to observing another individual inhumanely treating a horse and the observed consequences of

that individual's behavior. Figure 7.5 provides an example of how rules and regulations can impact behavior.

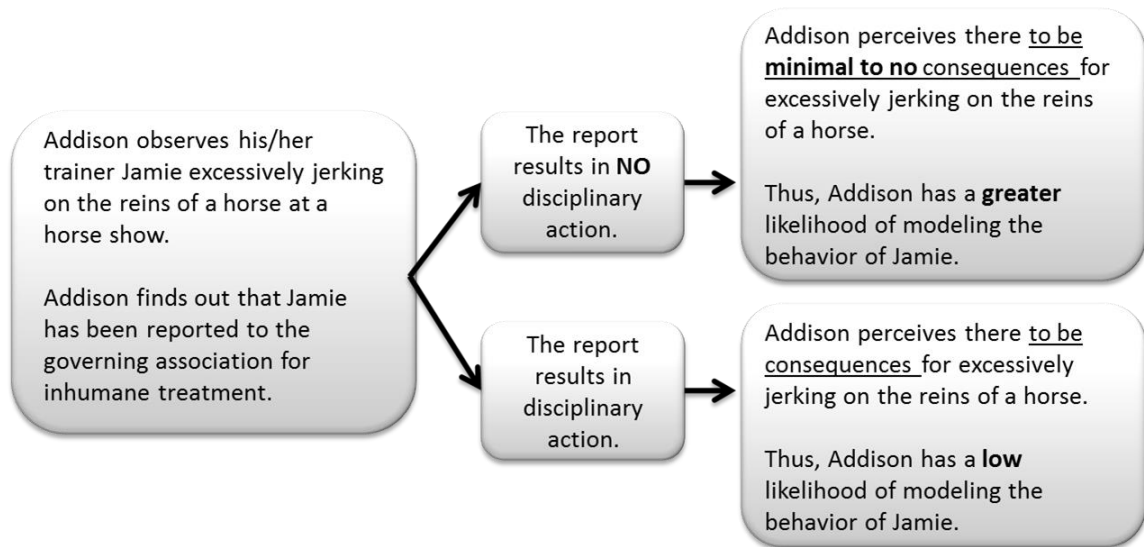


Figure 7.5 Example of environmental factor rules and regulations

7.3.2.1.2 Social Norms

The perception of social norms may influence a competitor's behavior through vicarious reinforcement and peer persuasion. Vicarious reinforcement would be when an individual observes someone else benefitting from treating a horse inhumanely (Bandura, 2002a). Peer persuasion is a form of social influence and would be when the opinion of someone else influences the belief that a certain behavior is acceptable. The opinions of hired trainers and riding instructors can be very influential on an individual's behavior. Figure 7.6 and Figure 7.7 provides examples of how social norms can influence behavior.

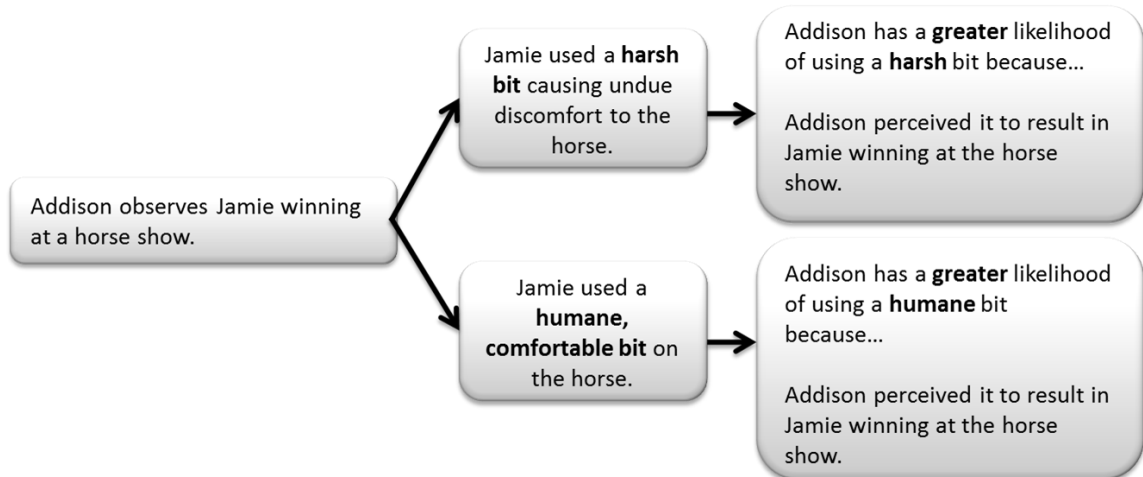


Figure 7.6 Example 1 of environmental factor social norms

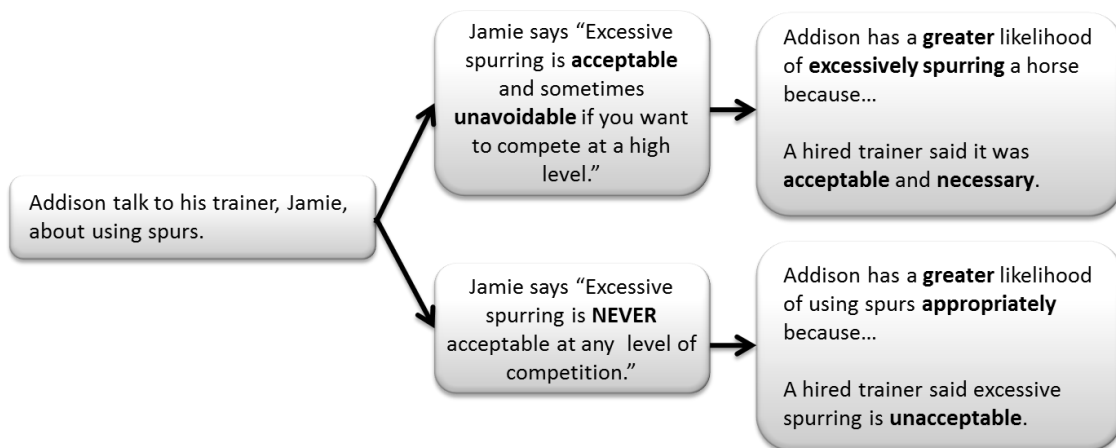


Figure 7.7 Example 2 of environmental factor social norms

7.3.2.2 Cognitive Factors

7.3.2.2.1 Understanding Horse Welfare

The degree to which an individual understands horse welfare can also be influential and includes the understanding of how physical, behavioral, and mental conditions may influence an individual's behavior toward a horse. Figure 7.8

provides an example of how an individual's understanding of welfare can influence their behavior.

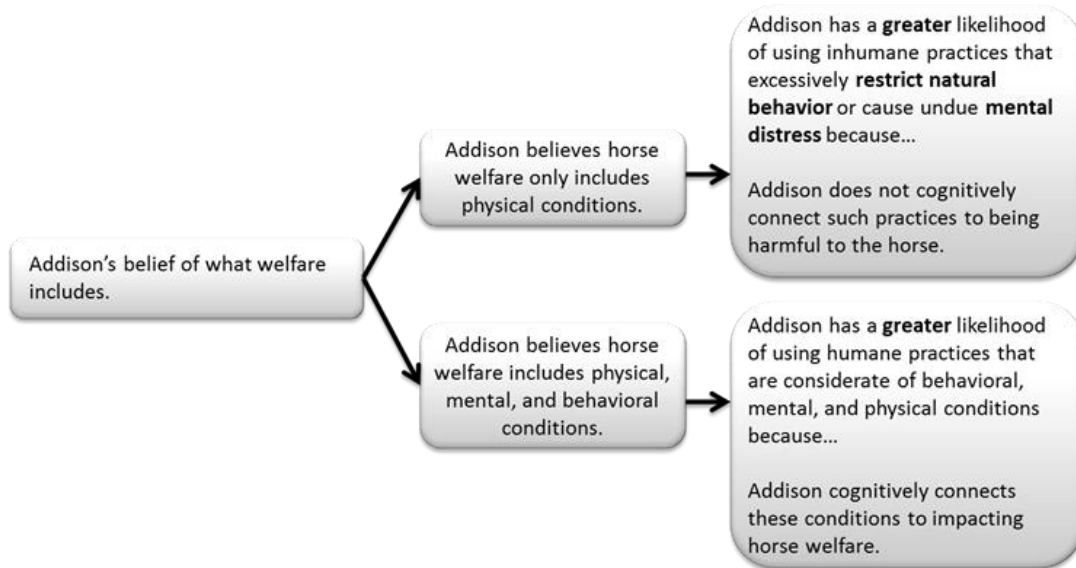


Figure 7.8 Example of cognitive factor of understanding horse welfare

7.3.2.2.2 Attitude toward Horses

The attitudes an individual has toward horses and other animals in general may influence their behavior (Cohen et al., 2009; Hills, 1993). Figure 7.9 provides an example of how an individual's attitude toward horses can influence their behavior.

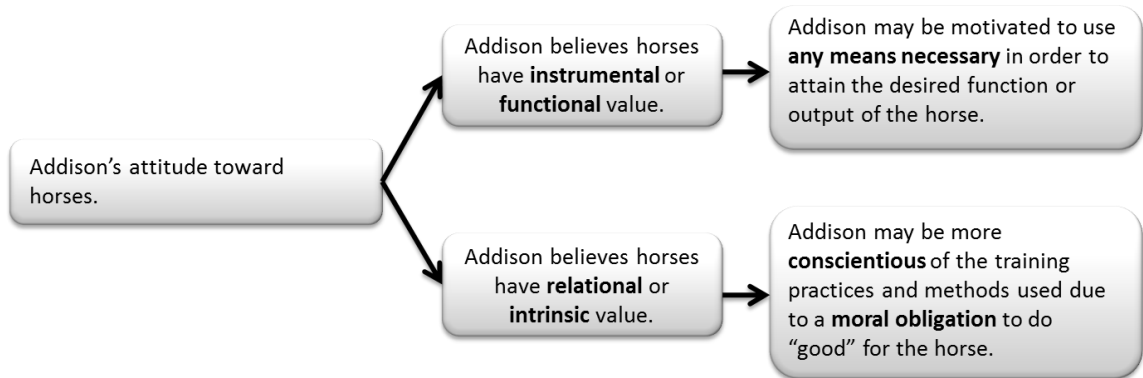


Figure 7.9 Example of cognitive factor attitude toward horses

7.3.2.2.3 Individual Difference

Individual differences of gender and empathy mediate the motivation to view animals as having instrumental, relational, or intrinsic value (Cohen et al., 2009; Hills, 1993). For example, males place greater instrumental value on animals, and individuals with higher empathic traits place greater relational and intrinsic value on animals. The individual differences of being male and low empathic traits have also been found to be antecedents of the propensity to morally disengage (Detert, Treviño, & Sweitzer, 2008). Figure 7.10 provides examples of how individual differences can influence behavior.

Cognitive Remodeling

- Justifying the use of inhumane treatment because others do it
- Using advantageous comparisons such as pointing out that other people treat horses even worse
- Using language that minimizes the severity of the inhumane treatment

Cognitive Distortion

- Displacement or diffusion of responsibility onto others
 - I.e. It is other's responsibility to ensure horses are treated humanely
- Disregarding or denying that the inhumane practices actually cause harm to the horse

Empathic Decay

- Denying horses the right to be treated humanely
- Blaming the horse for being treated inhumanely
 - I.e. If a horse does not perform as desired the individual may use that as justifiable cause to treat the horse inhumanely under the premise that if the horse had performed correctly it would not be treated in such a way

Figure 7.10 Examples of cognitive factor individual differences

7.3.2.3 Prior Behavior

7.3.2.3.1 Reinforcement from Success

Factors of previous behaviors are also important to consider as previous behavior indirectly influences present behavior via previous behaviors influence on environmental and personal factors (Bandura, 2002b). Figure 7.11 provides an example of how reinforcement from success can influence behavior.

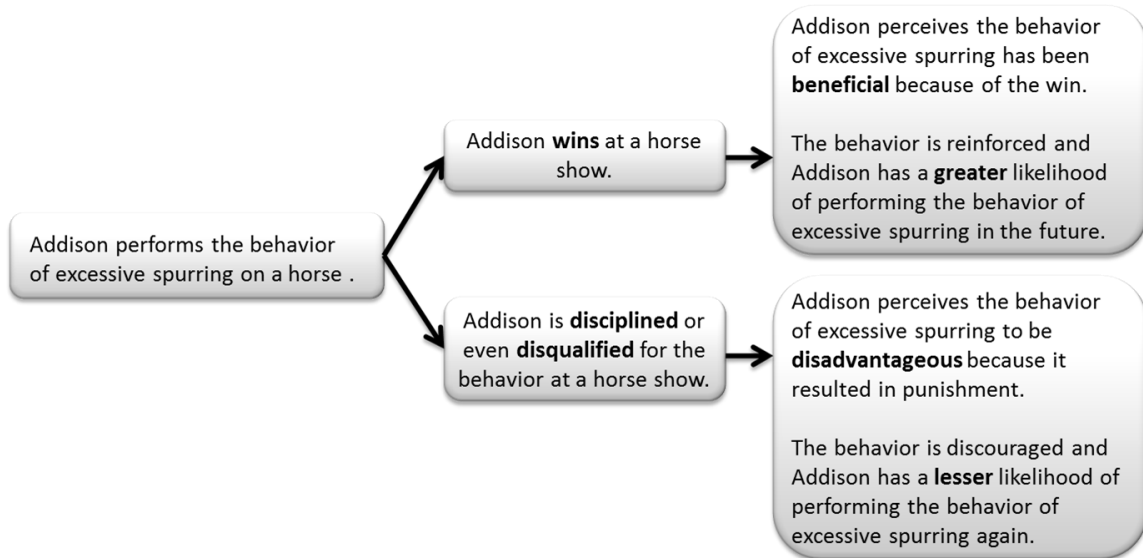


Figure 7.11 Example of prior behavior factor reinforcement of success

7.3.2.3.2 Reinforcement-Punishment Pendulum

Another factor to consider is how an individual balances the benefits and drawbacks of participating in a behavior based on previous experiences with different outcomes. Figure 7.12 provides an example of how the balance of reinforcement and punishment can influence behavior.

