

C.A.R.E Tutor Toolkit

Communicate, Assess, Reflect
& Empower Tutors for practical
classes with laboratory animals

Technical Sheet

Title: C.A.R.E Tutor Toolkit: Communicate, Assess, Reflect & Empower Tutors for practical classes with laboratory animals

Version: 1.0 (subject to updates)

Year: 2026

Beta version: 2025

Authors: Andreia Costa, Júlio Borlido Santos, Anabela Nunes and Anna Olsson

i3S – Instituto de Investigação e Inovação em Saúde
Universidade do Porto

© 2026 The Authors

Licence

This work is licensed under a Creative Commons Attribution–NonCommercial 4.0 International (CC BY-NC 4.0) licence.

You are free to copy, share and adapt this material for non-commercial purposes, provided that appropriate credit is given to the authors, a link to the original work is included, and any changes made are clearly indicated.

Licence details:

<https://creativecommons.org/licenses/by/4.0/>

All images included in this toolkit were sourced from free image repositories, such as Unsplash (<https://unsplash.com>) and Freepik (<https://www.freepik.com>), and used in accordance with their licenses.

C.A.R.E Tutor Toolkit

Communicate, Assess, Reflect & Empower Tutors
for practical classes with laboratory animals

*A toolkit to strengthen trainer competencies and
promote high-quality practical teaching in Laboratory
Animal Science.*

Thank you for downloading the C.A.R.E Tutor

We truly hope this session offers LAS tutors a rich and meaningful experience of peer exchange, fostering reflection and collaboration. This activity aims to contribute to the implementation of more conscious and standardized approaches to practical teaching methodologies in Laboratory Animal Science.

Enjoy!
The authors

Index

About the toolkit	5
Session format	5
Material required	5
Space Requirements	6
Facilitator role	6
Instructions	7
Preparation	7
General Structure	7
Persona Cards Distribution.....	8
Step by step guide	11
1. Introduction to the workshop	11
2. Tutor to tutor	11
3. Meeting the trainees	11
4. Challenges begin to surface	12
5. Mapping the challenges	12
6. Behind the challenge	13
7. Identify strategies	15
8. Drawing on Personal Experience	15
9. Final Thoughts	16
Materials to print & cut out	17

About the toolkit

The C.A.R.E Tutor is a practical resource designed to support and empower tutors in Laboratory Animal Science (LAS). Through guided discussions, engaging vignettes (persona cards), and the exchange of teaching experiences among tutors from diverse backgrounds, this toolkit fosters reflective practice and collaborative learning.

C.A.R.E Tutor simulates a hypothetical practical class in a LAS training context. It provides a structured scenario to explore common challenges and strategies for teaching animal handling and restraint techniques.

Please note:

The scenario assumes that trainees attend a single session to learn handling and restraint techniques for multiple species (mice, rats, and zebrafish). While this does not reflect typical real-world training organization, this design has been retained based on previous testing, which showed it effectively engages tutors in discussion and problem-solving.

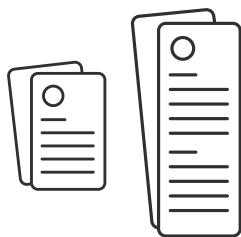
Session Format

Each session lasts approximately 90 minutes but can be extended to allow additional discussion if needed.

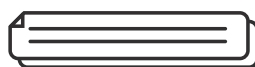
- Groups size: 5 (adjustable: 3–6 participants)
- Cards: one persona card per participant (cards may be replicated if necessary)
- Multiple groups can run in parallel

This toolkit provides sufficient materials for **six groups of up to five participants each**. It can also be used with a larger number of groups; however, in that case, the number of problematic personas per group should be reduced (from two to one), and non-problematic persona cards may need to be repeated.

Material Required



SHORT AND LONG
PERSONA CARDS
(attachments for
printing)



LABELS
(attachments
for printing)



TAPE



POST-IT
NOTES

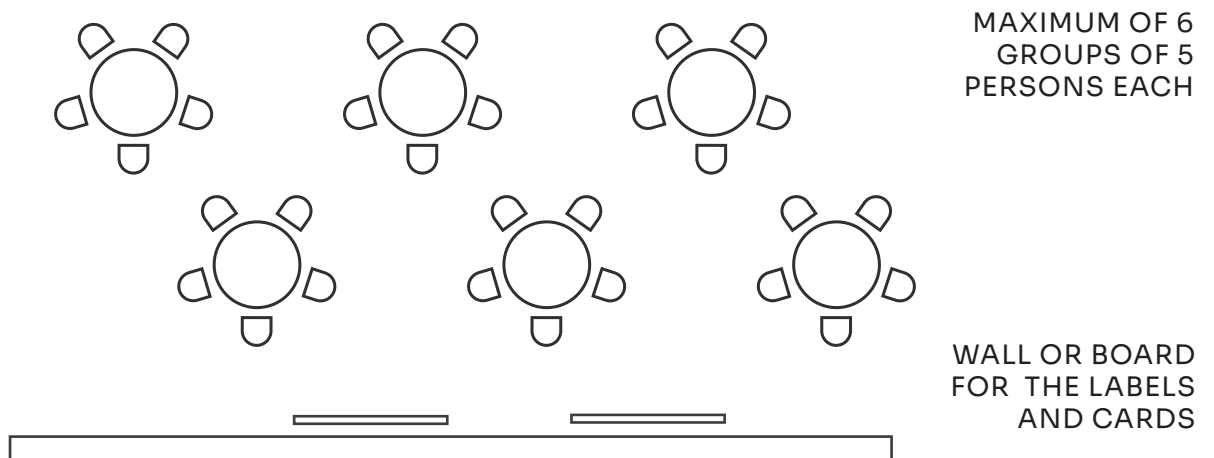


MARKER
PENS

Please find in attachment the persona cards (short and long) and the labels for printing and cutting out.

Space Requirements

- Room with round tables (cabaret style)
- Wall suitable for attaching persona cards and Post-it notes, visible from all tables



Facilitator Role

The session requires a facilitator familiar with the toolkit's structure and content. Ideally, the facilitator should have a good understanding of LAS training to guide discussions effectively and support participants at each stage.

It is important that the facilitator maintains a neutral and supportive presence. The facilitator should not have a relationship with participants that could inhibit open discussion or affect group dynamics, as a safe and collaborative environment is essential for productive learning and reflection.

INSTRUCTIONS

Preparation

Whenever possible, organize the groups in advance.

Aim to create heterogeneous groups to enrich discussion and knowledge exchange. If participants (tutors) with limited or no experience in practical classes are included, ensure they are grouped with more experienced team.

Prepare in advance sets of short cards for each group, along with the corresponding long cards, with two problematic personas, or at least one, per group of 5 elements (see page 8). During the first phase, distribute only the short cards, which will later be used in the wall-based activities. The long cards, distributed in a second phase, should remain within the working group.

Material Required: *Tape, Post-it notes, marker pens*

General Structure

The discussion is designed to last approximately **90 minutes** from start to finish. The workshop begins with participants already assigned to groups and seated at their tables.