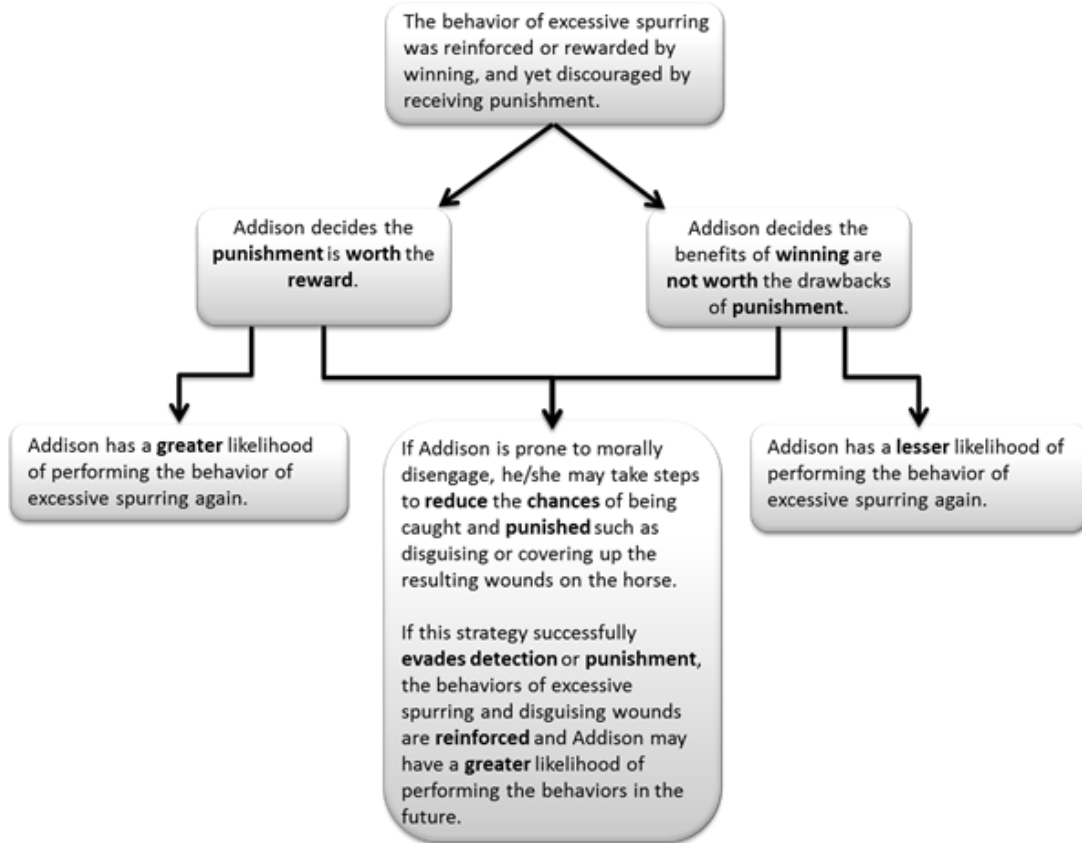


Figure 7.12 Example of prior behavior reinforcement-punishment pendulum

7.4 Solutions

It is important to address such issues at the source, or reason for their occurrence, and not only deter practices through penalties and punishments. Based on an understanding of the Social Cognitive Theory and its moral disengagement framework (Bandura, 1977) to comprehend the factors that influence behaviors that result in harm to a horse, recommendations can be made for strategies to effectively address inhumane treatment to stock-type show horses.

7.4.1 SEAMIEST Way to Facilitate Change

Eight ways to reduce compromises to show horse welfare are outlined below and use the acronym SEAMIEST which stands for: Social norms, Education, Awareness, Moral reasoning, Investigative behavior, Empathy, de-Sanitized language, and Talk about it. The follow describes ways to reduce the incidence of harmful behaviors to show horses.

1. Social Norms

- Emphasize social norms do not tolerate inhumane treatment toward horses.
- Work against the normalization of harmful practices toward horses.
- Highlight and bring attention to people using humane practices.

2. Education

- Provide opportunities for individuals to gain experience and knowledge necessary to make sound decisions related to the handling, training, and treatment of the horses in their care.
- Provide a greater number of accessible educational opportunities and positive role models to emulate.
- Promote personal and skill development and self-efficacy.
- Provide evidence that certain practices are indeed harmful to the horse and may impact the horse's welfare in the short- and long-term.

3. Awareness

- Emphasize an understanding welfare from a holistic approach that addresses the physical, behavioral, and mental needs of the horse.
- Emphasize current issues and their impact on horse welfare.

4. **M**oral Reasoning

- Emphasize a values-based framework for decision-making that is ethically justifiable by maximizing the good consequences, limiting the harm, considering the rights of the animal, and humans' duty or responsibly for the animal.
- Emphasize what are morally acceptable practices, what level of harm is acceptable in complex, real-life situations, and what are legitimate management practices.
- Share dilemma scenarios that emphasize positive moral judgment.
- Promote ethical discourse and discussion.

5. **I**nvestigative Behavior

- Emphasize investigating practices for their level of acceptability and soundness before adopting them.
- Emphasize investigating professionals and the practices they use before hiring them.

6. **E**mpathy

- Emphasize harmful effects of behavior on horse, self, and community.
- Encourage exposure and observation of others different from self and identification of similarities.

7. (De)Sanitized Language

- Discourage sanitized language that minimizes the harmful effects of various practices.
- Encourage the use of language that accurately depicts the effects of various practices.

8. Talk About It!

- Encourage discussion about issues and solutions with stakeholders.

7.4.2 Call to Action

In addition to promoting strategies for reducing the frequency of compromises to show horse welfare, it is also important to provide motivation and direction for stakeholders to achieve this. The following provides such direction and categorizes stakeholders by organizations, professionals, and individuals.

Organizations should...

1. Collaborate among associations with an emphasis on horse welfare that is presented to stakeholders with a unified and consistent message.
2. Use handbooks to, not only deter harmful practices, but also help educate competitors on why certain practices are harmful to the horse.
3. Provide rules and regulations based on sound and ethical judgments that are presented clearly and distributed to all membership and appropriate stakeholders.
4. Establish consistent enforcement of rules through disciplinary action and communicate enforcement efforts publicly with their stakeholders.

5. Educate stakeholders on the reasons why certain training techniques or methods are inhumane and harmful to the horse.
6. Proactively focus efforts on shaping future behaviors.

Professionals should...

1. Assess the treatment of horses within their profession and address concerns witnessed in a respectful and appropriate manner.
2. Be a resource for others in the industry to answer questions about the care and treatment of horses and provide sound and justified advice.
3. Work with other professionals toward the goal of safeguarding the welfare of show horses.
4. Understand the value perceived in their opinion by stakeholders and be role models for treating horses appropriately with consideration to their well-being.

Individuals should...

1. Ensure horses they own or work with are treated with the utmost respect and protected against unnecessary harm and mistreatment.
2. Provide their horses with the highest practical level of care and treatment possible.
3. Remain vigilant to the way in which fellow horsemen and horsewomen treat and care for their horse.

4. Be a steward for the horse and confront observed concerns or document and report them to the appropriate authority.

7.5 Concluding Thoughts

The model presented here provides a framework for understanding what influences individual's behaviors towards horses. This model serves two primary functions. First, it can be used as a practical guide for the design and development of industry efforts to effectively reduce compromises to show horse welfare. Second, it can be used as a foundation for future research related to not only stock-type show horse welfare, but for the care and treatment of any horse. In closing, it is important to recognize that the welfare of show horses and horses in general will always be a concern and at the forefront of industry discussions. The model presented here is only the start of understanding people's behavior toward horses. Much research and a deeper understanding is yet needed.

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APPENDICES

Appendix A Interview Script and Questions

Opening:

Thank you for agreeing to participate in this study. Your participation will help address some of the horse industry's concerns regarding the welfare of show horses. I will ask you several types of questions about your knowledge and perception of practices that compromise the welfare of show horses. There are no right or wrong answers –I am just interested in your opinion. You do not have to answer any questions you do not want to answer, and you may stop this interview at any time.

At times, it may seem that I am repeating questions or asking very obvious questions. This is part of the interview technique I am using to better understand your answers. If it's OK with you, I would like to record this interview to help me to be accurate when I put your responses in written form later. The recordings will be destroyed after all the responses are typed up. Any answers you do give me will be summarized along with responses from other people – there will be no way to connect this information back to you. Do you have any questions about this process? <Answer any questions and address any concerns. Record interview only if given permission.> I will turn the recorder on now.

Question Section 1:

To begin, I will ask you about role and experience at horse shows:

1. What role(s) do you have at horse shows? For example are you a judge, show manager, or steward?

2. What level of competitions do you act as a [judge, show manager, or steward]?
3. What breeds and/or disciplines do you work with?
4. How many years have you acted as a [judge, show manager, or steward]?
5. This next set of questions pertain to the concept of animal welfare:
6. How do you define animal welfare?
 - a. Why?
7. How do you define horse welfare?
 - a. Why?
8. How do you define show horse welfare?
 - a. Why?

Question Section 2:

Now I will be asking you question about specific Compromises to Show Horse

Welfare:

1. In your role as a [judge, show manager, or steward], what are the five most frequent compromises to horse welfare that you observe at horse shows?
2. Describe in depth the two compromises to show horse welfare that you most frequently observe as a [judge, show manager, or steward].
3. Are there other practices that compromise the show horse's welfare that you do not observe, but know happen at horse shows? If so, can you please describe these practices and explain how you know they occur?

4. Are you aware of any welfare compromising practices that horse show participants use, but do not realize they are compromising their horse's welfare? If so, can you please describe these practices?
5. Whose responsibility is it to regulate and enforce rules and practices related to show horse welfare?

Question Section 3:

The final set of questions I have for you pertain to your Perception of

Compromises to Show Horse Welfare:

1. Who do you most frequently observe or know are conducting practices that compromise the welfare of show horses?
 - a. Probe: Why do you believe this to be the case? OR How do you know this?
 - b. Probe: How often is this taking place within this group(s)?
 - c. Probe: Are such occurrences becoming more frequent, less frequent, or staying the same? Why?
2. When in an individual's horse showing career do you see them starting to make the decision to practice techniques that compromise show horse welfare?
 - a. Probe: Why do you believe individuals decide to practice techniques that compromise show horse welfare?
3. Do you notice any patterns or sequence of events that may cause an individual to practice techniques that compromise show horse welfare?

4. Do you believe that it is possible to train a horse to the highest level of competition using sound horsemanship and not compromising the horse's welfare?
 - a. Probe: Can you describe any instances when this has happened?
 - b. Probe: How often you believe this actually happens?
5. Do you know of any instances in which an individual stopped using practices that compromised their show horse's welfare?
 - a. Probe: If so, please explain how you know this happened and describe the practices and change in behavior.
6. What do you believe is the best approach to effectively intervene in compromises to show horse welfare?

Closing:

Thank you for participating in this interview. Do you have any additional thoughts you would like to share regarding the welfare of show horses?

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Appendix B Questionnaire

Demographics

The purpose of this survey is to help us better understand people's perception of stock type show horse care and treatment.

Regardless of what you know about this topic, your participation is valuable and greatly appreciated. Your responses will provide information that may be used to inform the development of educational curriculum.

This survey will take you **approximately 20 - 40 minutes** to complete. Your responses are **100% confidential**. If you exit the survey before finishing, you may return to complete the survey at anytime.

Thank you!

By completing this survey, you will be entered in a drawing for a **\$50 gift card** to the online tack store of your choice!

You must be 18 years of age or older to participate in this study. Are you 18 years of age or older?

- No. I am under 18 years of age.
- Yes. I am 18 years of age or older.

RESEARCH PARTICIPANT CONSENT FORM
 Perception of Care and Treatment of Show Horses
 Dr. Colleen Brady
 Department of Youth Development and Agricultural Education
 Purdue University
 IRB #1312014333

What is the purpose of this study? The purpose of this study to gain a better understanding of the perception people have about the care and treatment of show horses. In addition to questions pertaining to the care and treatment of horses, survey questions will also include personality characteristics and demographic information.

What will I do if I choose to be in this study? Your voluntary participation in this study includes taking the following survey.

How long will I be in the study? The survey will take approximately 20 - 40 minutes.

What are the possible risks or discomforts? There are no foreseeable risks greater than what you would encounter in daily life by your participation in this study. Breach of confidentiality is an associated risk of research. Safeguards are in place to minimize this risk and include gathering and storing data and related information in secured computer files which are only accessible by the principle investigator and the research assistant.

Are there any potential benefits? There are no direct benefits to you for participating in this study, however, your participation in this study, with others, may help to inform the development on educational curriculum related to the care and treatment of show horses.

Will I receive payment or other incentive? By participating in this survey, you will be eligible to enter in a drawing for a \$50 gift card to the online tack store of your choice. To enter the drawing, you will be prompted to enter your email address at the end of the survey. The winner will be contacted by May 1, 2014. The odds of winning are dependent on the number of survey respondents and estimated to be 1/1000.

Will information about me and my participation be kept confidential? The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight. All responses to survey questions are confidential and cannot be linked back to you. Data from the survey will be stored in a secure computer file. Only the principle research investigator and the research assistant will have access to this file. Data will be retained until May, 2017.

Results of this survey will be reported together. Your responses will not be reported alone. Results of this survey may be shared with industry stakeholders such as breed or discipline associations.

If you voluntarily provide an email address, it will only be used for the purpose requested: 1) you wish to receive information on the development of educational curriculum related to the questionnaire, or 2) you wish to be entered into the drawing. Email addresses will ONLY be used for the purpose described and will be stored in a secure computer file that is only accessible to the principle research investigator and the research assistant.

What are my rights if I take part in this study? Your participation in this study is voluntary. You may choose not to participate or, if you agree to participate, you can withdraw your participation at any time without penalty or loss of benefits to which you are otherwise entitled. If you wish to withdraw at any time, simply exit the survey by closing your browser window or tab. There are no consequences if you decide to withdraw from the study.

Who can I contact if I have questions about the study? If you have questions, comments or concerns about this research project, you can talk to one of the researchers. Please contact Melissa Voigt (voigt@purdue.edu; 765-496-8881) or Dr. Colleen Brady (bradyc@purdue.edu; 765-494-8441).

If you have questions about your rights while taking part in the study or have concerns about the treatment of research participants, please call the Human Research Protection Program at (765) 494-5942, email (irb@purdue.edu) or write to:
Human Research Protection Program - Purdue University
Ernest C. Young Hall, Room 1032
155 S. Grant St.,
West Lafayette, IN 47907-2114

Documentation of Informed Consent

I have had the opportunity to read this consent form and have the research study explained. I have had the opportunity to ask questions about the research study, and my questions have been answered. I am prepared to participate in the research study described above.

- I agree to the statement above and wish to participate in this study.
- I do not wish to participate in this study.

What is your gender?

- Male
- Female

What is your age?

- 18 - 25
- 26 - 35
- 36 - 45
- 46 - 55
- Over 55

Did you grow up on a farm or in an agricultural setting?

- Yes
- No

Do you currently live in a rural, suburban, or urban setting?

- Rural
- Suburban
- Urban (city or town)

What country do you currently live in?

-

USA

Other (Please Specify)

What state do you currently live in?

What is the highest level of education you have completed?

- Grammar School
- High School or Equivalent
- Vocational / Technical School (2 year)
- Some College
- Bachelor's Degree
- Master's Degree
- Doctoral Degree
- Professional Degree (i.e. MD, JD, etc.)
- Other (Please specify)

Horse Related Demographics

Do you ride a horse?

- Yes
- No
- I used to ride.

Do you own a horse?

- Yes
- No
- I used to own horse(s).

How frequently do you ride horse?

- Daily
- Weekly
- Monthly
- Seasonally
- A couple times a year

Are you a horse trainer?

A trainer is defined as a person who is hired to improve the skills of a horse.

- Yes, a professional trainer.
- Yes. I train horses on the side.
- No

Do you use a horse trainer?

- Yes
- No

How frequently do you send the horse(s) you **primarily ride** to the trainers?

- Once a year.
- Multiple times a year.
- My horse lives at the trainers facility.
- I only send my horse to the trainer when there is an issue I cannot address myself.
- I only send my horse to the trainer to be broke to ride.

Approximately how many days annually is your **primary** horse(s) **ridden** by a trainer?

Days

In a normal year, do you take riding lessons from an instructor?

An instructor is a person hired to help improve the rider's skills.

- Yes
- No

How frequently do you take riding lessons in a normal year?

- Weekly
- Monthly
- A couple times a year
- Other (Please specify)

In the past 5 years, what has been your role at horse shows / competitions? *Select all that apply.*

- I do not attend horse shows / competitions.
- Spectator
- Exhibitor (individual competing with horse)
- Official Judge

- Official Steward
- Show Management

How many horse shows / competitions do you attend **EACH YEAR** as a **SPECTATOR**?

- 0
- 1 - 2
- 3 - 5
- 6 - 10
- 11 - 20
- More than 20

How many horse shows / competitions do you attend **EACH YEAR** as an **EXHIBITOR**?

- 0
- 1 - 2
- 3 - 5
- 6 - 10
- 11 - 20
- More than 20

How many **YEARS** have you attended horse shows / competitions as an **EXHIBITOR**?

- 0 Years
- 1 - 2 Years
- 3 - 5 Years
- 6 - 10 Years
- 11 - 20 Years
- More than 20 Years

How many horse shows / competitions do you attend **EACH YEAR** as an **OFFICIAL JUDGE**?

- 0
- 1 - 2
- 3 - 5
- 6 - 10
- 11 - 20
- More than 20

How many horse shows / competitions do you attend **EACH YEAR** as an **OFFICIAL STEWARD**?

- 0
- 1 - 2

- 3 - 5
- 6 - 10
- 11 - 20
- More than 20

How many horse shows / competitions do you attend **EACH YEAR** as **SHOW MANAGEMENT**?

- 0
- 1 - 2
- 3 - 5
- 6 - 10
- 11 - 20
- More than 20

What type of shows / competitions do you attend? *Select all that apply.*

- Draft type breed shows
- Saddle type breed shows (*i.e. Arabian Horse, Morgan Horse, American Saddlebred Horse, etc.*)
- Stock type breed shows (*i.e. American Quarter Horse, American Paint Horse, Appaloosa Horse, Pony of the Americas, etc.*)
- Open Shows (*i.e. open 4-H, saddle club, etc.*)
- Dressage / sport horse competitions
- Gymkhana / gaming competitions
- Racing (flat or harness)
- Rodeo / Ranch Rodeo
- Reining
- Cutting
- Hunter / Jumper
- Polo
- Other (*Please specify. You may enter more than one 'other' by separating each entry with a comma.*)

What **STOCK TYPE** breed(s) of horse(s) do you show / compete with? *Select all that apply.*

- American Paint Horse
- American Quarter Horse (including appendix)
- Appaloosa
- Buckskin
- Palomino
- Pony of the Americas
- Other Stock Type Breed

- Grade Stock Type Horse
- I do not know the breed of my horse.
- Other
- I do not show / compete with a stock type horse.

Are you a member of the **American Paint Horse Association (APHA)** or an affiliate association? *Select all that apply.*

- Member of American Paint Horse Association
- Member of APHA State Affiliate
- Other

Are you a member of the **American Quarter Horse Association (AQHA)** or an affiliate association? *Select all that apply.*

- Member of American Quarter Horse Association
- Member of AQHA State Affiliate
- Other

Are you a member of the **Appaloosa Horse Club (ApHC)** or an Affiliate? *Select all that apply.*

- Member of Appaloosa Horse Club
- Member of ApHC State Affiliate
- Other

Are you a member of a buckskin association or affiliate? *Select all that apply.*

- Member of International Buckskin Horse Association (IBHA)
- Member of IBHA State Affiliate
- Member of American Buckskin Registry Association (ABRA)
- Member of ABRA State Affiliate
- Other

Are you a member of a palomino association or affiliate? *Select all that apply.*

- Member of Palomino Horse Association (PHA)
- Member of PHA State Affiliate
- Member of Palomino Horse Breeders Association (PHBA)
- Member of PHBA State Affiliate
- Other

Are you a member of the **Pony of the Americas Club (POAC)** or affiliate? *Select all that apply.*

- Member of Pony of the Americas Club
- Member of POAC State Affiliate
- Other

Are you a member of the following associations or affiliates? *Select all that apply.*

- Member of National Snaffle Bit Association
- Member of National Reining Horse Association (NRHA)
- Member of NRHA State Affiliate
- Member of United States Equestrian Federation
- Other

What class(es) do you exhibit your horse(s) in when attending a **STOCK TYPE BREED SHOW** (i.e. AQHA, APHA, POAC, etc)? *Select all that apply.*

- Halter
- Showmanship at Halter
- Western Pleasure
- Ranch Pleasure
- Western Horsemanship
- Western Riding
- Trail
- Reining
- Cutting
- Working Cow Horse
- Boxing
- Roping
- Tie-Down Roping
- Breakaway Roping
- Heading and Heeling
- Team Penning
- Ranch Sorting
- Ranch Horse
- Hunter Under Saddle
- Pleasure Driving
-



Impact Training Intensity

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.



Impact Body Condition

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.



	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Feeding a healthy horse with a moderate workload a diet/ration of 40% concentrates or grains by weight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Training

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Use of training methods that use <i>positive reinforcement</i> or giving the horse a reward after performing a desired response.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Use of training methods that use <i>the horse's fear response</i> to achieve a desired response.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Use of training methods that use <i>intimidation</i> to achieve a desired response in the horse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Use of training methods that use <i>pain</i> to achieve a desired response in the horse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Housing Pasture

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Housing 15 horses together in a 13 acre pasture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing 20 horses together in a 5 acre pasture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing 1 horse alone in a pasture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Housing

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
A horse being continually threatened by other horses in their housing environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A horse being accustomed to their environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Management

Impact Medication

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Medicating an excitable horse with a tranquilizer or sedative, such as Ace, to calm the horse at a show or competition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Medicating a mildly arthritic horse daily with a non-steroidal anti-inflammatory drug (NSAID), such as Bute, to allow the horse to move more comfortably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Medicating an excitable horse with a tranquilizer or sedative, such as Ace, to calm the horse while having horseshoes put on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Medicating a mildly lame horse with a non-steroidal anti-inflammatory drug (NSAID), such as Bute, to allow the horse to perform more comfortably at a show or competition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Legal Equip

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Using legal equipment (as determined by governing association) on a horse <i>at a show or competition</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Using legal equipment (as determined by governing association) on a horse <i>at home</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Trainer

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Selecting a trainer based on <i>their show or competition record</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Selecting a trainer based on <i>what other people say about the trainer</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Training Intensity 2

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Training a healthy horse at a high intensity level for 6 consecutive days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training a healthy horse at a high intensity level for 3 consecutive days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training a healthy horse at a high intensity level for 10 consecutive days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Showing

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Exhibiting a healthy horse in a high intensity show or competition such as Eventing or Reining.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibiting a healthy horse in a flat work show or competition such as Western Pleasure or Hunter Under Saddle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Maneuver Intensity

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Having a healthy horse perform a high intensity movement such as hyperflexion or spins for <i>less than 10 seconds</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Having a healthy horse continually perform a high intensity movement such as hyperflexion or spins for <i>20 seconds or more</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Illegal Equip

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Using illegal equipment (as determined by governing association) on a horse <i>at home</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Using illegal equipment (as determined by governing association) on a horse <i>at a show or competition</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Riding Intensity

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

Clipping a horse's hair around the muzzle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Impact Riding Intensity Mature

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Riding a mature healthy horse for a few days per week at a moderate level of intensity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Riding a mature healthy horse for a few days per week at a high level of intensity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
Riding a mature healthy horse for a few days per week at a low level of intensity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact Rider

Indicate your **first impression** of the following statements as to how it impacts a horse's state of welfare.

-3 indicating Extremely Poor Welfare and +3 indicating Extremely Good Welfare.

	Extremely Poor Welfare -3	-2	-1	0	+1	+2	Extremely Good Welfare +3	I do not know.
A rider modeling a practice he/she observed a successful trainer using on a horse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extremely

Extremely

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
<i>Transportation of a horse in a horse trailer does impact the horse's state of welfare.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agreement Management

Indicate the level to which you agree or disagree with each of the following statements.

For example, if you believe a statement can have either a positive or negative impact on a horse's state of welfare, you would select a level of Agree.

Your response should be reflective of your **first impression** of the statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
<i>Cleaning a horse's hooves daily does impact the horse's state of welfare.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
<i>Preventative health care methods such as regular vaccinations and deworming do impact the horse's welfare.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agreement Showing

Indicate the level to which you agree or disagree with each of the following statements.

For example, if you believe a statement can have either a positive or negative impact on a horse's state of welfare, you would select a level of Agree.

Your response should be reflective of your **first impression** of the statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
<i>The rider's desire to win at a show or competition does impact the horse's state of welfare.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly		Somewhat	Somewhat		Strongly	I do not
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	Disagree	Disagree	Disagree	Agree	Agree	Agree	know.
The <i>number of times a horse is brought to a show or competition</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agreement Ability

Indicate the level to which you agree or disagree with each of the following statements.

For example, if you believe a statement can have either a positive or negative impact on a horse's state of welfare, you would select a level of Agree.

Your response should be reflective of your **first impression** of the statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
The <i>physical fitness</i> of a horse does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
The <i>athletic ability</i> of a horse does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
The <i>ability of a horse to perform as required by the rider</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
A horse's <i>readiness to perform</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agreement Aids

Indicate the level to which you agree or disagree with each of the following statements.

For example, if you believe a statement can have either a positive or negative impact on a horse's state of welfare, you would select a level of Agree.

state of welfare.

Agreement Contact

Indicate the level to which you agree or disagree with each of the following statements.

For example, if you believe a statement can have either a positive or negative impact on a horse's state of welfare, you would select a level of Agree.

Your response should be reflective of your **first impression** of the statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
<i>Social contact</i> with other horses does impact a horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Visual contact</i> with other horses does impact a horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Vocal contact</i> with other horses does impact a horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Physical contact</i> with other horses does impact a horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agreement Exercise

Indicate the level to which you agree or disagree with each of the following statements.

For example, if you believe a statement can have either a positive or negative impact on a horse's state of welfare, you would select a level of Agree.

Your response should be reflective of your **first impression** of the statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
<i>Lunging</i> a healthy horse as the only form of daily exercise does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Riding</i> a healthy horse as the only form of daily exercise does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agreement Feeding

Indicate the level to which you agree or disagree with each of the following statements.

For example, if you believe a statement can have either a positive or negative impact on a horse's state of welfare, you would select a level of Agree.

Your response should be reflective of your **first impression** of the statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
The <i>number of hours per day</i> a horse is eating does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <i>quality of feed fed</i> to a horse does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <i>number of feedings a horse receives per day</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agreement Hormone

Indicate the level to which you agree or disagree with each of the following statements.

<i>horse is housed in</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
<i>The amount of space available for a horse to move about freely</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agreement Rider

Indicate the level to which you agree or disagree with each of the following statements.

For example, if you believe a statement can have either a positive or negative impact on a horse's state of welfare, you would select a level of Agree.

Your response should be reflective of your **first impression** of the statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
<i>The rider's knowledge of horses</i> does impact the state of welfare for the horse the rider is handling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
<i>The rider's expectation of a horse's performance</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
<i>The rider's expectation of the amount of time it will take for a horse to progress to a certain level of performance</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agreement Stalling

Indicate the level to which you agree or disagree with each of the following statements.

For example, if you believe a statement can have either a positive or negative impact on a horse's state of welfare, you would select a level of Agree.

Your response should be reflective of your **first impression** of the statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	I do not know.
The <i>cleanliness of a facility which a horse is housed in</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <i>amount of ventilation in the barn</i> a horse is housed in does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <i>size of the stall</i> a horse is housed in does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <i>amount of time a horse spends in a stall</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <i>type of stall bedding used</i> does impact the horse's state of welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agreement Trainer

Indicate the level to which you agree or disagree with each of the following statements.

For example, if you believe a statement can have either a positive or negative impact on a horse's state of welfare, you would select a level of Agree.

Your response should be reflective of your **first impression** of the statement.

The compatibility or suitability of the rider and a horse does impact the horse's state of welfare.



Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree I do not know.

The rider's previous experience with horses does impact the state of welfare for the horse the rider is handling.



Comments2

Just a few more questions! You are nearly done!

If you have any thoughts or comments at this time, please share them below.

Influence

In your opinion, how frequently do you BELIEVE the following occurs at STOCK TYPE HORSE SHOWS (i.e. Quarter Horse, Reining, Paint Horse)?

	This Never Occurs	This Rarely Occurs	This Occurs Sometimes	This Occurs Often	This Occurs All The Time
Excessive Spurring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive Whipping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive Jerking of Reins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive Continued Pressure on Bit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessively Repetitious Aid or Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hyperflexion or Excessive Flexion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inappropriate Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inappropriate Use of Suitable Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bit Use Causing Undue Discomfort or Stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riding in a Manner Causing Undue Discomfort or Distress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Training Techniques Causing Undue Discomfort or Distress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Unsafe Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Techniques					
Poor Health Condition of Horse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negligent Treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Induced Excessive, Unnatural Movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (if needed) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (if needed) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How frequently do you **PERSONALLY WITNESS** the following at **STOCK TYPE HORSE SHOWS** (i.e. Quarter Horse, Reining, Paint Horse)?

	Never	Rarely	Sometimes	Most of the Time	At Every Show
Excessive Spurring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive Whipping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive Jerking of Reins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive Continued Pressure on Bit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessively Repetitious Aid or Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hyperflexion or Excessive Flexion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inappropriate Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inappropriate Use of Suitable Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bit Use Causing Undue Discomfort or Stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Riding in a Manner Causing Undue Discomfort or Distress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Training Techniques Causing Undue Discomfort or Distress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Unsafe Training Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor Health Condition of Horse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negligent Treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Induced Excessive, Unnatural Movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (if needed) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (if needed) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When making decisions related to your show / competition horse, how influential are the following?

	Not At All Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential
Other Competitor's Opinion of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation of Other Competitor Implementing Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Close Friend's Opinion of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family's Opinion of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hired Trainer's Opinion of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hired Riding Instructor's Opinion of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judge's Opinion of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judge's Placing of Individuals Using Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Association's Governing Handbook Rules Related to Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perceived Social Acceptance of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How influential are the following when making decisions related to your show / competition horse?

	Not At All Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential
Peer Competitor's Opinion of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Superior Competitor's Opinion of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inferior Competitor's Opinion of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How influential are the following when making decisions related to your show / competition horse?

	Not At All Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential
Observation of Superior Competitor Implementing Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation of Peer Competitor Implementing Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation of Inferior Competitor Implementing Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Select the following statement you agree most strongly with.

- I am **not willing** to change my current training and show or competition preparation practices in the **next 6 months** to be more thoughtful or attentive of the horse's state of welfare.
- I am **thinking about** changing my current training and show or competition preparation practices in the **next 6 months** to be more thoughtful or attentive of the horse's state of welfare.
- I am **thinking about** changing my current training and show or competition preparation practices in the **next month** to be more thoughtful or attentive of the horse's state of welfare.
- I have **already made some progress** changing my current training and show or competition preparation practices to be more thoughtful or attentive of the horse's state of welfare.

Learner Analysis

How do you **PREFER** to receive information about the care and treatment of your show / competition horse?
Select all that apply.

- Veterinarian
- Farrier
- Trainer
- Riding Instructor
- Horse Show Official
- Book
- Association Handbook
- Magazines or Journals
- Magazines or Journals from my Breed / Discipline Association
- Online Magazines or Journals
- Social Media Groups (i.e. Forums, Facebook, Twitter, etc.)
- Internet Search
- Specific Website (Please specify)
- Other (Please specify. You may include more than one entry by separating each entry with a comma.)

How do you currently keep up to date or learn about the care and treatment of your show / competition horse?
Select all that apply.