1. INTRODUCTION TO THE WORKSHOP	5 MIN
2. TUTOR TO TUTOR Participants introduce themselves and share experiences.	10 MIN
3. MEETING THE TRAINEES - Each participant receives one short persona card. - Discuss whether, based on the cards, tutors can anticipate challenges with trainees.	20 MIN
4. CHALLENGES BEGIN TO SURFACE - Participants receive the long persona card adding extra info about the trainee. - Reassess whether the trainee is presenting a training challenge.	10 MIN
5. MAPPING THE CHALLENGES Classify the possible explanation for trainee behaviour under: "Professional factors" or "Affective factors"	5 MIN
6. BEHIND THE CHALLENGE Refine the previous classification by placing the trainee under: "Incorrect performance" (under Professional factors); "Unprofessional attitude" (under Professional factors); "Aversion" (under Affective factors) ; "Reluctance" (under Affective factors); "Other"	10 MIN

7. IDENTIFY STRATEGIES ▪ Brainstorm strategies to address the identified challenges. ▪ Write on Post-it notes and place under previous classification category.	18 MIN
8. DRAWING ON PERSONAL EXPERIENCE ▪ Create new persona cards based on participants' experience. ▪ Place cards under appropriate challenge categories on the wall.	5 MIN
9. FINAL THOUGHTS ▪ Facilitator wraps up session. ▪ Highlight best practices for practical teaching.	2 MIN

Persona Cards Distribution

The table below shows the distribution of personas according to profile type. The types group together similar behavioural profiles, although they may be associated with the use of different animal models.

When organising the room, form work groups in a way that ensures the greatest possible diversity of profiles, or that best matches the specific characteristics of the group you are working with.

Ideally, each work group (with five participants) should include **three non-problematic** profiles, selected from different behaviour groups, and **two problematic** profiles from different categories (types). Other configurations are possible, depending on your pedagogical objectives and how you intend to work with the group.

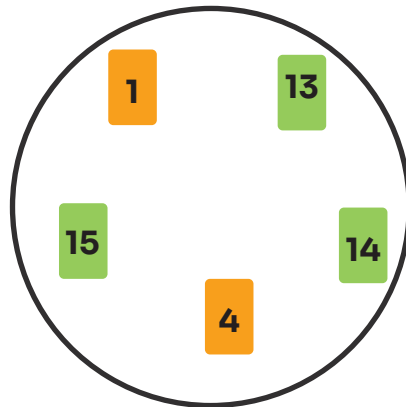
Note: This toolkit was designed for an activity running with 6 tables/groups of 5 people each (30 participants in total), with each group receiving two problematic cards. Nevertheless, the number of participants can increase to 36, organized into 12 groups of 3 participants, with one problematic card per group. Intermediate variations are also possible. Based on the authors' experience and considering the objectives of the activity, the ideal number of participants is 20 (4 groups of 5, with two problematic cards per group) to allow for enlightening and productive discussions and reflections.

PROBLEMATIC		
INCORRECT PERFORMANCE		
CARD NR	PERSONA NAME	SPECIES
1	Elisabeth Warren	M
2	Sam Miller	ZF
3	Nathalie Foster	ZF
UNPROFESSIONAL ATTITUDE		
CARD NR	PERSONA NAME	SPECIES
4	Katherine Brooks	R
5	Logan Brooks	M
6	Josh Davis	R
AVERSION		
CARD NR	PERSONA NAME	SPECIES
7	James Walker	M
8	Ava Parker	M
9	Laren Allen	M
RELUCTANCE		
CARD NR	PERSONA NAME	SPECIES
10	Ben Carter	R
11	Mia Cooper	R
12	Max Thompson	R

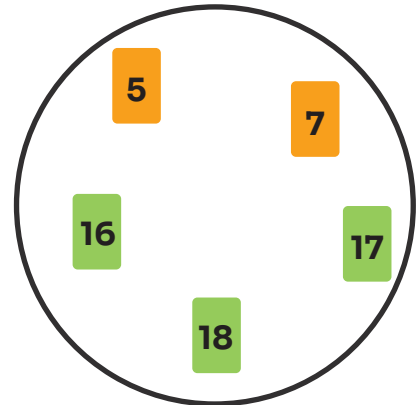
NON-PROBLEMATIC		
TYPE 1		
CARD NR	PERSONA NAME	SPECIES
13	Cloe Morgan	M
19	Sarah Wilson	M
25	Amanda Moore	M
31	Zoe Simmons	M
TYPE 2		
CARD NR	PERSONA NAME	SPECIES
14	Rebecca Mitchell	R
20	Megan Smith	R
26	Jennifer Martin	R
32	Claire Jennings	R
TYPE 3		
CARD NR	PERSONA NAME	SPECIES
15	Luke Turner	R
21	John Miller	R
27	Samuel Turner	R
33	Gavin Ross	R
TYPE 4		
CARD NR	PERSONA NAME	SPECIES
16	Ryan Cooper	ZF
22	Daniel Carter	ZF
28	Nathan Collins	ZF
34	Zachary Bennett	ZF
TYPE 5		
CARD NR	PERSONA NAME	SPECIES
17	Dylan Scott	M
23	Robert Brown	R
29	Andrew Scott	R
35	Ethan Price	R
TYPE 6		
CARD NR	PERSONA NAME	SPECIES
18	Michael Johnson	M
24	William Davis	M
30	Christopher Reed	M
36	Matthew Brooks	M

EXAMPLE OF CARD DISTRIBUTION:

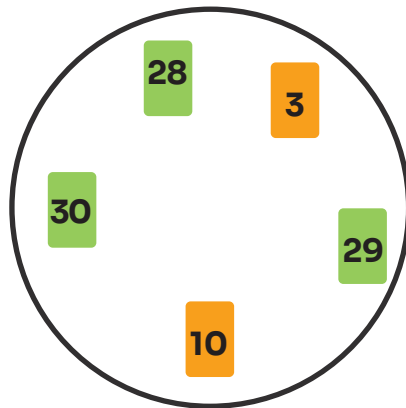
GROUP 1:



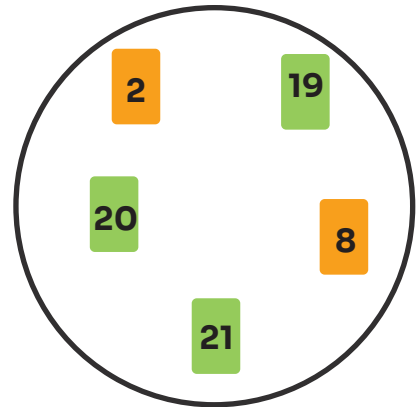
GROUP 2:



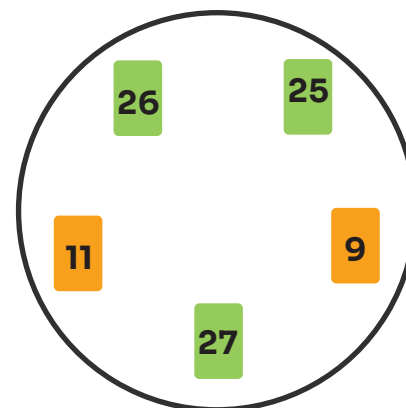
GROUP 3:



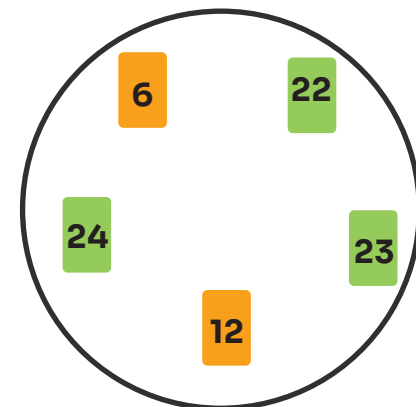
GROUP 4:



GROUP 5:



GROUP 6:



STEP BY STEP GUIDE

1. INTRODUCTION TO THE WORKSHOP

The facilitator presents the workshop objectives and structure. Participants are invited to engage in a hands-on scenario in which they will assume the role of tutors responsible for a group of trainees.

Duration: 5 minutes

Materials: PowerPoint presentation (optional / not provided)

2. TUTOR TO TUTOR

Participants briefly introduce themselves. This step establishes rapport, encourages peer exchange, and helps participants situate themselves within the exercise.

Duration: 10 minutes

3. MEETING THE TRAINEES

Distribute the set of short cards assigned to each group. Each participant receives a short persona card containing basic information about one trainee (e.g. name, background, prior experience). Each group should receive at least one trainee from the “incorrect performance” category.

On the wall, visible to all participants, display the question:
“Do you expect any challenges in your class?”
with the options **YES** and **NO**.

Participants review their persona cards, discuss potential challenges within their group, and place each short card under YES or NO, explaining their reasoning.

Duration: 20 minutes

Materials: Short persona cards, labels, tape

EXAMPLE OF THE PLACEMENT OF LABELS AND CARDS:

Do you expect any challenges in your class?					
YES			NO		
☐	☐	☐	☐	☐	☐

4. CHALLENGES BEGIN TO SURFACE

Distribute the set of long cards assigned to each group. The short cards should already be placed on the working wall. Participants receive the long persona cards, which include additional details illustrating how trainees progress during training, based on feedback and observable behaviour. Each participant should continue to follow the progress of the same persona.

Taking this new information into account, participants reassess whether their trainees present challenges. When necessary, they move the persona short cards on the wall and explain their decision-making process.

Duration: 10 minutes

Materials: Long persona cards, tape

5. MAPPING THE CHALLENGES

Participants focus on the trainees identified as presenting challenges and explore possible underlying causes, drawing on previous teaching experiences and shared reflections.

Create a new area on the working wall and add the following labels:

“Professional factors”

“Affective factors”

“Other”

Groups discuss each challenge and classify the relevant persona cards accordingly. One spokesperson per group transfers the problematic personas from their group to the new area of the working wall, places the short cards under the appropriate category, and explains the group’s decision.

Duration: 5 minutes

Materials: Labels, tape

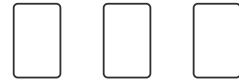
EXAMPLE OF THE PLACEMENT OF LABELS AND CARDS:

OTHER

PROFESSIONAL FACTORS



AFFECTIVE FACTORS



6. BEHIND THE CHALLENGE

To support the development of targeted strategies, participants refine the classification to better identify the underlying causes of trainee challenges. The terms used in the subcategories—particularly those under affective factors—may lead to doubts or different interpretations. When introducing these, or immediately after the initial placement of the personas.

Briefly explain what was initially meant by these classifications. Provide space for reflection and, if necessary, complete the definitions based on the group's input.

PROFESSIONAL FACTORS

- **Incorrect performance**

Trainees who have previous experience and demonstrate technical dexterity but perform the procedure incorrectly.

- **Unprofessional attitude**

Trainees who show a lack of attention to tasks, question instructions, appear unmotivated, and underestimate their need for training.

AFFECTIVE FACTORS

- **Aversion**

Trainees who display strong fear, repulsion and/or disgust when touching or handling animals.

- **Reluctance**

Trainees who experience strong emotional distress when required to perform procedures that cause harm to animals.

Add the subcategories to the wall.

After providing these clarifications, invite participants to review and, if they wish, reorganise the placement of their personas. Emphasise that revising decisions is part of the learning process and should be used to support reflection and discussion.

Groups discuss how to reclassify the persona cards. One spokesperson per group moves the short cards into the appropriate subcategories and explains the rationale.

Duration: 10 minutes

Materials: Labels, tape

EXAMPLE OF THE PLACEMENT OF LABELS AND CARDS:

OTHER

PROFESSIONAL FACTORS

AFFECTIVE FACTORS

INCORRECT PERFORMANCE

UNPROFESSIONAL ATTITUDE

AVERSION

RELUCTANCE

1

2

3

4

5

6

7

8

9

10

11

12

Full set of problematic cards according to the subcategories

Discussion orientation

The numbers assigned to the cards (personas) are used solely to facilitate the organisation of the workshop. Avoid referring to the numbers during the activities. Humanise the discussion by referring to the personas by their first name, or by first and last name when different personas share the same first name.

In the first, initial step (**problematic / non-problematic**), the activity should be quick and involve minimal discussion out of each group.

In the second stage (**professional / affective factors**), actively encourage discussion by asking each group to briefly present their personas before placing them in position.

The subsequent steps/discussion will depend on group dynamics and on the level of confidence—or uncertainty—in the decisions made. Encourage comparative analysis by asking participants whether they have encountered similar profiles in real-life contexts.

The expected distribution of problematic persona cards follows the scheme shown above. It is possible, though unlikely, that groups may include non-problematic personas in this distribution.

It is also possible—and even likely—that participants may be uncertain about the categorisation of problematic personas, or may perceive some personas as displaying mixed or transitional behaviours between categories. Do not attempt to correct these interpretations or assume that there is only one valid way of categorising the personas. Instead, use personas that are “misplaced” or positioned at the boundaries between categories as opportunities to stimulate discussion and encourage participants to justify their choices.

7. IDENTIFY STRATEGIES

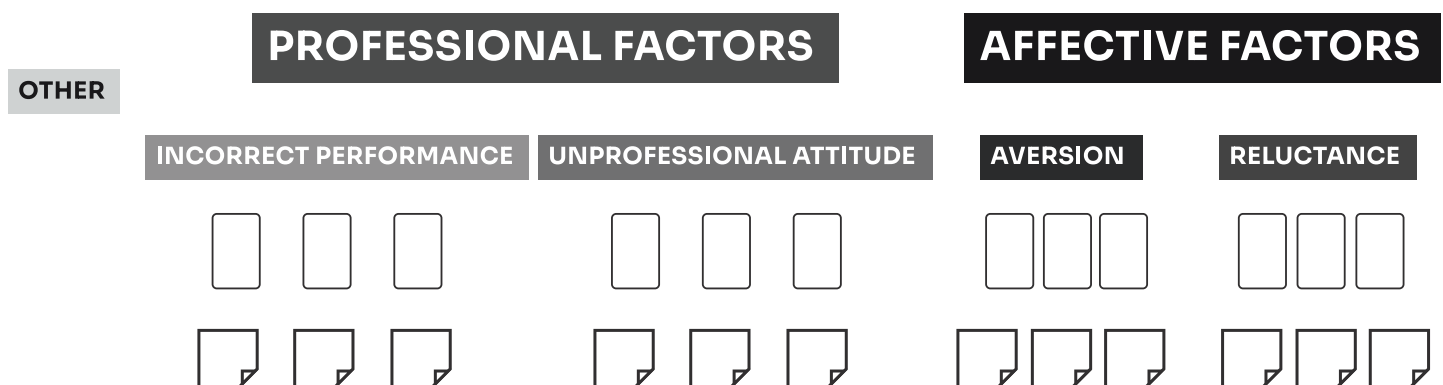
With the challenges clearly mapped, participants brainstorm practical strategies to address them. Strategies should be realistic and appropriate for a practical training setting and aim to support trainees in achieving the expected outcomes.

Using Post-it notes, participants write one or two actions per challenge. The spokesperson gathers the ideas and places them on the wall, matching each action to the corresponding challenge.