- I do not keep up to date or learn about this topic.
- Veterinarian
- Farrier
- Trainer
- Riding Instructor
- Horse Show Official
- Book
- Association Handbook
- Magazines or Journals
- Magazines or Journals from my Breed / Discipline Association
- Online Magazines or journals
- Social Media Groups (i.e. Forums, Facebook, Twitter, etc.)
- Internet Search
- Specific Website (Please specify)
- Other (Please specify. You may include more than one entry by separating each entry with a comma.)

Have you ever used the Internet to learn about ANY topic?

- Yes
- No

How was the information presented? *Select all that apply.*

- Videos
- Text-based
- Audio
- Images
- Other

How long was the learning experience?

- Less than 30 minutes
- 30 minutes to 1 hour
- 1 to 3 hours
- More than 3 hours

In the past 6 months, have you looked at any materials on the internet dealing with the care and treatment of show horses?

- Yes
- No

If yes, what was the primary focus of the material? *Select all that apply.*

- Nutrition
- Reproduction
- Health
- Training
- Behavior
- Hoof Care
- Facilities
- Management
- Other (Please specify. You may enter more than one entry by using a comma between entries.)

How much time would you be willing to spend in one sitting to complete a learning lesson on the internet about the care and treatment of show horses?

- Less than 30 minutes

- 30 minutes to 1 hour
- 1 hour to 3 hours
- More than 3 hours

How many separate time sessions would you be willing to spend to complete a learning lesson on the internet about the care and treatment of show horses?

- One time session
- 2 - 3 time sessions
- 4 - 7 time sessions
- More than 7 time sessions

Which of the following word choice do you prefer to describe the standards of appropriately caring for and treating a horse?

- Standards of Welfare for the Horse
- Standards of Well-Being for the Horse
- Standards of Care and Treatment for the Horse

Why do you prefer the word choice you selected?

Would you be interested in receiving information about a free online educational lesson about the care and treatment of stock type show horses?

- Yes
- No

If yes, please enter your email below if you would like us to contact you with more information about a free online educational lesson. Your email address will not be shared or used for any other purposes.

Locus of Control and Sympathy

The next set of questions is directed towards identifying specific personality traits and characteristics. These questions may not appear relevant to the survey topic; however, they are indirectly related as they will provide us with useful information when developing educational curriculum to fit this population and topic.

Please use the rating scale below to describe how accurately each statement describes yourself as you generally are now, not as you wish to be in the future.

	Neither Inaccurate nor	
Moderately	Moderately	Moderately

	Very Inaccurate	Inaccurate	Accurate	Accurate	Very Accurate
I value cooperation over competition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe in an eye for an eye.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I suffer from others' sorrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel sympathy for those who are worse off than myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not interested in other people's problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to dislike soft-hearted people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sympathize with the homeless.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe people should fend for themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't stand weak people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try not to think about the needy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your **first impression**, indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Whether or not I get to be a leader depends mostly on my ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To a great extent my life is controlled by accidental happenings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like what happens in my life is mostly determined by powerful people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether or not I get into a car accident depends mostly on how good a driver I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I make plans, I am almost certain to make them work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often there is no chance of protecting my personal interests from bad luck happenings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I get what I want, it is usually because I'm lucky.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Although I might have good ability, I will not be given leadership responsibility without appealing to those positions of power.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your **first impression**, indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
How many friends I have depends on how nice a						

person I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have often found that what is going to happen will happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is chiefly controlled by powerful others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether or not I get into a car accident is mostly a matter of luck.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People like myself have very little chance of protecting our personal interests when they conflict with those of strong pressure groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting what I want requires pleasing those people above me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your **first impression**, indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
If important people were to decide they didn't like me, I probably wouldn't make many friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can pretty much determine what will happen in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am usually able to protect my personal interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether or not I get into a car accident depends mostly on the other driver.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I get what I want, it's usually because I worked hard for it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In order to have my plans work, I make sure that they fit in with the desires of people who have power over me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is determined by my own actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's chiefly a matter of fate whether or not I have a few friends or many friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have any thoughts or comments, please share them below.

Thank you for taking time to complete this survey.

Please provide an email address that you may be reached at if you are the winner the **\$50 gift certificate**. Your email will not be shared or used for any other purposes.

Appendix C Detailed Lesson Plans

Module 1: Introduction

Terminal Objective: Learners will be able to identify the relevance of the course to them, how to be successful in the course, and how to navigate through the course.

Lessons: Lesson 1: # Reasons Why This Course Will Benefit You
 Lesson 2: # Tips to Be Successful in This Course
 Lesson 3: Where to Next? (Course Navigation)

Detailed Lesson Design Plan 1.1**Course Title: Show Horse Well-Being****Module Title: Introduction****Lesson Title: # Reasons Why This Course Will Benefit You****Terminal Learning** Learners will be able to describe how the course is relevant to their interests**Objective:** and needs.**Overall Instructional Strategy:** Lists and examples of how the course will benefit learners based on their needs and interests.**Lesson Motivational Strategy Overview:** Motivate learners through attention and relevance strategies by 1) making content relatable, 2) inquiring about learner's interests/motives, and 3) clearly stating benefits of course.**Time Required:** ~2 Minutes

Learning Objective #1:	Learners will be able to describe 3 ways this course will benefit them.
Content Outline:	List the ways by which this course will be beneficial to learners. Emphasize the relevance to their interests and activities with horses and how the knowledge and skills gained here will enhance and help address personal and industry needs. Also, provide concrete examples to help the learner visualize application of knowledge and skills in their own situation.
Instructional Tactics:	Lists and examples.
Motivational Tactics:	Use hook to engage or intrigue learners such as stating something controversial or a relatable problem. A Ask questions about learner's background, interests, and motives to be able to customize relevance of course. AR Clearly identify how the course will: 1) benefit the learner immediately, 2) benefit the learner in the long-term, and 3) aligns with the industry needs and learner's interests. AR
Assessments:	During Lesson 1.1: Select 3 of the listed items that you most closely identify with. Post Course: What are 3 ways in which you believe you will be able to apply the knowledge and skills you gained in this course in the future?
Resources:	Use information from the development of modules 2-7 to develop content here.

Detailed Lesson Design Plan 1.2**Course Title: Show Horse Well-Being****Module Title: Introduction****Lesson Title: # Tips to Be Successful in This Course****Terminal Learning Objective:** Learners will be able to describe the course expectations and apply strategies**Objective:** to be successful through this course.**Time Required:** ~2 Minutes**Overall Instructional Strategy:** Lists and examples of how to be successful in course.**Lesson Motivational Strategy Overview:** Motivate learners by building confidence in their ability to complete the course successfully.**Learning Objective #1:** Learners will be able to identify 3 course expectations.**Content Outline:** List course expectations and the amount of effort required to successfully complete this course. Provide examples if necessary the help the learner better visualize how they might meet the requirements on each expectation.**Instructional Tactics:** List and examples.**Motivational Tactics:** Clearly state expectations of course and tips for learner to be successful. C**Assessments:** Pilot Test - Post Course: What are 3 course expectations that you learned about in module 1 that helped you most to be successful in this course?**Resources:** Use information from the development of modules 2-7 to develop content here.**Learning Objective #2:** Learners will be able to describe and apply 3 tips to be successful in this course.**Content Outline:** List tips and strategies that the learner can use to be more successful in this course. Provide examples of how to apply the tips if needed.**Instructional Tactics:** List and examples.**Motivational Tactics:** Clearly state expectations of course and tips for learner to be successful. C**Assessments:** Pilot Test - Post Course: What are 3 tips that you learned about in the 1st module that helped you most to be successful in this course?**Resources:** Use information from the development of modules 2-7 to develop content here.

Detailed Lesson Design Plan 1.3**Course Title: Show Horse Well-Being****Module Title: Introduction****Lesson Title:** Where to Next? (Course Navigation)**Terminal Learning** Learners will be able to navigate through the course.**Objective:****Time Required:** ~2 Minutes**Overall Instructional Strategy:** Step-by-step guidance for how to easily navigate through the course.**Lesson Motivational Strategy Overview:** Motivate learners by building confidence in their ability to navigate the course successfully.**Learning Objective #1:** Learners will be able to identify and apply the process and 2 options for navigation of this course.**Content Outline:** Present a step-by-step process for how learners can navigate through the course via**Instructional Tactics:** Step-by-step guide.**Motivational Tactics:** Provide course map and allow user choice of content direction and self-paced completion. RC**Assessments:** Pilot Test - Post Course: How did you navigate this course? Was the navigation guide in module 1 helpful for completing the course?**Resources:** Use information from the development of modules 2-7 to develop content here.

Module 2: Standards of Care and Treatment for Horses

Terminal Objective: Leaners will be able to define well-being and describe the general factors that impact the state of well-being.

Lessons: Lesson 1: Measures of Well-Being
 Lesson 2: Freedom from Hunger and Thirst
 Lesson 3: Freedom from Discomfort
 Lesson 4: Freedom from Pain, Injury, or Disease
 Lesson 5: Freedom to Express Normal Behavior
 Lesson 6: Freedom from Fear and Distress

Detailed Lesson Design Plan 2.1**Course Title: Show Horse Well-Being****Module Title: Standards of Care and Treatment for Horses****Lesson Title:** Measures of Well-Being**Terminal Learning** Learners will be able to define well-being and describe the metrics of**Objective:** assessment (physical, mental, and behavioral).**Overall Instructional Strategy:** Definitions and examples for understanding well-being/welfare.**Lesson Motivational Strategy Overview:** Motivate learners by building a solid understanding of well-being to maintain attentions and build confidence, and integrate interactive assessments to maintain relevance and build confidence.**Time Required:** ~3 Minutes

Learning Objective #1:	Learners will be able to define well-being to include physical, mental, and behavioral metrics of assessment.
Content Outline:	Explain the definition of well-being through the metrics of physical, mental, and behavioral assessments. Provide reason at to why these are valid and together holistic measurements of well-being. Explain similarity of well-being and welfare and the contexts that they generally used to address misconceptions of welfare.
Instructional Tactics:	Definitions and examples.
Motivational Tactics:	Present content and tasks is logical order so each builds of the previous with increasing difficulty, being mindful of schema development. AC
Assessments:	Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC During Lesson 2.1: Match the correct sets of words to create the definition of well-being. Post Module 2: What are the three metrics for assessing well-being?
Resources:	Fraser (2008); Hockenhull & Whay (2014)

Learning Objective #2:	Learners will be able to define the Five Freedoms as a set of minimum standards to assess the current state of animal well-being.
Content Outline:	Explain the definition, use, and conception of the Five Freedoms and it's level of acceptance in the animal welfare science community.
Instructional Tactics:	Definitions and examples.
Motivational Tactics:	Same as objective 1.
Assessments:	During Lesson 2.1: Match the correct sets of words to create the definition of the Five Freedoms. Post Module 2: Which definition of the Five Freedoms is correct?
Resources:	FAWC (2009); McCulloch (2013)

Learning Objective #3: Learners will be able to identify the Five Freedoms with use of the primary

Content Outline:	description words (hunger and thirst; discomfort; pain, injury, and disease; normal behavior; and fear and distress). Explain the definition of each of the Five Freedoms and how they generally relate to mental, physical, and behavioral metrics of well-being. Provide examples as necessary to build a concrete connection between well-being metrics of assessments and each freedom.
Instructional Tactics:	Definitions and examples.
Motivational Tactics:	Same as objective 1.
Assessments:	During Lesson 2.1: Identify the Five Freedoms from a list of options. Post Module 2: From the word choice provided, complete each of the following sentences to define each of the Five Freedoms.
Resources:	FAWC (2009); Fraser (2008); Hockenhull & Whay (2014); McCulloch (2013)

Detailed Lesson Design Plan 2.2**Course Title: Show Horse Well-Being****Module Title: Standards of Care and Treatment for Horses****Lesson Title:** Freedom from Hunger and Thirst

Terminal Learning Objective: Learners will be able to describe the Freedom from Hunger and Thirst and care and treatment practices that are directly relate to it.

Overall Instructional Strategy: Describe freedom and provide examples of care and treatment practices that relate to freedom and how may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by building on the understanding of well-being they learned in previous lesson to maintain attentions and build confidence, and integrate interactive assessments to maintain relevance and build confidence.

Time Required: ~2 Minutes

Learning Objective #1:	Learners will be able to describe the Freedom from Hunger and Thirst.
Content Outline:	Provide a concise explanation of the freedom and what it encompasses including the primary metrics of assessment.
Instructional Tactics:	Description.
Motivational Tactics:	Present content and tasks is logical order so each builds of the previous with increasing difficulty, being mindful of schema development. AC
Assessments:	Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC Post Module 2: Select the correct word choices to complete the description of the freedom.
Resources:	FAWC (2009); Fraser (2008); Hockenhill & Why (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2:	Learners will be able to identify care and treatment practices that are directly related to the Freedom from Hunger and Thirst and their resulting impact.
Content Outline:	Provide examples of the types of care and treatment practices that would be included here and the protocol or procedure for assessing how it may impact well-being.
Instructional Tactics:	Examples.
Motivational Tactics:	Same as objective 1.
Assessments:	Post Module 2: Match each care and treatment practice to the correct freedom and indicate if it is likely to impact the state of well-being positively or negatively.
Resources:	FAWC (2009); Fraser (2008); Hockenhill & Why (2014); McCulloch (2013); Salumets (2012)

Detailed Lesson Design Plan 2.3**Course Title: Show Horse Well-Being****Module Title: Standards of Care and Treatment for Horses****Lesson Title:** Freedom from Discomfort

Terminal Learning Objective: Learners will be able to describe the Freedom from Discomfort and care and treatment practices that are directly relate to it.

Overall Instructional Strategy: Describe freedom and provide examples of care and treatment practices that relate to freedom and how may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by building on the understanding of well-being they learned in previous lesson to maintain attentions and build confidence, and integrate interactive assessments to maintain relevance and build confidence.

Time Required: ~2 Minutes

Learning Objective #1:	Learners will be able to describe the Freedom from Discomfort.
Content Outline:	Provide a concise explanation of the freedom and what it encompasses including the primary metrics of assessment.
Instructional Tactics:	Description.
Motivational Tactics:	Present content and tasks is logical order so each builds of the previous with increasing difficulty, being mindful of schema development. AC
Assessments:	Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC Post Module 2: Select the correct word choices to complete the description of the freedom.
Resources:	FAWC (2009); Fraser (2008); Hockenhull & Why (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2:	Learners will be able to describe # of care and treatment practices that are directly related to the Freedom from Discomfort and their resulting impact.
Content Outline:	Provide examples of the types of care and treatment practices that would be included here and the protocol or procedure for assessing how it may impact well-being.
Instructional Tactics:	Examples.
Motivational Tactics:	Same as objective 1.
Assessments:	Post Module 2: Match each care and treatment practice to the correct freedom and indicate if it is likely to impact the state of well-being positively or negatively.
Resources:	FAWC (2009); Fraser (2008); Hockenhull & Why (2014); McCulloch (2013); Salumets (2012)

Detailed Lesson Design Plan 2.4**Course Title: Show Horse Well-Being****Module Title: Standards of Care and Treatment for Horses****Lesson Title:** Freedom from Pain, Injury, or Disease**Terminal Learning Objective:** Learners will be able to describe the Freedom from Pain, Injury, or Disease**Objective:** and # care and treatment practices that are directly relate to it.**Overall Instructional Strategy:** Describe freedom and provide examples of care and treatment practices that relate to freedom and how may impact well-being.**Lesson Motivational Strategy Overview:** Motivate learners by building on the understanding of well-being they learned in previous lesson to maintain attentions and build confidence, and integrate interactive assessments to maintain relevance and build confidence.**Time Required:** ~2 Minutes**Learning Objective #1:** Learners will be able to describe the Freedom from Pain, Injury, or Disease.**Content Outline:** Provide a concise explanation of the freedom and what it encompasses including the primary metrics of assessment.**Instructional Tactics:** Description.**Motivational Tactics:** Present content and tasks is logical order so each builds of the previous with increasing difficulty, being mindful of schema development. AC**Assessments:** Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC**Assessments:** Post Module 2: Select the correct word choices to complete the description of the freedom.**Resources:** FAWC (2009); Fraser (2008); Hockenhull & Whay (2014); McCulloch (2013); Salumets (2012)**Learning Objective #2:** Learners will be able to describe # of care and treatment practices that are directly related to the Freedom from Pain, Injury, or Disease and their resulting impact.**Content Outline:** Provide examples of the types of care and treatment practices that would be included here and the protocol or procedure for assessing how it may impact well-being.**Instructional Tactics:** Examples.**Motivational Tactics:** Same as objective 1.**Assessments:** Post Module 2: Match each care and treatment practice to the correct freedom and indicate if it is likely to impact the state of well-being positively or negatively.**Resources:** FAWC (2009); Fraser (2008); Hockenhull & Whay (2014); McCulloch (2013); Salumets (2012)

Detailed Lesson Design Plan 2.5**Course Title: Show Horse Well-Being****Module Title: Standards of Care and Treatment for Horses****Lesson Title:** Freedom to Express Normal Behavior

Terminal Learning Objective: Learners will be able to describe the Freedom to Express Normal Behavior and # care and treatment practices that are directly relate to it.