Duration: 18 minutes

Materials: Post-it notes, marker pens

EXAMPLE OF THE PLACEMENT OF LABELS AND POST-ITS:



8. DRAWING ON PERSONAL EXPERIENCE

Participants are invited to introduce challenges drawn from their own professional experience that were not covered during the workshop.

Each group develops a new persona based on a real scenario and places the persona card on the wall under the most appropriate classification category, briefly explaining the challenge presented.

Duration: 5 minutes

Materials: Post-it notes, marker pens, tape

9. FINAL THOUGHTS

The facilitator concludes the session by emphasizing that practical teaching—particularly when live animals are involved—can be challenging and often requires timely, well-considered responses.

The importance of supporting both trainees and tutors, while prioritizing animal welfare, is reinforced.

Sharing experiences and collectively discussing hypothetical scenarios increases awareness of potential challenges and supports the development of consistent, confident, and proactive teaching approaches.

Duration: 2 minutes

Materials to print and cut out



Elizabeth Warren

55 years

BACKGROUND

PI in the Mitochondria Ribosomes LAB;
PhD in Medical Science, University of
Cambridge

PREVIOUS EXPERIENCE WITH ANIMALS

She reports having practice because she has always monitored projects. She has always had in her team people who signed the projects in which she collaborated; however, she now needs to do the training to obtain a license.

MOUSE

1



Elizabeth Warren

55 years

BACKGROUND

PI in the Mitochondria Ribosomes LAB;
PhD in Medical Science, University of
Cambridge

PREVIOUS EXPERIENCE WITH ANIMALS

She reports having practice because she has always monitored projects. She has always had in her team people who signed the projects in which she collaborated; however, she now needs to do the training to obtain a license.

CURRENT SITUATION

The trainee does not perform the procedures correctly (e.g., she holds the mice by the tail, she grasps the animals' folds too tightly). She has been given indications on how to correct the handling but she hasn't been successful.

THE TRAINEE SAYS

"I have a lot of experience, and it's not me who is going to do the practical work with the animals. I only need the course to be able to sign the projects."

WHAT SHE SHOWS

The trainee is uncomfortable when handling the animals and doesn't show willingness to correct the habits/practices that she learned previously. She appears to be confident in performing the tasks she is given.

MOUSE

1





Sam Miller
44 years

BACKGROUND

Researcher in the group of Nanotechnology in Salamanca; PhD in Biomedical Engineering

PREVIOUS EXPERIENCE WITH ANIMALS

He reports having significant experience. He has participated in several studies with zebrafish. In the zebrafish facility where he worked for his PhD, it was the technician who did the practical work and the researchers only assisted; however, he knew all the procedures.

ZEBRAFISH

2



Sam Miller
44 years

BACKGROUND

Researcher in the group of Nanotechnology in Salamanca; PhD in Biomedical Engineering

PREVIOUS EXPERIENCE WITH ANIMALS

He reports having significant experience. He has participated in several studies with zebrafish. In the zebrafish facility where he worked for his PhD, it was the technician who did the practical work and the researchers only assisted; however, he knew all the procedures.

CURRENT SITUATION

The trainee does not perform the procedures correctly (e.g., he picks smashes of inadequate size, he keeps the animals out of the water for too long, he mistakes the recovery tanks for the tanks with the anesthetic). He has been given indications on how to correct his procedures but to no avail.

THE TRAINEE SAYS

"I have a lot of experience. I'm hoping to start a Post-Doc at the same place where I did my PhD. I only need the licence, I am not going to do these things."

WHAT HE SHOWS

The trainee is too at ease with the animals, he is not very conscientious and has poor critical skills regarding safe practices. He is not very invested and concentrated during the class and the tutor's explanations.

ZEBRAFISH

2





Natalie Foster

34 years

.....

BACKGROUND

She will start working as a Technician at the Microinjection Unit in the Barnabéu Institute. PhD in Biotechnology from the University of Zagreb (recently obtained).

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. She has participated in several studies conducted in the zebrafish facility when she was a PhD student. She worked with several species of fish in addition to zebrafish.

ZEBRAFISH

3



Natalie Foster

34 years

.....

BACKGROUND

She will start working as a Technician at the Microinjection Unit in the Barnabéu Institute. PhD in Biotechnology from the University of Zagreb (recently obtained).

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. She has participated in several studies conducted in the zebrafish facility when she was a PhD student. She worked with several species of fish in addition to zebrafish.

.....

CURRENT SITUATION

The trainee executes the tasks incorrectly and with carelessness. She handles the animals without concern (e.g., one fish jumped of the tank, she misjudged the reflexes associated with the different stages of anesthesia). She was given indications to correct her procedures but to no avail.

THE TRAINEE SAYS

"I have a lot of experience. That is actually one of the reasons why I was hired for my new job. This course is only a formality to obtain the licence."

WHAT SHE SHOWS

The trainee shows lack of concern and carelessness when handling the animals. She is too indierent regarding reacting to critical situations such as a fish out of the water. She shows little proactivity and critical sense when executing theprocedures. She believes that she has a lot of experience.

ZEBRAFISH

3





Katherine Brooks

30 years

.....

BACKGROUND

Junior Researcher in the Organelles Lab
PhD in Biomedical Sciences, University
of Salamanca.

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant
experience. Everyone in the group here she
did her PhD worked with rats, which allowed
her to assist in several projects and learn a
large variety of techniques.

RAT

4



Katherine Brooks

30 years

.....

BACKGROUND

Junior Researcher in the Organelles Lab
PhD in Biomedical Sciences, University of
Salamanca.

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant
experience. Everyone in the group here she
did her PhD worked with rats, which allowed
her to assist in several projects and learn a
large variety of techniques.

.....

CURRENT SITUATION

The trainee shows little care and interest
in the way she handles the rats. She shows
initiative but does not take advantage of
the time given to train. She has been told
twice (at the start of the class) that she
cannot use her mobile phone during the
practical classes.

THE TRAINEE SAYS

"I already know how to do this, I can show
you if you want."

WHAT SHE SHOWS

The trainee shows little empathy when
handling the animals. She has an
unprofessional attitude and shows little
interest, but she demonstrates ability to
execute the tasks. She is not careful.

RAT

4





Logan Brooks

48 years

.....

BACKGROUND

PI in the Molecular Genetics Lab and
Professor at the University of Bologna.
PhD in Biotechnology (University of Zamora)

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant
experience. He has followed several projects
and supervised a number of students in
projects involving procedures with rodents.
In his group, the practical work is performed
by the students and technicians.

MOUSE

5



Logan Brooks

48 years

.....

BACKGROUND

PI in the Molecular Genetics Lab and
Professor at the University of Bologna.
PhD in Biotechnology (University of Zamora)

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant
experience. He has followed several
projects and supervised a number of
students in projects involving
procedures with rodents. In his group,
the practical work is performed by the
students and technicians.

.....

CURRENT SITUATION

The trainee appears to be at ease but he
performs the procedures incorrectly (e.g.,
he holds the animals too tightly, he wants to
wear metal mesh gloves and rags).

THE TRAINEE SAYS

"I have a lot of experience. I am only doing
the course because I am collaborating in a
project that requires me to have a licence to
be able to sign the project. In fact, there
should be another way of doing this
because some people don't need to attend
a course... they only need the certificate."

WHAT HE SHOWS

The trainee shows impatience and discomfort
for being in the role of trainee. He does not
take in the corrections that he is given. He
believes that he executes the tasks correctly.





Josh Davis
30 years

.....
BACKGROUND

Junior Researcher in the Rodents
Biodiversity LAB, Cape Town University
PhD in Ecology, University of Évora

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. He has participated in several studies and has also performed some field collections with rodents during his PhD.

RAT

6



Josh Davis
30 years

.....
BACKGROUND

Junior Researcher in the Rodents,
Biodiversity LAB, Cape Town University;
PhD in Ecology, University of Évora

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. He has participated in several studies and has also performed some field collections with rodents during his PhD.

.....

CURRENT SITUATION

The trainee shows little care and gentleness in the way he handles the rats. He does not take advantage of the training time. He performed the task once and closed the cage. He waits and watches his colleagues training. He has been asked to take the opportunity to correct some issues, but he just wants to do the demonstration and leave.

THE TRAINEE SAYS

"I already know the procedures, I can demonstrate if you want. We hold it like this – he says, applying too much pressure on the rat's thorax – because the animals we work with are not this calm."

WHAT HE SHOWS

The trainee shows lack of interest in the class or in what he can learn. He believes that he holds the animals correctly and he is not willing to understand the indications given by the tutor regarding the animals' well-being.

RAT

6





James Walker

28 years

.....
BACKGROUND

Research Fellow in the LipoVesículas
LAB Master's in Biotechnology,
University of Aveiro

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will be starting a
PhD which is expected to have a strong
component of work with rodents.

MOUSE

7



James Walker

28 years

.....
BACKGROUND

Research Fellow in the LipoVesículas
LAB Master's in Biotechnology,
University of Aveiro

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will be starting a
PhD which is expected to have a strong
component of work with rodents.

.....
CURRENT SITUATION

The trainee is not capable of removing the
mice from the cage. He has been given
direct guidance and time to get used to this
procedure but he is not moving forward in
the practical class.

THE TRAINEE SAYS

“(...) I don't even like to look at the tail.”

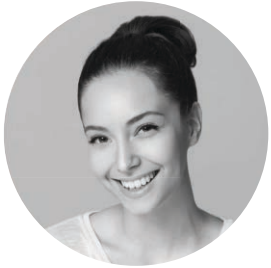
WHAT HE SHOWS

The trainee talks a lot and is very fidgety
(e.g., he jumps around and keeps turning
the cages with the animals). He appears to
be nervous.

MOUSE

7





Ava Parker
25 years

BACKGROUND

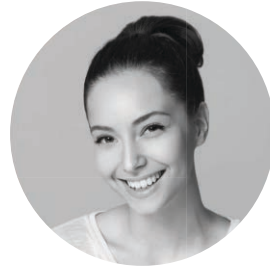
Master's in Biology, University of Sorbonne.
In a traineeship in the group of Microbial
Genetic Diversity

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience.
She will be starting a PhD which is expected
to have a strong component of work with
rodents (collection of blood samples and
subcutaneous administration of products).

MOUSE

8



Ava Parker
25 years

BACKGROUND

Master's in Biology, University of Sorbonne.
In a traineeship in the group of Microbial
Genetic Diversity

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience.
She will be starting a PhD which is expected
to have a strong component of work with
rodents (collection of blood samples and
subcutaneous administration of products).

CURRENT SITUATION

The trainee is not capable of removing the
mice from the cage. She has been given
individual guidance and time to get used to
the mice. She has worn two pairs of gloves
and managed to remove one animal from
the tunnel of the cage to the grid a few
times. She is not moving forward in the
practical class.

THE TRAINEE SAYS

"I can do this as long as I don't touch the fur.
They move a lot... they are very nervous."

WHAT SHE SHOWS

The trainee is visibly scared to handle the
cages. She is uncomfortable and sweats.

MOUSE

8



PERSONA CARDS | PROBLEMATIC



Lauren Allen
26 years

.....

BACKGROUND

Research Fellow in the Cancer Peptides LAB; Master's in Biotechnology, Imperial College London

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience. She will be starting a PhD which is expected to have a strong component of work with rodents.

MOUSE

9



Lauren Allen
26 years

.....

BACKGROUND

Research Fellow in the Cancer Peptides LAB; Master's in Biotechnology, Imperial College London

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience. She will be starting a PhD which is expected to have a strong component of work with rodents.

.....

CURRENT SITUATION

The trainee is not capable of removing the mice from the cage. She has been given direct guidance and time to get used to this procedure but she is not moving forward in the practical class.

THE TRAINEE SAYS

"I can't even look at the tail. And those claws... they're watching me!"

WHAT SHE SHOWS

The trainee talks a lot and is very fidgety (e.g., she jumps around and keeps turning the cages with the animals). She appears to be nervous.

MOUSE

9



Ben Carter
24 years

.....
BACKGROUND

He is attending a Master's in Biotechnology, University of Badajoz

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

RAT

10



Ben Carter
24 years

.....
BACKGROUND

He is attending a Master's in Biotechnology, University of Badajoz

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

.....
CURRENT SITUATION

The trainee is not capable of taking the rats out of the cage. Although the tutor tried several approaches, including placing the rat on his arm for him to get used to it, he hasn't been able to move forward.

THE TRAINEE SAYS

"Poor things! Wait! Wait! Wait! (...) Will we have to kill them in the end? Can we give them for adoption?"

WHAT HE SHOWS

The trainee demonstrates being nervous and anxious. The focus of his attention is on the suffering that we will inflict on the animals, and he expresses this constantly.

RAT

10





Mia Cooper
23 years

BACKGROUND

Student de Master's in Applied Biology of the University of Minho

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience. She will be starting the Master's practical part which is expected to have a strong component of work with rats. Her supervisor recommended this course because it is ideal for the timings of the project in which she will be involved.

RAT

11



Mia Cooper
23 years

BACKGROUND

Student de Master's in Applied Biology of the University of Minho

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience. She will be starting the Master's practical part which is expected to have a strong component of work with rats. Her supervisor recommended this course because it is ideal for the timings of the project in which she will be involved.

CURRENT SITUATION

The trainee is not capable of removing the rats from the cage. The tutor tried several approaches, including placing the rat on her arm for her to get used to it, as a first step, but the trainee screams with fear and closes her eyes.

THE TRAINEE SAYS

"Are we required to do more than this to be approved?!(...) Someone at the university attended a course like this one and they freed the animals at the end! (...) They are very cute... they look a lot like Ratatouille! How can anyone hurt them?"

WHAT SHE SHOWS

The trainee is nervous, she systematically asks for help but stands back when people try to help her. She constantly makes observations about the animals, namely about their vocalizations, about handling them, about their "nervousness". She insists on questioning the care procedures used in the animal house.

RAT

11





Max Thompson
24 years

.....
BACKGROUND

He is attending a Master's in Biotechnology, University of Lyon

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

RAT

12



Max Thompson
24 years

.....
BACKGROUND

He is attending a Master's in Biotechnology, University of Lyon

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

.....

CURRENT SITUATION

The trainee is not capable of taking the rats out of the cage. Although the tutor tried several approaches, including placing the rat on his arm for him to get used to it, he hasn't been able to move forward.

THE TRAINEE SAYS

"Poor things! Wait! Wait! Wait! (...) Will we have to kill them in the end? Can we give them for adoption?"

WHAT HE SHOWS

The trainee demonstrates being nervous and anxious. The focus of his attention is on the suffering that we will inflict on the animals, and he expresses this constantly.

RAT

12





Chloe Morgan
27 years

BACKGROUND

Research Fellow in the Nanotherapies LAB
Master's in Biotechnology, Leiden University
Medical Center

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience. She will be starting
a PhD which is expected to have a strong
component of work with rodents.