Overall Instructional Strategy: Describe freedom and provide examples of care and treatment practices that relate to freedom and how may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by building on the understanding of well-being they learned in previous lesson to maintain attentions and build confidence, and integrate interactive assessments to maintain relevance and build confidence.

Time Required: ~2 Minutes

Learning Objective #1: Learners will be able to describe the Freedom to Express Normal Behavior.

Content Outline: Provide a concise explanation of the freedom and what it encompasses including the primary metrics of assessment.

Instructional Tactics: Description.

Motivational Tactics: Present content and tasks is logical order so each builds of the previous with increasing difficulty, being mindful of schema development. AC

Assessments: Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Post Module 2: Select the correct word choices to complete the description of the freedom.

Resources: FAWC (2009); Fraser (2008); Hockenull & Why (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2: Learners will be able to describe # of care and treatment practices that are directly related to the Freedom to Express Normal Behavior and their resulting impact.

Content Outline: Provide examples of the types of care and treatment practices that would be included here and the protocol or procedure for assessing how it may impact well-being.

Instructional Tactics: Examples.

Motivational Tactics: Same as objective 1.

Assessments: Post Module 2: Match each care and treatment practice to the correct freedom and indicate if it is likely to impact the state of well-being positively or negatively.

Resources: FAWC (2009); Fraser (2008); Hockenull & Why (2014); McCulloch (2013); Salumets (2012)

Detailed Lesson Design Plan 2.6**Course Title: Show Horse Well-Being****Module Title: Standards of Care and Treatment for Horses****Lesson Title:** Freedom from Fear and Distress

Terminal Learning Objective: Learners will be able to describe the Freedom from Fear and Distress and # care and treatment practices that are directly relate to it.

Overall Instructional Strategy: Describe freedom and provide examples of care and treatment practices that relate to freedom and how may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by building on the understanding of well-being they learned in previous lesson to maintain attentions and build confidence, and integrate interactive assessments to maintain relevance and build confidence.

Time Required: ~2 Minutes

Learning Objective #1: Learners will be able to describe the Freedom from Fear and Distress.

Content Outline: Provide a concise explanation of the freedom and what it encompasses including the primary metrics of assessment.

Instructional Tactics: Description.

Motivational Tactics: Present content and tasks is logical order so each builds of the previous with increasing difficulty, being mindful of schema development. AC

Assessments: Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC
Post Module 2: Select the correct word choices to complete the description of the freedom.

Resources: FAWC (2009); Fraser (2008); Hockenhull & Whay (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2: Learners will be able to describe # of care and treatment practices that are directly related to the Freedom from Fear and Distress and their resulting impact.

Content Outline: Provide examples of the types of care and treatment practices that would be included here and the protocol or procedure for assessing how it may impact well-being.

Instructional Tactics: Examples.

Motivational Tactics: Same as objective 1.

Assessments: Post Module 2: Match each care and treatment practice to the correct freedom and indicate if it is likely to impact the state of well-being positively or negatively.

Resources: FAWC (2009); Fraser (2008); Hockenhull & Whay (2014); McCulloch (2013); Salumets (2012)

Module 3: Well-Being Considerations for Show Horses

Terminal Objective: Learners will be able to identify and describe care and treatment practices that are of specific concern for show horses and how they can impact well-being.

Lessons: Lesson 1: Transportation
 Lesson 2: Environmental Variation
 Lesson 3: Exposure to Disease
 Lesson 4: Social Considerations
 Lesson 5: Housing
 Lesson 6: Training
 Lesson 7: Level of Performance

Detailed Lesson Design Plan 3.1**Course Title: Show Horse Well-Being****Module Title: Well-Being Considerations for Show Horses****Lesson Title:** Transportation

Terminal Learning Objective: Learners will be able to explain how transportation can impact a horse's state of well-being and identify and describe care and treatment practices related to the transportation of show horses.

Overall Instructional Strategy: Examples of related practices and general guide of ways the practices may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by maintaining attention through presentation of information logically and using concrete examples, relevance through use of examples and assessments that are relatable to learners' interests, and confidence through building on prior concepts and integration of corrective feedback.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to identify 2 ways transportation can impact the state of well-being.

Content Outline: Provide a general guide as to how transportation can impact mental, physical, and behavioral metrics of well-being.

Instructional Tactics: General guide.

Motivational Tactics: Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post Module 3: Identify 2 ways related practices can impact well-being.

Resources: FAWC (2009); Fraser (2008); Hockenull & Why (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2: Learners will be able to identify and describe 2 of care and treatment practices related to the transportation that can impact the state of well-being for a show horse.

Content Outline: Provide example of different practices that may impact well-being.

Instructional Tactics: Examples

Motivational Tactics: Same as objective 1.

Assessments: Post Module 3: Identify two practices and indicate if it is likely to impact well-being positively, negatively, or neutrally.

Resources: FAWC (2009); Fraser (2008); Hockenull & Why (2014); McCulloch (2013); Salumets (2012)

Detailed Lesson Design Plan 3.2

Course Title: Show Horse Well-Being

Module Title: Well-Being Considerations for Show Horses

Lesson Title: Environmental Variation

Terminal Learning Objective: Learners will be able to explain how environmental variation can impact a horse's state of well-being and identify and describe # of care and treatment practices related to the exposure of show horses to various environments.

Overall Instructional Strategy: Examples of related practices and general guide of ways the practices may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by maintaining attention through presentation of information logically and using concrete examples, relevance through use of examples and assessments that are relatable to learners' interests, and confidence through building on prior concepts and integration of corrective feedback.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to explain 2 ways environmental variation can impact the state of well-being.

Content Outline: Provide a general guide as to how transportation can impact mental, physical, and behavioral metrics of well-being.

Instructional Tactics: General guide.

Motivational Tactics: Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post Module 3: Identify 2 ways related practices can impact well-being.

Resources: FAWC (2009); Fraser (2008); Hockenhill & Why (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2: Learners will be able to identify and describe 2 of care and treatment practices related to the environmental variation that can impact the state of well-being for a show horse.

Content Outline: Provide example of different practices that may impact well-being.

Instructional Tactics: Examples

Motivational Tactics: Same as objective 1.

Assessments: Post Module 3: Identify two practices and indicate if it is likely to impact well-being positively, negatively, or neutrally.

Resources: FAWC (2009); Fraser (2008); Hockenhill & Why (2014); McCulloch (2013); Salumets (2012)

Detailed Lesson Design Plan 3.3

Course Title: Show Horse Well-Being

Module Title: Well-Being Considerations for Show Horses

Lesson Title: Exposure to Disease

Terminal Learning Objective: Learners will be able to explain how exposure to disease can impact a horse's state of well-being and identify and describe # of care and treatment practices related to the exposure of show horses to various diseases.

Overall Instructional Strategy: Examples of related practices and general guide of ways the practices may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by maintaining attention through presentation of information logically and using concrete examples, relevance through use of examples and assessments that are relatable to learners' interests, and confidence through building on prior concepts and integration of corrective feedback.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to explain 2 ways exposure to disease can impact the state of well-being.

Content Outline: Provide a general guide as to how transportation can impact mental, physical, and behavioral metrics of well-being.

Instructional Tactics: General guide.

Motivational Tactics: Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post Module 3: Identify 2 ways related practices can impact well-being.

Resources: FAWC (2009); Fraser (2008); Hockenhill & Why (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2: Learners will be able to identify and describe 2 of care and treatment practices related to the exposure to diseases that can impact the state of well-being for a show horse.

Content Outline: Provide example of different practices that may impact well-being.

Instructional Tactics: Examples

Motivational Tactics: Same as objective 1.

Assessments: Post Module 3: Identify two practices and indicate if it is likely to impact well-being positively, negatively, or neutrally.

Resources: FAWC (2009); Fraser (2008); Hockenhill & Why (2014); McCulloch (2013); Salumets (2012)

Detailed Lesson Design Plan 3.4

Course Title: Show Horse Well-Being

Module Title: Well-Being Considerations for Show Horses

Lesson Title: Social Considerations

Terminal Learning Objective: Learners will be able to explain how the social environment can impact a horse's state of well-being and identify and describe # of care and treatment practices related to the social considerations for show horses.

Overall Instructional Strategy: Examples of related practices and general guide of ways the practices may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by maintaining attention through presentation of information logically and using concrete examples, relevance through use of examples and assessments that are relatable to learners' interests, and confidence through building on prior concepts and integration of corrective feedback.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to explain 2 ways the social environment can impact the state of well-being.

Content Outline: Provide a general guide as to how transportation can impact mental, physical, and behavioral metrics of well-being.

Instructional Tactics: General guide.

Motivational Tactics: Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post Module 3: Identify 2 ways related practices can impact well-being.

Resources: FAWC (2009); Fraser (2008); Hockenull & Why (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2: Learners will be able to identify and describe 2 of care and treatment practices related to the social environment that can impact the state of well-being for a show horse.

Content Outline: Provide example of different practices that may impact well-being.

Instructional Tactics: Examples

Motivational Tactics: Same as objective 1.

Assessments: Post Module 3: Identify two practices and indicate if it is likely to impact well-being positively, negatively, or neutrally.

Resources: FAWC (2009); Fraser (2008); Hockenull & Why (2014); McCulloch (2013); Salumets (2012)

Detailed Lesson Design Plan 3.5

Course Title: Show Horse Well-Being

Module Title: Well-Being Considerations for Show Horses

Lesson Title: Housing

Terminal Learning Objective: Learners will be able to explain how housing can impact a horse's state of well-being and identify and describe # of care and treatment practices related to the housing of show horses.

Overall Instructional Strategy: Examples of related practices and general guide of ways the practices may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by maintaining attention through presentation of information logically and using concrete examples, relevance through use of examples and assessments that are relatable to learners' interests, and confidence through building on prior concepts and integration of corrective feedback.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to explain 2 ways housing can impact the state of well-being.

Content Outline: Provide a general guide as to how transportation can impact mental, physical, and behavioral metrics of well-being.

Instructional Tactics: General guide.

Motivational Tactics: Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post Module 3: Identify 2 ways related practices can impact well-being.

Resources: FAWC (2009); Fraser (2008); Hockenhill & Why (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2: Learners will be able to identify and describe 2 of care and treatment practices related to the housing that can impact the state of well-being for a show horse.

Content Outline: Provide example of different practices that may impact well-being.

Instructional Tactics: Examples

Motivational Tactics: Same as objective 1.

Assessments: Post Module 3: Identify two practices and indicate if it is likely to impact well-being positively, negatively, or neutrally.

Resources: FAWC (2009); Fraser (2008); Hockenhill & Why (2014); McCulloch (2013); Salumets (2012)

Detailed Lesson Design Plan 3.6

Course Title: Show Horse Well-Being

Module Title: Well-Being Considerations for Show Horses

Lesson Title: Training

Terminal Learning Objective: Learners will be able to explain how training can impact a horse's state of well-being and identify and describe # of care and treatment practices related to the training of show horses.

Overall Instructional Strategy: Examples of related practices and general guide of ways the practices may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by maintaining attention through presentation of information logically and using concrete examples, relevance through use of examples and assessments that are relatable to learners' interests, and confidence through building on prior concepts and integration of corrective feedback.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to explain 2 ways training can impact the state of well-being.

Content Outline: Provide a general guide as to how transportation can impact mental, physical, and behavioral metrics of well-being.

Instructional Tactics: General guide.

Motivational Tactics: Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post Module 3: Identify 2 ways related practices can impact well-being.

Resources: FAWC (2009); Fraser (2008); Hockenull & Whay (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2: Learners will be able to identify and describe 2 of care and treatment practices related to the training that can impact the state of well-being for a show horse.

Content Outline: Provide example of different practices that may impact well-being.

Instructional Tactics: Examples

Motivational Tactics: Same as objective 1.

Assessments: Post Module 3: Identify two practices and indicate if it is likely to impact well-being positively, negatively, or neutrally.

Resources: FAWC (2009); Fraser (2008); Hockenull & Whay (2014); McCulloch (2013); Salumets (2012)

Detailed Lesson Design Plan 3.7**Course Title: Show Horse Well-Being****Module Title: Well-Being Considerations for Show Horses****Lesson Title:** Level of Performance

Terminal Learning Objective: Learners will be able to explain how the level of performance asked can impact a horse's state of well-being and identify and describe # of care and treatment practices related to the level of performance asked of show horses.

Overall Instructional Strategy: Examples of related practices and general guide of ways the practices may impact well-being.

Lesson Motivational Strategy Overview: Motivate learners by maintaining attention through presentation of information logically and using concrete examples, relevance through use of examples and assessments that are relatable to learners' interests, and confidence through building on prior concepts and integration of corrective feedback.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to explain 2 ways the level of performance asked can impact the state of well-being.

Content Outline: Provide a general guide as to how transportation can impact mental, physical, and behavioral metrics of well-being.

Instructional Tactics: General guide.

Motivational Tactics: Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post Module 3: Identify 2 ways related practices can impact well-being.

Resources: FAWC (2009); Fraser (2008); Hockenhill & Why (2014); McCulloch (2013); Salumets (2012)

Learning Objective #2: Learners will be able to identify and describe 2 of care and treatment practices related to the level of performance asked that can impact the state of well-being for a show horse.

Content Outline: Provide example of different practices that may impact well-being.

Instructional Tactics: Examples

Motivational Tactics: Same as objective 1.

Assessments: Post Module 3: Identify two practices and indicate if it is likely to impact well-being positively, negatively, or neutrally.

Resources: FAWC (2009); Fraser (2008); Hockenhill & Why (2014); McCulloch (2013); Salumets (2012)

Module 4: Evaluating Show Horse Well-Being

Terminal Objective: Learners will be able to apply the knowledge gain from the previous modules to assess and compare show horse scenarios.