MOUSE

13



Chloe Morgan
27 years

BACKGROUND

Research Fellow in the Nanotherapies LAB
Master's in Biotechnology, Leiden University
Medical Center

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience. She will be starting
a PhD which is expected to have a strong
component of work with rodents.

CURRENT SITUATION

The trainee is capable of lifting the mice
out of the cage. They have received
direct guidance and time to become
familiar with the procedure. The trainee
is improving and gaining confidence.

THE TRAINEE SAYS

"I thought this would be more difficult.
If you handle them carefully, they stay
very calm."

WHAT SHE SHOWS

The trainee appears focused, staying
near the cage and observing the animals
closely. They are gently practicing how
to improve their grip on the skin fold for
proper restraint.

MOUSE

13





Rebecca Mitchell
55 years

BACKGROUND

PI in the Therapeutics LAB; PhD in Medical Science, Heidelberg University

PREVIOUS EXPERIENCE WITH ANIMALS

Reports having practice because she has always monitored projects. She has always had in her team people who signed the projects with animal experimentation; she now needs to do the training to obtain a license.

RAT

14



Rebecca Mitchell
55 years

BACKGROUND

PI in the Therapeutics LAB; PhD in Medical Science, Heidelberg University

PREVIOUS EXPERIENCE WITH ANIMALS

Reports having practice because she has always monitored projects. She has always had in her team people who signed the projects with animal experimentation; she now needs to do the training to obtain a license.

CURRENT SITUATION

The trainee performs the procedures correctly (e.g., she uses the tunnel to handle the mice). She has received guidance on how to improve her handling technique, and she is integrating the feedback.

THE TRAINEE SAYS

"I have a lot of experience, and I won't be the one doing the practical work with the animals. I only need the course in order to be able to sign the projects. But I do think it's right that whoever signs the projects knows how to do the procedures."

WHAT SHE SHOWS

The trainee is comfortable handling the animals and shows a willingness to correct the habits she learned previously.

RAT

14





Luke Turner
24 years

BACKGROUND

He is attending a Master's in Biotechnology, University of Freiburg

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

RAT

15



Luke Turner
24 years

BACKGROUND

He is attending a Master's in Biotechnology, University of Freiburg

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

.....

CURRENT SITUATION

The trainee is capable of taking the rats out of the cage. The tutor first tried placing the rat on his arm to help him get used to it, and now he is gaining confidence in removing and returning the animal to the cage.

THE TRAINEE SAYS

"It seemed more difficult before we started. I was a little hesitant, but they turned out to be very friendly."

WHAT HE SHOWS

The trainee appears calm and fascinated by his ability to handle rats so far. His attention is focused on handling the animal properly and avoiding any distress.

RAT

15





Ryan Cooper
55 years

BACKGROUND

Researcher in the group of Nanotechnology in Sorbonne University;
PhD in Biomedical Engineering

PREVIOUS EXPERIENCE WITH ANIMALS

He reports having significant experience and has participated in several studies involving zebrafish. During his PhD, he worked with zebrafish, and now he wants to develop some pilot studies using zebrafish as an animal model. He is taking this course because he spent several years without using animals in his experiments.

ZEBRAFISH

16



Ryan Cooper
55 years

BACKGROUND

Researcher in the group of Nanotechnology in Sorbonne University;
PhD in Biomedical Engineering

PREVIOUS EXPERIENCE WITH ANIMALS

He reports having significant experience and has participated in several studies involving zebrafish. During his PhD, he worked with zebrafish, and now he wants to develop some pilot studies using zebrafish as an animal model. He is taking this course because he spent several years without using animals in his experiments.

ZEBRAFISH

16

CURRENT SITUATION

The trainee performs the procedures correctly (e.g., he selects meshes of adequate size, keeps the animals out of the water for the minimum necessary time, labels the tank properly, etc.). He is very quick at distinguishing male from female fish.

THE TRAINEE SAYS

"It's been a long time since I've handle any of this guys, but it's good to be back."

WHAT HE SHOWS

The trainee is very at ease with the animals, highly conscientious, and appears very comfortable.





Dylan Scott
40 years

BACKGROUND

Junior Researcher at Molecular Genetics
Lab. PhD in Biotechnology, Utrecht University

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. He has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

MOUSE

17



Dylan Scott
40 years

BACKGROUND

Junior Researcher at Molecular Genetics
Lab. PhD in Biotechnology, Utrecht University

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. He has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

CURRENT SITUATION

The trainee appears to be at ease and performs procedures correctly (e.g., he picks the animals using tunnels and is very assertive in handling active animals without being aggressive)

THE TRAINEE SAYS

"I have a lot of experience. I'm taking this course because I'm collaborating on a project that requires me to have a license in order to sign off on it. But it's good to be here and learn."

WHAT HE SHOWS

The trainee shows patience in his role and uses the time to support inexperienced colleagues.

MOUSE

17



Michael Johnson

28 years

.....
BACKGROUND

Junior Researcher at Molecular Genetics
Lab. PhD in Biotechnology, Karolinska Institutet

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports that he did his PhD with Zebrafish. After that he has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

MOUSE

18



Michael Johnson

28 years

.....
BACKGROUND

Junior Researcher at Molecular Genetics
Lab. PhD in Biotechnology, Karolinska Institutet

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports that he did his PhD with Zebrafish. After that he has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

.....
CURRENT SITUATION

The trainee appears to be at ease when handling animals. He is hesitant when asked to do restrain the mouse.

THE TRAINEE SAYS

“Can you please explain again how to position my fingers... so that I can try again”

WHAT HE SHOWS

Although this is new to him he is willing to learn and seems aware of what he still need to practice.

MOUSE

18





Sarah Wilson

31 years

.....

BACKGROUND

Research Fellow in the Nanotherapies LAB
Master's in Biotechnology,
Heidelberg University

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will be starting a
PhD which is expected to have a strong
component of work with rodents.

MOUSE

19



Sarah Wilson

31 years

.....

BACKGROUND

Research Fellow in the Nanotherapies LAB
Master's in Biotechnology,
Heidelberg University

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will be starting a
PhD which is expected to have a strong
component of work with rodents.

.....

CURRENT SITUATION

The trainee is capable of lifting the mice
out of the cage. They have received direct
guidance and time to become familiar with
the procedure. The trainee is improving and
gaining confidence.

THE TRAINEE SAYS

"I thought this would be more difficult. If you
handle them carefully, they stay very calm."

WHAT SHE SHOWS

The trainee appears focused, staying
near the cage and observing the animals
closely. They are gently practicing how to
improve their grip on the skin fold for
proper restraint.

MOUSE

19





Megan Smith
50 years

BACKGROUND

PI in the Glycobiology Cancer LAB
PhD in Medical Science, KU Leuven

PREVIOUS EXPERIENCE WITH ANIMALS

Reports having practice because she has always monitored projects. She has always had in her team people who signed the projects with animal experimentation; She now needs to do the training to obtain a license.

RAT

20



Megan Smith
50 years

BACKGROUND

PI in the Glycobiology Cancer LAB
PhD in Medical Science, KU Leuven

PREVIOUS EXPERIENCE WITH ANIMALS

Reports having practice because she has always monitored projects. She has always had in her team people who signed the projects with animal experimentation; She now needs to do the training to obtain a license.

CURRENT SITUATION

The trainee performs the procedures correctly (e.g., she uses the tunnel to handle the mice). She has received guidance on how to improve her handling technique, and she is integrating the feedback.

THE TRAINEE SAYS

"I have a lot of experience, and I won't be the one doing the practical work with the animals. I only need the course in order to be able to sign the projects. But I do think it's right that whoever signs the projects knows how to do the procedures."

WHAT SHE SHOWS

The trainee is comfortable handling the animals and shows a willingness to correct the habits she learned previously.

RAT

20



John Miller
23 years

BACKGROUND

He is attending a Master's in Biotechnology, Trinity College Dublin

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

RAT

21



John Miller
23 years

BACKGROUND

He is attending a Master's in Biotechnology, Trinity College Dublin

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

CURRENT SITUATION

The trainee is capable of taking the rats out of the cage. The tutor first tried placing the rat on his arm to help him get used to it, and now he is gaining confidence in removing and returning the animal to the cage.

THE TRAINEE SAYS

"It seemed more difficult before we started. I was a little hesitant, but they turned out to be very friendly."

WHAT HE SHOWS

The trainee appears calm and fascinated by his ability to handle rats so far. His attention is focused on handling the animal properly and avoiding any distress.

RAT

21



Daniel Carter
50 years

BACKGROUND

Researcher in the group Vertebrate Development; PhD in Biomedical Engineering, University of Amsterdam

PREVIOUS EXPERIENCE WITH ANIMALS

He reports having significant experience and has participated in several studies involving zebrafish. During his PhD, he worked with zebrafish, and now he wants to develop some pilot studies using zebrafish as an animal model. He is taking this course because he spent several years without using animals in his experiments.

ZEBRAFISH

22



Daniel Carter
50 years

BACKGROUND

Researcher in the group Vertebrate Development; PhD in Biomedical Engineering, University of Amsterdam

PREVIOUS EXPERIENCE WITH ANIMALS

He reports having significant experience and has participated in several studies involving zebrafish. During his PhD, he worked with zebrafish, and now he wants to develop some pilot studies using zebrafish as an animal model. He is taking this course because he spent several years without using animals in his experiments.

ZEBRAFISH

22

CURRENT SITUATION

The trainee performs the procedures correctly (e.g., he selects meshes of adequate size, keeps the animals out of the water for the minimum necessary time, labels the tank properly, etc). He is very quick at distinguishing male from female fish.

THE TRAINEE SAYS

"It's been a long time since I've handle any of this guys, but it's good to be back!"

WHAT HE SHOWS

The trainee is very at ease with the animals, highly conscientious, and appears very comfortable.





Robert Brown
43 years

BACKGROUND

Junior Researcher at Neurophysiology Lab.
PhD in Biotechnology, University College
London

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. He has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

RAT

23



Robert Brown
43 years

BACKGROUND

Junior Researcher at Neurophysiology Lab.
PhD in Biotechnology, University College
London

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. He has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

CURRENT SITUATION

The trainee appears to be at ease and performs procedures correctly (e.g., he picks the animals using tunnels and is very assertive in handling active animals without being aggressive)

THE TRAINEE SAYS

"I have a lot of experience. I'm taking this course because I'm collaborating on a project that requires me to have a license in order to sign off on it. But it's good to be here and learn."

WHAT HE SHOWS

The trainee shows patience in his role and uses the time to support inexperienced colleagues.

RAT

23





William Davis
35 years

BACKGROUND

Junior Researcher at Molecular Genetics Lab. PhD in Biotechnology, Sapienza University of Rome

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports that he did his PhD with Zebrafish. After that he has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

MOUSE

24



William Davis
35 years

BACKGROUND

Junior Researcher at Molecular Genetics Lab. PhD in Biotechnology, Sapienza University of Rome

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports that he did his PhD with Zebrafish. After that he has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

CURRENT SITUATION

The trainee appears to be at ease when handling animals. He is hesitant when asked to do restrain the mouse.

THE TRAINEE SAYS

“Can you please explain again how to position my fingers... so that I can try again”

WHAT HE SHOWS

Although this is new to him he is willing to learn and seems aware of what he still need to practice.

MOUSE

24



Amanda Moore
26 years

BACKGROUND

Research Fellow in the Nanotherapies LAB
Master's in Applied Biology,
University of Padua

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience. She will be starting a PhD which is expected to have a strong component of work with rodents.

MOUSE

25



Amanda Moore
26 years

BACKGROUND

Research Fellow in the Nanotherapies LAB
Master's in Applied Biology,
University of Padua

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience. She will be starting a PhD which is expected to have a strong component of work with rodents.

CURRENT SITUATION

The trainee is capable of lifting the mice out of the cage. They have received direct guidance and time to become familiar with the procedure. The trainee is improving and gaining confidence.

THE TRAINEE SAYS

"I thought this would be more difficult. If you handle them carefully, they stay very calm."

WHAT SHE SHOWS

The trainee appears focused, staying near the cage and observing the animals closely. They are gently practicing how to improve their grip on the skin fold for proper restraint.

MOUSE

25



Jennifer Martin
48 years

BACKGROUND

PI in the Regulation in Cancer, LAB
PhD in Medical Science, Autonomous
University of Madrid

PREVIOUS EXPERIENCE WITH ANIMALS

Reports having practice because she has
always monitored projects. She has always
had in her team people who signed the
projects with animal experimentation;
she now needs to do the training to obtain
a license.

RAT

26



Jennifer Martin
48 years

BACKGROUND

PI in the Regulation in Cancer, LAB
PhD in Medical Science, Autonomous
University of Madrid

PREVIOUS EXPERIENCE WITH ANIMALS

Reports having practice because she has
always monitored projects. She has always
had in her team people who signed the
projects with animal experimentation;
she now needs to do the training to obtain
a license.

CURRENT SITUATION

The trainee performs the procedures
correctly (e.g., she uses the tunnel to handle
the mice). She has received guidance on
how to improve her handling technique, and
she is integrating the feedback.

THE TRAINEE SAYS

"I have a lot of experience, and I won't be
the one doing the practical work with the
animals. I only need the course in order to
be able to sign the projects. But I do think
it's right that whoever signs the projects
knows how to do the procedures."

WHAT SHE SHOWS

The trainee is comfortable handling the
animals and shows a willingness to correct
the habits she learned previously.

RAT

26





Samuel Turner

22 years

.....

BACKGROUND

He is attending a Master's in Biotechnology, University of Granada

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

RAT

27



Samuel Turner

22 years

.....

BACKGROUND

He is attending a Master's in Biotechnology, University of Granada

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

.....

CURRENT SITUATION

The trainee is capable of taking the rats out of the cage. The tutor first tried placing the rat on his arm to help him get used to it, and now he is gaining confidence in removing and returning the animal to the cage.

THE TRAINEE SAYS

"It seemed more difficult before we started. I was a little hesitant, but they turned out to be very friendly."

WHAT HE SHOWS

The trainee appears calm and fascinated by his ability to handle rats so far. His attention is focused on handling the animal properly and avoiding any distress.

RAT

27





Nathan Collins

49 years

.....

BACKGROUND

Researcher in the group Vertebrate Development; PhD in Applied Biology, University of British Columbia

PREVIOUS EXPERIENCE WITH ANIMALS

He reports having significant experience and has participated in several studies involving zebrafish. During his PhD, he worked with zebrafish, and now he wants to develop some pilot studies using zebrafish as an animal model. He is taking this course because he spent several years without using animals in his experiments.

ZEBRAFISH

28



Nathan Collins

49 years

.....