Lessons: Lesson 1: Case Study 1: Western Pleasure and Hunter Under Saddle Horse
 Lesson 2: Case Study 2: Reining Horse
 Lesson 3: Case Study 3: Halter Horse
 Lesson 4: Well-Being Judging Scenarios 1
 Lesson 5: Well-Being Judging Scenarios 2

Detailed Lesson Design Plan 4.1**Course Title: Show Horse Well-Being****Module Title: Evaluating Show Horse Well-Being****Lesson Title:** Case Study 1: Western Pleasure and Hunter Under Saddle Horse

Terminal Learning Objective: Learners will be able to identify critical information and assess the state of well-being for western pleasure and hunter under saddle show horses.

Overall Instructional Strategy: Assessing and comparing well-being of horses.

Lesson Motivational Strategy Overview: Motivate learners to maintain attention by posing scenarios to critically assess, relevance by providing relevant scenarios, and confidence by building on prior knowledge and providing feedback.

Time Required: ~5 Minutes

Learning Objective #1: Learners will be able to critically identify critical information pertaining to the state of well-being for western pleasure and hunter under saddle show horses with 75% accuracy.

Content Outline: Present two scenarios of western pleasure/hunter under saddle horses that are clearly distinguishable. Guide the learner through the determining the critical information.

Instructional Tactics: Guided scenario judging.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: During lesson 1: Assess the two scenarios and identify the 4 most critical information points.

Resources: www.awjac.org

Learning Objective #2: Learners will be able to assess the state of well-being for western pleasure and hunter under saddle show horses with 75% accuracy.

Content Outline: Guide learners through the assessment and comparison of the two scenarios.

Instructional Tactics: Guided scenario judging.

Motivational Tactics: Same as objective 1.

Assessments: During lesson 1: Compare the two scenarios and determine their comparative ranking regarding the state of well-being.

Resources: www.awjac.org

Detailed Lesson Design Plan 4.2**Course Title: Show Horse Well-Being****Module Title: Evaluating Show Horse Well-Being****Lesson Title:** Case Study 2: Reining Horse

Terminal Learning Objective: Learners will be able to identify critical information and assess the state of well-being for reining show horses.

Overall Instructional Strategy: Assessing and comparing well-being of horses.

Lesson Motivational Strategy Overview: Motivate learners to maintain attention by posing scenarios to critically assess, relevance by providing relevant scenarios, and confidence by building on prior knowledge and providing feedback.

Time Required: ~5 Minutes

Learning Objective #1: Learners will be able to critically identify critical information pertaining to the state of well-being for reining show horses with 75% accuracy.

Content Outline: Present two scenarios of reining horses that are easily distinguishable. Guide the learner through the determining the critical information.

Instructional Tactics: Guided scenario judging.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: During lesson 2: Assess the two scenarios and identify the 4 most critical information points.

Resources: www.awjac.org

Learning Objective #2: Learners will be able to assess the state of well-being for reining show horses with 75% accuracy.

Content Outline: Moderately guide learners through the assessment and comparison of the two scenarios.

Instructional Tactics: Guided scenario judging.

Motivational Tactics: Same as objective 1.

Assessments: During lesson 2: Compare the two scenarios and determine their comparative ranking regarding the state of well-being.

Resources: www.awjac.org

Detailed Lesson Design Plan 4.3**Course Title: Show Horse Well-Being****Module Title: Evaluating Show Horse Well-Being****Lesson Title:** Case Study 3: Halter Horse

Terminal Learning Objective: Learners will be able to identify critical information and assess the state of well-being for halter show horses.

Overall Instructional Strategy: Assessing and comparing well-being of horses.

Lesson Motivational Strategy Overview: Motivate learners to maintain attention by posing scenarios to critically assess, relevance by providing relevant scenarios, and confidence by building on prior knowledge and providing feedback.

Time Required: ~5 Minutes

Learning Objective #1: Learners will be able to critically identify critical information pertaining to the state of well-being for halter show horses with 75% accuracy.

Content Outline: Present two scenarios of halter horses that are moderately distinguishable. Guide the learner through the determining the critical information.

Instructional Tactics: Guided scenario judging.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: During lesson 3: Assess the two scenarios and identify the 4 most critical information points.

Resources: www.awjac.org

Learning Objective #2: Learners will be able to assess the state of well-being for halter show horses with 75% accuracy.

Content Outline: Minimally guide learners through the assessment and comparison of the two scenarios.

Instructional Tactics: Guided scenario judging.

Motivational Tactics: Same as objective 1.

Assessments: During lesson 3: Compare the two scenarios and determine their comparative ranking regarding the state of well-being.

Resources: www.awjac.org

Detailed Lesson Design Plan 4.4**Course Title: Show Horse Well-Being****Module Title: Evaluating Show Horse Well-Being****Lesson Title:** Well-Being Judging Scenarios 1

Terminal Learning Objective: Learners will be able to identify critical information and assess and compare the state of well-being for two show horses.

Overall Instructional Strategy: Assessing and comparing well-being of horses.

Lesson Motivational Strategy Overview: Motivate learners to maintain attention by posing scenarios to critically assess, relevance by providing relevant scenarios, confidence by building on prior knowledge and providing feedback, and satisfaction by using completion and extrinsic rewards.

Time Required: ~7 Minutes

Learning Objective #1: Learners will be able to identify critical information and assess the state of well-being for show horses with 75% accuracy.

Content Outline: Present two diverse scenarios of shows horses.**Instructional Tactics:** Scenario judging.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use competition and gamification to stimulate problem solving and achievement orientation; providing opportunity for extrinsic rewards and public recognition. ARCS

Assessments: During lesson 4: Assess the two scenarios and identify the 4 most critical information points.

Resources: www.awjac.org

Learning Objective #2: Learners will be able to compare the state of well-being of two show horse and determine which scenario has a better state of well-being.

Content Outline: Same as objective 1.**Instructional Tactics:** Scenario judging.**Motivational Tactics:** Same as objective 1.

Assessments: During lesson 3: Compare the two scenarios and determine their comparative ranking regarding the state of well-being.

Resources: www.awjac.org

Detailed Lesson Design Plan 4.5

Course Title: Show Horse Well-Being

Module Title: Evaluating Show Horse Well-Being

Lesson Title: Well-Being Judging Scenarios 2

Terminal Learning Objective: Learners will be able to identify critical information and assess and compare the state of well-being for two show horses.

Overall Instructional Strategy: Assessing and comparing well-being of horses.

Lesson Motivational Strategy Overview: Motivate learners to maintain attention by posing scenarios to critically assess, relevance by providing relevant scenarios, confidence by building on prior knowledge and providing feedback, and satisfaction by using completion and extrinsic rewards.

Time Required: ~7 Minutes

Learning Objective #1: Learners will be able to identify critical information and assess the state of well-being for show horses with 75% accuracy.

Content Outline: Present two diverse scenarios of shows horses.

Instructional Tactics: Scenario judging.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use competition and gamification to stimulate problem solving and achievement orientation; providing opportunity for extrinsic rewards and public recognition. ARCS

Assessments: During lesson 5: Assess the two scenarios and identify the 4 most critical information points.

Resources: www.awjac.org

Learning Objective #2: Learners will be able to compare the state of well-being of two show horse and determine which scenario has a better state of well-being.

Content Outline: Same as objective 1.

Instructional Tactics: Scenario judging.

Motivational Tactics: Same as objective 1.

Assessments: During lesson 3: Compare the two scenarios and determine their comparative ranking regarding the state of well-being.

Resources: www.awjac.org

Module 5: State of Show Horse Well-Being

Terminal Objective: Learners will be able to identify current issues in the show horse industry and recognize the potential harm to horse well-being and reasons why individuals may compromise the well-being of show horses.

Lessons:

- Lesson 1: Perceived Issues
- Lesson 2: Factors that Influence Behavior: Environmental, Personal, and Previous Behavior
- Lesson 3: Environmental: Rules and regulations
- Lesson 4: Environmental: Social Norms
- Lesson 5: Personal: Understanding of Horse Welfare
- Lesson 6: Personal: Attitude Toward Horses
- Lesson 7: Personal: Individual Differences
- Lesson 8: Behavioral: Reinforcement from Success
- Lesson 9: Behavioral: Reward-Punishment Pendulum

Detailed Lesson Design Plan 5.1**Course Title: Show Horse Well-Being****Module Title: State of Show Horse Well-Being****Lesson Title:** Perceived Issues

Terminal Learning Objective: Learners will be able to identify current issues and strength in the show horse industry and recognize how they may impact the well-being of a horse.

Overall Instructional Strategy: Present information and examples on current issues and strengths in the show horse industry.

Lesson Motivational Strategy Overview: Motivate learners by maintaining attention and relevance through controversial and stimulating topics related to interests and present information that will build on prior knowledge.

Time Required: ~5 Minutes

Learning Objective #1: Learners will be able to identify 3 current issues and strengths in the show horse Industry.

Content Outline: Present information and data on the current strengths and weaknesses of the industry. Ask learns to agree or disagree with the data/information.

Instructional Tactics: Present information and data.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner to critically assess. AR

Assessments: Present content and tasks is logical order so each builds of the previous with increasing difficulty, being mindful of schema development. AC
Post lesson 1: Identify three current issues and 3 current strengths of the industry.

Resources: Dissertation Chapter 4

Learning Objective #2: Leaners will be able to recognize a reason for how certain issues and strengths are harmful or beneficial to horse well-being.

Content Outline: Provide examples of how the noted strengths and weaknesses of the industry may impact well-being of horses. Note how certain things are known to be harmful and relate back to the previous modules on assessment of well-being.

Instructional Tactics: Provide examples.

Motivational Tactics: Same as objective 1.

Assessments: Post lesson 1: Given a strength/issues, identify how is may impact horse well-being on an individual to population level.

Resources: Dissertation Chapter 4, Fraser (2012)

Detailed Lesson Design Plan 5.2**Course Title: Show Horse Well-Being****Module Title: State of Show Horse Well-Being**

Lesson Title: Factors that Influence Behavior: Environmental, Personal, and Previous Behavior	
Terminal Learning Objective:	Learners will be able to identify and describe the 3 primary factors that influence behavior.

Overall Instructional Strategy: Describe social cognitive theory in a relatable context.	
Lesson Motivational Strategy Overview: Motivate learners by stating how this information will build on previous modules and provide a framework for action.	
Time Required:	~3 Minutes

Learning Objective #1:	Learners will be able to identify and describe the 3 primary factors that influence behavior.
Content Outline:	Present the framework of SCT as it generally related to care and treatment of horses including the 3 factors of environment, personal/cognitive, and behavioral. Use interactive diagram.
Instructional Tactics:	Description and explanation.
Motivational Tactics:	Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC
Assessments:	Post lesson 2: Identify the 3 primary factors that influence behavior.
Resources:	Dissertation Chapter 5, Bandura (1999)

Detailed Lesson Design Plan 5.3**Course Title: Show Horse Well-Being****Module Title: State of Show Horse Well-Being****Lesson Title:** Environmental: Rules and Regulations

Terminal Learning Objective: Learners will be able to describe and give examples of how rules and regulations can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Overall Instructional Strategy: Describe and provide examples for how the environmental factor of rules and regulation can influence an individual's behavior toward the care and treatment of their horse.

Lesson Motivational Strategy Overview: Motivate learners by stimulating curiosity, building on prior knowledge, using concrete and relevant examples, and integrating assessment with feedback to address attention, relevance, and confidence.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to describe and give examples of how rules and regulations can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Content Outline: Explain how this can influence an individual's behavior by providing examples of both good and negative outcomes.

Instructional Tactics: Description and examples.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post module 5: Match the scenario with the appropriate factor of behavior influence.

Resources: Dissertation Chapter 5, Bandura (1999)

Detailed Lesson Design Plan 5.4**Course Title: Show Horse Well-Being****Module Title: State of Show Horse Well-Being****Lesson Title:** Environmental: Social Norms

Terminal Learning Objective: Learners will be able to describe and give examples of how social norms can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Overall Instructional Strategy: Describe and provide examples for how the environmental factor of social norms can influence an individual's behavior toward the care and treatment of their horse.

Lesson Motivational Strategy Overview: Motivate learners by stimulating curiosity, building on prior knowledge, using concrete and relevant examples, and integrating assessment with feedback to address attention, relevance, and confidence.

Time Required: ~3 Minutes

Learning Objective #1:	Learners will be able to describe and give examples of how social norms can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.
Content Outline:	Explain how this can influence an individual's behavior by providing examples of both good and negative outcomes.
Instructional Tactics:	Description and examples.
Motivational Tactics:	Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR
	Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC
	Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR
	Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC
Assessments:	Post module 5: Match the scenario with the appropriate factor of behavior influence.
Resources:	Dissertation Chapter 5, Bandura (1999)

Detailed Lesson Design Plan 5.5**Course Title: Show Horse Well-Being****Module Title: State of Show Horse Well-Being****Lesson Title:** Personal: Understanding of Horse Well-Being

Terminal Learning Objective: Learners will be able to describe and give examples of how the understanding of well-being can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Overall Instructional Strategy: Describe and provide examples for how the personal factor of understanding well-being can influence an individual's behavior toward the care and treatment of their horse.

Lesson Motivational Strategy Overview: Motivate learners by stimulating curiosity, building on prior knowledge, using concrete and relevant examples, and integrating assessment with feedback to address attention, relevance, and confidence.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to describe and give examples of how the understanding of well-being can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Content Outline: Explain how this can influence an individual's behavior by providing examples of both good and negative outcomes.

Instructional Tactics: Description and examples.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post module 5: Match the scenario with the appropriate factor of behavior influence.

Resources: Dissertation Chapter 5, Bandura (1999)

Detailed Lesson Design Plan 5.6**Course Title: Show Horse Well-Being****Module Title: State of Show Horse Well-Being****Lesson Title:** Personal: Attitude Toward Horses

Terminal Learning Objective: Learners will be able to describe and give examples of how the attitude toward horses can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Overall Instructional Strategy: Describe and provide examples for how the personal factor of attitude toward horses can influence an individual's behavior toward the care and treatment of their horse.

Lesson Motivational Strategy Overview: Motivate learners by stimulating curiosity, building on prior knowledge, using concrete and relevant examples, and integrating assessment with feedback to address attention, relevance, and confidence.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to describe and give examples of how the attitude toward horses can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Content Outline: Explain how this can influence an individual's behavior by providing examples of both good and negative outcomes.

Instructional Tactics: Description and examples.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post module 5: Match the scenario with the appropriate factor of behavior influence.

Resources: Dissertation Chapter 5, Bandura (1999)

Detailed Lesson Design Plan 5.7**Course Title: Show Horse Well-Being****Module Title: State of Show Horse Well-Being****Lesson Title:** Personal: Individual Differences

Terminal Learning Objective: Learners will be able to describe and give examples of how individual differences can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Overall Instructional Strategy: Describe and provide examples for how the personal factor of individual differences can influence an individual's behavior toward the care and treatment of their horse.

Lesson Motivational Strategy Overview: Motivate learners by stimulating curiosity, building on prior knowledge, using concrete and relevant examples, and integrating assessment with feedback to address attention, relevance, and confidence.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to describe and give examples of how individual differences can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Content Outline: Explain how this can influence an individual's behavior by providing examples of both good and negative outcomes.

Instructional Tactics: Description and examples.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post module 5: Match the scenario with the appropriate factor of behavior influence.

Resources: Dissertation Chapter 5, Bandura (1999)

Detailed Lesson Design Plan 5.8**Course Title: Show Horse Well-Being****Module Title: State of Show Horse Well-Being****Lesson Title:** Behavioral: Reinforcement from Success

Terminal Learning Objective: Learners will be able to describe and give examples of how reinforcement from success can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Overall Instructional Strategy: Describe and provide examples for how the behavioral factor of reinforcement from success can influence an individual's behavior toward the care and treatment of their horse.

Lesson Motivational Strategy Overview: Motivate learners by stimulating curiosity, building on prior knowledge, using concrete and relevant examples, and integrating assessment with feedback to address attention, relevance, and confidence.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to describe and give examples of how reinforcement from success can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Content Outline: Explain how this can influence an individual's behavior by providing examples of both good and negative outcomes.

Instructional Tactics: Description and examples.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post module 5: Match the scenario with the appropriate factor of behavior influence.

Resources: Dissertation Chapter 5, Bandura (1999)

Detailed Lesson Design Plan 5.9**Course Title: Show Horse Well-Being****Module Title: State of Show Horse Well-Being****Lesson Title:** Behavioral: Reward-Punishment Pendulum

Terminal Learning Objective: Learners will be able to describe and give examples of how the reward-punishment pendulum can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Overall Instructional Strategy: Describe and provide examples for how the behavioral factor of reward-punishment pendulum can influence an individual's behavior toward the care and treatment of their horse.

Lesson Motivational Strategy Overview: Motivate learners by stimulating curiosity, building on prior knowledge, using concrete and relevant examples, and integrating assessment with feedback to address attention, relevance, and confidence.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to describe and give examples of how the reward-punishment pendulum can influence an individual's behavior to be beneficial and harmful to a horse's state of well-being.

Content Outline: Explain how this can influence an individual's behavior by providing examples of both good and negative outcomes.

Instructional Tactics: Description and examples.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: Post module 5: Match the scenario with the appropriate factor of behavior influence.

Resources: Dissertation Chapter 5, Bandura (1999)

Module 6: Promoting Show Horse Well-Being

Terminal Objective: Learners will be able to describe and apply skills and strategies for promoting show horse well-being.

Lessons: Lesson 1: Creating Awareness
 Lesson 2: Investigate Before Doing
 Lesson 3: Empathy and Moral Reasoning
 Lesson 4: Social Norms and Sanitized Language
 Lesson 5: Talk About It!

Detailed Lesson Design Plan 6.1**Course Title: Show Horse Well-Being****Module Title: Promoting Show Horse Well-Being****Lesson Title:** Create Awareness

Terminal Learning Objective: Learners will be able to describe and apply skills and strategies related to creating awareness to promote show horse well-being.

Overall Instructional Strategy: Describe skills and strategies for promoting show horse well-being.

Lesson Motivational Strategy Overview: Motivate learners by building on prior knowledge, using concrete examples, and integrating ownership of knowledge to maintain attention, relevance, and confidence.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to identify skills and strategies related to creating awareness to promote show horse well-being.

Content Outline: Explain how creating awareness can promote show horse well-being and the skills and strategies necessary to accomplish it.

Instructional Tactics: Descriptions of skills and strategies.

Motivational Tactics: Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Assessments: Post module 6: Identify 3 skills / strategies needed to create awareness.

Resources: Dissertation Chapters 2, 3, and 4

Learning Objective #2: Learners will be able to give examples and apply skills and strategies related to creating awareness to promote show horse well-being.

Content Outline: Provide examples of creating awareness that are relevant and stimulating.

Instructional Tactics: Examples.

Motivational Tactics: Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Assessments: Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: During lesson 1: What is an example of how you could create awareness to promote show horse well-being?

Resources: Dissertation Chapters 2, 3, and 4

Detailed Lesson Design Plan 6.2**Course Title: Show Horse Well-Being****Module Title: Promoting Show Horse Well-Being****Lesson Title:** Investigate Before Doing

Terminal Learning Objective: Learners will be able to describe and apply skills and strategies related to investigating practices of self and hired professionals to promote show horse well-being.

Overall Instructional Strategy: Describe skills and strategies for promoting show horse well-being.**Lesson Motivational Strategy Overview:** Motivate learners by building on prior knowledge, using concrete examples, and integrating ownership of knowledge to maintain attention, relevance, and confidence.**Time Required:** ~3 Minutes**Learning Objective #1:** Learners will be able to describe skills and strategies related to investigating practices of self and hired professionals to promote show horse well-being.**Content Outline:** Explain how investigating before doing can promote show horse well-being and the skills and strategies necessary to accomplish it.**Instructional Tactics:** Descriptions of skills and strategies.**Motivational Tactics:** Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC**Assessments:** Post module 6: Identify 3 skills / strategies needed to investigate before doing.**Resources:** Dissertation Chapters 2, 3, and 4**Learning Objective #2:** Learners will be able to give examples and apply skills and strategies related to investigating practices of self and hired professionals to promote show horse well-being.**Content Outline:** Provide examples of investigate before doing that are relevant and stimulating.**Instructional Tactics:** Examples.**Motivational Tactics:** Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR**Assessments:** Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC**Assessments:** During lesson 1: What is an example of how you could investigate before doing to promote show horse well-being?**Resources:** Dissertation Chapters 2, 3, and 4

Detailed Lesson Design Plan 6.3**Course Title: Show Horse Well-Being****Module Title: Promoting Show Horse Well-Being****Lesson Title:** Empathy and Moral Reasoning

Terminal Learning Objective: Learners will be able to describe and apply skills and strategies related to empathy and moral reasoning to promote show horse well-being.

Overall Instructional Strategy: Describe skills and strategies for promoting show horse well-being.

Lesson Motivational Strategy Overview: Motivate learners by building on prior knowledge, using concrete examples, and integrating ownership of knowledge to maintain attention, relevance, and confidence.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to describe skills and strategies related to empathy and moral reasoning to promote show horse well-being.

Content Outline: Explain how empathy and moral reasoning can promote show horse well-being and the skills and strategies necessary to accomplish it.

Instructional Tactics: Descriptions of skills and strategies.

Motivational Tactics: Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Assessments: Post module 6: Identify 3 skills / strategies needed to utilize empathy and moral reasoning.

Resources: Dissertation Chapters 2, 3, and 4

Learning Objective #2: Learners will be able to give examples and apply skills and strategies related to empathy and moral reasoning to promote show horse well-being.

Content Outline: Provide examples of utilize empathy and moral reasoning that are relevant and stimulating.

Instructional Tactics: Examples.

Motivational Tactics: Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: During lesson 1: What is an example of how you could utilize empathy and moral reasoning to promote show horse well-being?

Resources: Dissertation Chapters 2, 3, and 4

Detailed Lesson Design Plan 6.4**Course Title: Show Horse Well-Being****Module Title: Promoting Show Horse Well-Being****Lesson Title:** Social Norms and Sanitized Language**Terminal Learning Objective:** Learners will be able to describe and apply skills and strategies related to**Objective:** social norms and sanitized language to promote show horse well-being.**Overall Instructional Strategy:** Describe skills and strategies for promoting show horse well-being.**Lesson Motivational Strategy Overview:** Motivate learners by building on prior knowledge, using concrete examples, and integrating ownership of knowledge to maintain attention, relevance, and confidence.**Time Required:** ~3 Minutes**Learning Objective #1:** Learners will be able to describe skills and strategies related to social norms and sanitized language to promote show horse well-being.**Content Outline:** Explain how social norms and accurate language can promote show horse well-being and the skills and strategies necessary to accomplish it.**Instructional Tactics:** Descriptions of skills and strategies.**Motivational Tactics:** Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC**Assessments:** Post module 6: Identify 3 skills / strategies needed to utilize social norms and accurate language.**Resources:** Dissertation Chapters 2, 3, and 4**Learning Objective #2:** Learners will be able to give examples and apply skills and strategies related to social norms and sanitized language to promote show horse well-being.**Content Outline:** Provide examples of utilize social norms and accurate language that are relevant and stimulating.**Instructional Tactics:** Examples.**Motivational Tactics:** Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR**Assessments:** Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC**Assessments:** During lesson 1: What is an example of how you could utilize social norms and accurate language to promote show horse well-being?**Resources:** Dissertation Chapters 2, 3, and 4

Detailed Lesson Design Plan 6.5**Course Title: Show Horse Well-Being****Module Title: Promoting Show Horse Well-Being****Lesson Title:** Talk About It!

Terminal Learning Objective: Learners will be able to describe and apply skills and strategies related to engaging in conversation to promote show horse well-being.

Overall Instructional Strategy: Describe skills and strategies for promoting show horse well-being.

Lesson Motivational Strategy Overview: Motivate learners by building on prior knowledge, using concrete examples, and integrating ownership of knowledge to maintain attention, relevance, and confidence.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to describe skills and strategies related to engaging in conversation to promote show horse well-being.

Content Outline: Explain how talking about it can promote show horse well-being and the skills and strategies necessary to accomplish it.

Instructional Tactics: Descriptions of skills and strategies.

Motivational Tactics: Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Assessments: Post module 6: Identify 3 skills / strategies needed to talk about it.

Resources: Dissertation Chapters 2, 3, and 4

Learning Objective #2: Learners will be able to give examples and apply skills and strategies related to engaging in conversation to promote show horse well-being.

Content Outline: Provide examples of talking about it that are relevant and stimulating.

Instructional Tactics: Examples.

Motivational Tactics: Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

Assessments: Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: During lesson 1: What is an example of how you could talk about it to promote show horse well-being?

Resources: Dissertation Chapters 2, 3, and 4

Module 7: Future Directions

Terminal Objective: Learners will be able to synthesize knowledge gained through completion of prior modules and prepares an action plan.

Lessons: Lesson 1: Summary
 Lesson 2: Call to Action
 Lesson 3: Learn More

Detailed Lesson Design Plan 7.1**Course Title: Show Horse Well-Being****Module Title: Future Directions****Lesson Title:** Summary

Terminal Learning Objective: Learners will be able to summarize the information presented in previous modules.

Overall Instructional Strategy: General overview or summary of course.**Lesson Motivational Strategy Overview:** Motivate learners by reinforcing schemas built and ownership of knowledge to maintain attention, relevance, and confidence.**Time Required:** ~5 Minutes

Learning Objective #1: Learners will be able to summarize the information presented in previous modules.

Content Outline: Concise overview of modules and main take-always from course.**Instructional Tactics:** Overview/summary**Motivational Tactics:** Present content and tasks in logical order so each builds on the previous with increasing difficulty, being mindful of schema development. AC

Assessments: Integrate self-evaluations exercises, ownership of knowledge, and quizzes with corrective feedback. RC

Assessments: During lesson 1: Provide a short summary or bullet points of what you learned from this course.

Resources: Previous modules.

Detailed Lesson Design Plan 7.2**Course Title: Show Horse Well-Being****Module Title: Future Directions****Lesson Title:** Call to Action

Terminal Learning Objective: Learners will be able to prepare an action plan based for promoting show horse well-being.

Overall Instructional Strategy: Guide the development of an action plan.

Lesson Motivational Strategy Overview: Motivate learners by encouraging them to address a problem, applying principles learned, and stating a call to action to maintain attention, relevance, confidence, and satisfaction.

Time Required: ~8 Minutes

Learning Objective #1: Learners will be able to synthesize the information from previous module to be able to develop an action plan.

Content Outline: Provide work space and item for learners to indicate how they can use the information gained.

Instructional Tactics: Guide.

Motivational Tactics: Ask questions to pose problems or elicit emotion and stimulate curiosity by presenting controversial or conflicting scenarios that require the learner critically assess. AR

Assessments: During lesson 2: List 3 ways will you be able to use the information you learning in this course?

Resources: TBD

Learning Objective #2: Learners will be able to prepare an action plan for promoting show horse well-being that is relevant to their needs and interests.

Content Outline: Provide a guide and examples of action plans and the importance of making it relevant to self and issues.

Instructional Tactics: Guide and examples.

Motivational Tactics: Use concrete examples and testimonials to demonstrate how principles can be applied to various situations and contexts and build connection to learner's situation and/or background. AR

State a call to action pertaining to what the learner can do after completing course, how they can apply their skills and knowledge, and where they can seek out additional information. ARS

Assessments: During lesson 2: Prepare an action plan for implementing the information you learned in this course that is relevant to your needs and interests.

Resources: TBD

Detailed Lesson Design Plan 7.3**Course Title: Show Horse Well-Being****Module Title: Future Directions****Lesson Title:** Learn More

Terminal Learning Objective: Learners will be able to identify resources that will help them to implement their action plan or learn more about show horse well-being.

Overall Instructional Strategy: Provide a call to action and guide for information seeking.

Lesson Motivational Strategy Overview: Motivate learners by stating a call to action where they can seek out more information to maintain attention, relevance, and satisfaction.

Time Required: ~3 Minutes

Learning Objective #1: Learners will be able to identify 3 resources that will help them to implement their action plan.

Content Outline: Provide examples and guide to seeking out help in implementing action plan from peers, organizations, etc.

Instructional Tactics: Guide and examples.

Motivational Tactics: State a call to action pertaining to what the learner can do after completing course, how they can apply their skills and knowledge, and where they can seek out additional information. ARS

Assessments: During lesson 3: What are 3 resources that can help you implement your action plan? How will you seek out or integrate these resources/organizations into your action plan?

Resources: TBD

Learning Objective #2: Learners will be able to identify 3 resources to learn more information about show horse well-being and the other topics presented in this course.

Content Outline: Provide a guide and examples of where learners can go to get more information about the topics presented in course.

Instructional Tactics: Guide and examples.

Motivational Tactics: Same as objective 1.

Assessments: During lesson 3: Identify 3 areas you want to learn more about and where you will seek out that information.

Resources: TBD

Appendices:

Appendix 1:	Course Feedback
Appendix 2:	Certificate/Badge of Completion

Appendix 1

Course Title: Show Horse Well-Being
Appendix Title: Course Feedback

Content Outline:	Questions related to the content, flow, and design of course.
Motivational Tactics:	Ask for learner feedback for course improvement. C
Assessments:	TBD
Resources:	TBD
Time Required:	~10 Minutes

Appendix 2

Course Title: Show Horse Well-Being
Appendix Title: Certificate/Badge of Completion

Content Outline:	Certificate of completion and/or badges of achievement for each module.
Motivational Tactics:	Provide certificate of completion or skill/knowledge badges to incentivize learning. RCS Use competition and gamification to stimulate problem solving and achievement orientation; providing opportunity for extrinsic rewards and public recognition. ARCS
Resources:	TBD

VITA

VITA

Melissa A. Voigt

April 27, 2015

EDUCATION

- Ph.D. Department of Youth Development and Agricultural Education, Purdue University (May, 2015 - expected)
- M.S. Department of Youth Development and Agricultural Education, Purdue University (Aug., 2012)
- B.S. Department of Animal and Food Science and Department of Agricultural Economics, University of Wisconsin-River Falls (May, 2010)
- A.S. Department of Equine Science, Rochester Community and Technical College (Dec., 2006)

PUBLICATIONS

Refereed Journal Articles

- 2015 Voigt, M. A., Borrón, A., Richardson, J., Hiney, K., and Brady, C. (Accepted for Publication). Show horse welfare: Understanding and addressing stock-type show horse industry legitimacy. *Journal of Agricultural and Environmental Ethics*.
- 2015 Voigt, M. A., Borrón, A., Croney, C., Hiney, K., Waite, K., and Brady, C. (Accepted for Publication). Show horse welfare: The viewpoint of judges, stewards, and show managers. *Journal of Applied Animal Welfare Science*.
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- 2013 Brady, C., Peters, J. D., and Voigt, M. A. (2013). Workforce skill attainment in students participating in a short term equine study abroad course. *Proceedings of the 23rd Equine Science Society Symposium*, Mescalero, New Mexico.
- 2013 Voigt, M. A., Borron, A., Croney, C., Hiney, K., Waite, K., and Brady, C. (2013). Show horse welfare: The viewpoint of judges, stewards, and show managers. *Proceedings of the 9th International Equitation Science Conference*, Newark, Delaware.
- 2013 Voigt, M. A., Talbert, B. A., McKinley, S., and Brady, C. M. (2013). Promising practices of dairy, horse, and livestock evaluation career development event coaches: A mixed-methods study. *Proceedings of the 2013 American Association for Agricultural Education Research Conference*, Columbus, Ohio.
- 2012 Voigt, M. A., McKinley, S., Davis, A. and Brady, C. (2012). Incorporating learner-centered strategies into horse riding instruction and identifying rider's learning preference. *Proceedings of the 8th International Equitation Science Conference*, Edinburgh, Scotland.
- 2012 Voigt, M. A., McKinley, S., Davis, A. and Brady, C. (2012). Incorporating constructivist and behaviorist instructional methods and learner-centered teaching theory into horse riding instruction programs and courses. *North American College and Teachers of Agriculture Journal*, 56(1), 56.
- 2012 Voigt, M. A., Talbert, B. A., McKinley, S., and Brady, C. (2012). Promising practices of dairy, horse and livestock career development event coaches. *North American Colleges and Teachers of Agriculture Journal*, 56(1), 19.
- 2011 Voigt, M. A., Shields, N., and Brady, C. (2011). Motivation of youth participating in 2010 Indiana state hippology contest. *Proceeding of the 2011 American Association for Agricultural Education Research Conference*, Coeur d'Alene, Idaho.

Manuscripts Submitted for Review

Voigt, M. A., Borrón, A., Richardson, J., Hiney, K., Waite, K., and Brady, C. Show horse welfare: Perceptions of exhibitors. Manuscript submitted for publication.

Manuscripts in Preparation

Voigt, M., Russell, M., Hiney, K., & Brady, C. A model for understanding and influencing behaviors toward farm animals. Manuscript in Preparation.

Lofgren, E., Voigt, M., Richardson, J., and Brady, C. Learning source preferences and online learner analysis of horse show competitors. Manuscript in Preparation.

Other Publications

2013 Voigt, M. A. (2013). *Promising practices of dairy, horse, and livestock evaluation career development event coaches* (Masters thesis, Purdue University).

2005 Voigt, Melissa. (2005) "First Years Can Be Tough Ones" *American Farriers Journal* Jan/Feb.

AWARDS AND HONORS

2014 1st Place Team and 7th Place Individual, Graduate Student Division, 2014 Intercollegiate Animal Welfare Judging/Assessment Contest

2014 Teaching Academy Graduate Teaching Award, Purdue University

2013 Harlan and Dorothy Parr Memorial Scholarship, Community Foundation of Greater Lafayette

2013 Graduate Student Teaching Award, North American Colleges and Teachers of Agriculture

2009 Ronald E. McNair Scholar, University of Wisconsin - River Falls

GRANTS AND FELLOWSHIPS

2013 Student Research Grant, International Society of Equitation Science

2010 Purdue Doctoral Fellowship, Purdue University, 2010 - 2012

INVITED TALKS

2015 Effective Coaching Strategies, *Indiana Horse Judging and Hippology Camp*, Feb. 7

2014 Animal Behavior and Wellbeing, *ANSC 10200 Introduction to Animal Sciences*, Purdue University, Oct. 7

- 2014 The Five Freedoms: Evaluating Horse Welfare, *Animal Science Workshops for Youth*, June 12
- 2014 Round Table Facilitator, Show Horse Welfare, *37th American Youth Horse Council Symposium*, March 21-23
- 2013 Performance Horse Well-Being: Understanding the Impact of Practices, *Indiana Horse and Pony Symposium*, Nov. 16
- 2013 How do YOU define Horse Abuse and Welfare? *Animal Science Workshops for Youth*, June 13
- 2013 Round Table Co-facilitator, Horse Well-being, *36th American Youth Horse Council Symposium*, April 12-14
- 2013 Interactive Horse Conformation and Becoming a Good Steward of Your Horse Teaching Tools, *Indiana Horse and Pony Volunteers Conference*, Jan. 19
- 2012 Horse Skeletal Anatomy, *Animal Science Workshops for Youth*, June 14
- 2012 Navicular and Laminitis in Horses, *Animal Science Workshops for Youth*, June 14
- 2012 Fundamentals of Preparing and Presenting Oral Reasons, *Purdue Advanced Horse Judging 101 Camp*, Feb. 25
- 2012 Horse Conformation, *Purdue Beginner Horse Judging 101 Camp*, Jan. 28
- 2011 A Fresh Approach to Teaching Riding, *Indiana Horse and Pony Volunteers Conference*, Nov. 13
- 2011 Effective Strategies for Coaching Youth, *Indiana Horse and Pony Volunteers Conference*, Nov. 13
- 2011 Horse Parts, Markings, and Conformation, *Purdue Beginner Horse Judging 101 Camp*, Jan. 26
- 2005 Common Hoof Diseases, *2005 Rare Breed and Dressage Horse Expo*, Oct. 22-23
- 2005 No Foot, No Horse, *21st Annual Iowa Horse Fair*, April 3-5

CONFERENCE ACTIVITY

Papers Presented

- 2015 Exhibitors' perception of management, training, and competition practices impact on horse welfare, *24th Equine Science Society Symposium*, May 26-29

- 2014 Implementing a research based approach for gathering stakeholder data through social media, *2014 National Association of Equine Affiliated Academics Conference*, June 24-28
- 2013 Show horse welfare: The viewpoint of judges, stewards, and show managers, *9th International Society of Equitation Science Conference*, July 19-20
- 2013 Promising practices of dairy, horse, and livestock evaluation career development event coaches: A mixed-methods study, *2013 American Association for Agricultural Education Research Conference*, May 21-24
- 2013 Horsemanship camp participants perceptions of instruction utilizing learner centered teaching strategies, *23rd Equine Science Society Symposium*, May 28-31
- 2013 Books to Boots: Utilizing Teaching & Learning Theories in Horse Riding Instruction, *36th American Youth Horse Council Symposium*, April 12-14
- 2012 Incorporating learner-centered strategies into horse riding instruction and identifying rider's learning preferences, *8th International Society of Equitation Science Annual Conference*, July 18-20
- 2012 Promising practices of dairy, horse, and livestock CDE coaches, *58th Annual North American College Teachers of Agriculture Annual Conference*, June 26-29
- 2009 Estimating the economic value of equine competition, *18th Annual McNair Research Conference*, Nov. 9-11

Posters Presented

- 2014 Unintended reactions: The public's response to equine welfare, *10th International Equitation Science Conference*, Aug. 6-8
- 2012 Incorporating constructivist and behaviorist instructional methods and learner-centered teaching theory into horse riding instruction programs and courses, *58th Annual North American College and Teachers of Agriculture*, June 26-29
- 2011 Motivation of youth participating in 2010 Indiana state hippology contest. *2011 American Association for Agricultural Education Research Conference*, May 24-27

DEPARTMENTAL TALKS

- 2015 Show Horse Welfare, *Dissertation Defense Presentation*, April 15
- 2014 The Unwritten Message: Navigating Computer Mediated Communication, *Online Learning Group*, March 3
- 2013 Cognitive Load Theory and E-learning, *Online Learning Group*, Nov. 4

- 2013 Treasure Hunt: Using Interactive Technology to Create a Memorable Experience, *Online Learning Group*, April 30
- 2013 Introduction to Using JetPack, *Online Learning Group*, March 22
- 2013 Introduction to Using Edmodo.com, *Online Learning Group*, Feb. 22
- 2012 Promising Practices of Dairy, Horse, and Livestock Evaluation Career Development Event Coaches, *Thesis Defense Presentation*, May 9

TEACHING EXPERIENCE

Co-Instructor

Horse Evaluation, Purdue University (Upper Level: Spring 2012, 2013, 2014)

Horse Management, Purdue University (Upper Level: Fall 2012, 2013, 2014)

Advanced Horse Judging, Purdue University (Upper Level: Fall 2011, 2012)

Teaching Assistant

Equine Industry Study Abroad: Sweden and Denmark, Purdue University (Upper Level: Summer 2014)

Assessment of Show Horse Welfare, Purdue University (Independent Study: Spring 2014)

Qualitative Study of Show Horse Well Being, Discovery Park Undergraduate Research Internship Program, Purdue University (Upper Level: Summer, Fall 2013)

Multimedia Curriculum for Youth Horse Judging, Purdue University (Independent Study: Spring 2013)

Outcomes of Equine Study Abroad, Purdue University (Independent Study: Fall 2012)

Equine Evaluation, University of Wisconsin – River Falls (Intermediate Level: Spring 2009)

Tutor

Introduction to Natural Resource Economics, University of Wisconsin – River Falls (Upper Level: 2010)

Agriculture Markets and Prices, University of Wisconsin – River Falls (Upper Level: 2009 – 2010)

Agricultural Economics I, University of Wisconsin – River Falls (Intermediate Level: 2009 – 2010)

ONLINE AND TECHNOLOGY BASED EDUCATION PROJECTS

AgEd Treasure Hunt, E-learning recruitment tool utilizing smartphones and QR code technology (2013; revised 2014)

Show Horse Welfare, Online learning module utilizing online learning management system software Udutu.com (2013)

Horse Judging Prep Course, Online course utilizing online learning platform Edmodo.com (2013)

Horse Evaluation for Coaches, Online course utilizing online learning platform Edmodo.com (2013)

Becoming a Good Steward of Your Horse, E-learning module utilizing smartphone publishing platform JetPack (2012)

Horse Conformation, E-learning module utilizing PowerPoint e-learning features (2011)
Accessible at: <http://www.ydae.purdue.edu/horses/>

RESEARCH EXPERIENCE

- 2014 Students' Response and Perceived Usefulness of Non-Formal Journal Assignment for Equine Study Abroad Course Using OpenPassport.org, Purdue University
- 2014 Horse Show Exhibitors' Learner Analysis and Perception of Show Horse Welfare, Purdue University
- 2013 Content Analysis of Horse Association Handbooks, Purdue University
- 2013 AgEd Undergraduate Recruitment Treasure Hunt Evaluation, Purdue University
- 2013 Horse Show Industry Professionals Identifying Practices that Compromise the Welfare of Show Horses, Purdue University
- 2013 Consumer Media Preferences in the Horse Industry, Purdue University
- 2012 Motivation and work force skill attainment in Undergraduate Students to Participating in an Equine Study Abroad Course, Purdue University
- 2012 Promising Practices of Dairy, Horse, and Livestock Career Development Event Coaches in Indiana, Purdue University
- 2011 Incorporation of Learner-Centered Teaching and Learning Preferences of Holland Western Horsemen, Purdue University
- 2011 Motivation of Youth Participating in 2010 Indiana State Hippology Contest, Purdue University

- 2009 Estimating the Value of Equine Competition, University of Kentucky
- 2008 Equine Palatability Research Trial, University of Wisconsin – River Falls
- 2008 Equine Physiology Research Trail, University of Wisconsin- River Falls

DEPARTMENTAL / UNIVERSITY SERVICE

- Mentor, YDAE Grad Student Mentor Program, Purdue University (Fall 2012 – Spring 2015)
- Coach, Purdue Horse Judging Team, Purdue University (Spring 2011 – Fall 2014)
- Co-Founder and Co-Chairman, Online Learning Group, Purdue University (Jan. 2013 – Aug. 2014)
- Group Member, Life Science Education Signature Area (LSESA) Group, Purdue University (Fall 2010 – Spring 2013)
- Team Member, YDAE Graduate Student Task Force, Purdue University (Spring 2011)

COMMUNITY / EXTENSION OUTREACH

- Administrator, Show Horse Life Social Media Outreach, West Lafayette, Indiana (Jan. 2014 – Present)
- Collaborator, HorseQuest eXtension Community of Practice, Louisville, Kentucky (Jan. 2012 – Dec. 2014)
- Co-coordinator, Animal Science Workshops for Youth Horse, West Lafayette, Indiana (June 2012, 2013, 2014)
- Co-coordinator, FFA Regional Horse Judging Competition, River Falls, Wisconsin, (Oct. 2007-2009)
- Agricultural Technology Student Co-Coordinator, University of Wisconsin, (April 2009)
- Agricultural Technology Youth Horse Judging Competition Assistant, University of Wisconsin, (April 2008)
- Indiana 4-H Horse and Pony Project**
- Chairman, Indiana State 4-H/FFA Horse and Pony Judging Contest, Danville, Indiana (Aug. 2012 – May 2015)
- Co-Coordinator, Indiana 4-H Horse and Pony Symposium, Indianapolis, Indiana (Aug. 2012 – May 2015)

Coordinator, Indiana 4-H Horse and Pony Judges Certification, West Lafayette, Indiana (Aug. 2012 – May 2015)

Purdue University Extension Liaison, Indiana 4-H Horse and Pony Standing Committee, West Lafayette, Indiana (Aug. 2012 – May 2015)

Founder and Program Director, Indiana 4-H Horse & Pony Youth Ambassadors, West Lafayette, Indiana (Jan. 2013 – Dec. 2014)

Co-coordinator, Purdue Horse Judging and Hippology Camp, West Lafayette, Indiana (Aug. 2010 – May 2015)

Chairman, Indiana State 4-H/FFA Horse and Pony Hippology, Horse Bowl, & Communications Contest, West Lafayette, Indiana (Aug. 2012 – Aug. 2014)

Purdue University Extension Liaison, Indiana State Fair Horse and Pony Show, Indianapolis, Indiana (Jan. 2013 – Sept. 2013)

MEDIA COVERAGE

2014 Purdue Animal Welfare Team Brings Home Intercollegiate Title, Purdue Agriculture Connections, Dec. 16

2014 Participation Sought for Show Horse Welfare Survey, TheHorse.com, Feb. 6

2014 Purdue University Looking for Survey Respondents, NRHA Reiner, Feb. 5

2013 Improving Horse Welfare at Stock-Breed Shows, TheHorse.com, Sept. 3

RELATED PROFESSIONAL EXPERIENCE / CERTIFICATES

2013 - present ARPAS Professional Animal Scientist Certification – Equine Specialization

2011 - 2014 Indiana 4-H Horse and Pony Judges Card

2011; 2012 Indiana State 4-H/FFA Horse Judging Contest Official

2011 National FFA Horse Judging Contest Official

2005 - 2008 Certified Farrier (AFA CF)

2004 Master of Horseshoeing Certificate, Kentucky Horse Shoeing School

NON-ACADEMIC AND RELATED WORK

Consultant, E-Learning Developer, and Owner, Agricultural Education Solutions, LLC, Lafayette, Indiana (March 2015 – present)

Riding Instructor, Western Riding Boot Camp, Weert, Holland (June 2011)

Riding Instructor, AQHA International Horsemanship Camp, Germany and Holland (June 2010)

Research Intern, Department of Agricultural Economics, University of Kentucky (Summer 2009)

Farrier and Business Owner, M.V. Farrier Service, Spring Valley, Minnesota (2003 – 2008)

Riding Instructor and Barn Manager, Kinni Valley Riding Academy, LLC, River Falls, Wisconsin
(Summer 2008)

4-H Summer Intern, Mower County Extension, Austin, Minnesota (Summer 2002)

Educator, Voyageurs Club for At-Risk Youth, Rochester, Minnesota (2000 – 2001)

PROFESSIONAL MEMBERSHIPS / AFFILIATIONS

American Association of Agricultural Educators

American Registry of Professional Animal Scientists

American Youth Horse Council

Equine Science Society

International Society of Equitation Science

National Association of Equine Affiliated Academics

North American College Teachers of Agriculture