BACKGROUND

Researcher in the group Vertebrate Development; PhD in Applied Biology, University of British Columbia

PREVIOUS EXPERIENCE WITH ANIMALS

He reports having significant experience and has participated in several studies involving zebrafish. During his PhD, he worked with zebrafish, and now he wants to develop some pilot studies using zebrafish as an animal model. He is taking this course because he spent several years without using animals in his experiments.

ZEBRAFISH

28

.....

CURRENT SITUATION

The trainee performs the procedures correctly (e.g., he selects meshes of adequate size, keeps the animals out of the water for the minimum necessary time, labels the tank properly, etc). He is very quick at distinguishing male from female fish.

THE TRAINEE SAYS

"It's been a long time since I've handle any of this guys, but it's good to be back!"

WHAT HE SHOWS

The trainee is very at ease with the animals, highly conscientious, and appears very comfortable.





Andrew Scott
43 years

BACKGROUND

Junior Researcher at Neurophysiology Lab.
PhD in Pharmacology, University of Toronto

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. He has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

RAT

29



Andrew Scott
43 years

BACKGROUND

Junior Researcher at Neurophysiology Lab.
PhD in Pharmacology, University of Toronto

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. He has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

CURRENT SITUATION

The trainee appears to be at ease and performs procedures correctly (e.g., he picks the animals using tunnels and is very assertive in handling active animals without being aggressive)

THE TRAINEE SAYS

"I have a lot of experience. I'm taking this course because I'm collaborating on a project that requires me to have a license in order to sign off on it. But it's good to be here and learn."

WHAT HE SHOWS

The trainee shows patience in his role and uses the time to support inexperienced colleagues.

RAT

29





Christopher Reed
35 years

.....
BACKGROUND

Junior Researcher at Molecular Genetics
Lab. PhD in Biotechnology,
University of Crete

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports that he did his PhD
with Zebrafish. After that he has followed
several projects and supervised a number
of students in projects involving
procedures with rodents. In his team, the
practical work is performed by the
students and technicians.

MOUSE

30



Christopher Reed
35 years

.....
BACKGROUND

Junior Researcher at Molecular Genetics
Lab. PhD in Biotechnology,
University of Crete

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports that he did his PhD
with Zebrafish. After that he has followed
several projects and supervised a number
of students in projects involving
procedures with rodents. In his team, the
practical work is performed by the students
and technicians.

.....
CURRENT SITUATION

The trainee appears to be at ease when
handling animals. He is hesitant when asked
to do restrain the mouse.

THE TRAINEE SAYS

“Can you please explain again how to
position my fingers... so that I can try again”

WHAT HE SHOWS

Although this is new to him he is willing to
learn and seems aware of what he still need
to practice.

MOUSE

30



Zoe Simmons

27 years

.....

BACKGROUND

Research Fellow in the Nanotherapies LAB
Master's in Applied Biology,
University of Lisbon

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience. She will be starting a
PhD which is expected to have a strong
component of work with rodents.

MOUSE

31



Zoe Simmons

27 years

.....

BACKGROUND

Research Fellow in the Nanotherapies LAB
Master's in Applied Biology,
University of Lisbon

PREVIOUS EXPERIENCE WITH ANIMALS

She has no experience. She will be starting
a PhD which is expected to have a strong
component of work with rodents.

.....

CURRENT SITUATION

The trainee is capable of lifting the mice
out of the cage. They have received direct
guidance and time to become familiar with
the procedure. The trainee is improving and
gaining confidence.

THE TRAINEE SAYS

"I thought this would be more difficult. If you
handle them carefully, they stay very calm."

WHAT SHE SHOWS

The trainee appears focused, staying
near the cage and observing the animals
closely. They are gently practicing how to
improve their grip on the skin fold for
proper restraint.

MOUSE

31





Claire Jennings

48 years

.....

BACKGROUND

PI in the Regulation in Cancer, LAB
PhD in Medical Science,
University of Valencia

PREVIOUS EXPERIENCE WITH ANIMALS

Reports having practice because she has always monitored projects. She has always had in her team people who signed the projects with animal experimentation; she now needs to do the training to obtain a license.

RAT

32



Claire Jennings

48 years

.....

BACKGROUND

PI in the Regulation in Cancer, LAB
PhD in Medical Science,
University of Valencia

PREVIOUS EXPERIENCE WITH ANIMALS

Reports having practice because she has always monitored projects. She has always had in her team people who signed the projects with animal experimentation; she now needs to do the training to obtain a license.

.....

CURRENT SITUATION

The trainee performs the procedures correctly (e.g., she uses the tunnel to handle the mice). She has received guidance on how to improve her handling technique, and she is integrating the feedback.

THE TRAINEE SAYS

"I have a lot of experience, and I won't be the one doing the practical work with the animals. I only need the course in order to be able to sign the projects. But I do think it's right that whoever signs the projects knows how to do the procedures."

WHAT SHE SHOWS

The trainee is comfortable handling the animals and shows a willingness to correct the habits she learned previously.

RAT

32





Gavin Ross
23 years

BACKGROUND

He is attending a Master's in Biotechnology, University of Turin

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

RAT

33



Gavin Ross
23 years

BACKGROUND

He is attending a Master's in Biotechnology, University of Turin

PREVIOUS EXPERIENCE WITH ANIMALS

He has no experience. He will start practical work during the Master's traineeship (which will have a strong component of work with rats). He was enrolled in the course by his supervisor because she thinks this course is an excellent opportunity.

RAT

33

CURRENT SITUATION

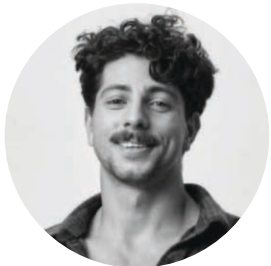
The trainee is capable of taking the rats out of the cage. The tutor first tried placing the rat on his arm to help him get used to it, and now he is gaining confidence in removing and returning the animal to the cage.

THE TRAINEE SAYS

"It seemed more difficult before we started. I was a little hesitant, but they turned out to be very friendly."

WHAT HE SHOWS

The trainee appears calm and fascinated by his ability to handle rats so far. His attention is focused on handling the animal properly and avoiding any distress.



Zachary Bennett
48 years

BACKGROUND

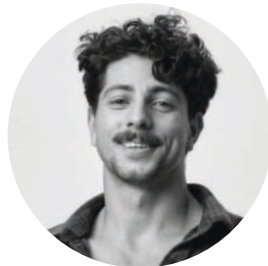
Researcher in the group Vertebrate Development; PhD in Applied Biology, University of Florence

PREVIOUS EXPERIENCE WITH ANIMALS

He reports having significant experience and has participated in several studies involving zebrafish. During his PhD, he worked with zebrafish, and now he wants to develop some pilot studies using zebrafish as an animal model. He is taking this course because he spent several years without using animals in his experiments.

ZEBRAFISH

34



Zachary Bennett
48 years

BACKGROUND

Researcher in the group Vertebrate Development; PhD in Applied Biology, University of Florence

PREVIOUS EXPERIENCE WITH ANIMALS

He reports having significant experience and has participated in several studies involving zebrafish. During his PhD, he worked with zebrafish, and now he wants to develop some pilot studies using zebrafish as an animal model. He is taking this course because he spent several years without using animals in his experiments.

CURRENT SITUATION

The trainee performs the procedures correctly (e.g., he selects meshes of adequate size, keeps the animals out of the water for the minimum necessary time, labels the tank properly, etc.). He is very quick at distinguishing male from female fish.

THE TRAINEE SAYS

"It's been a long time since I've handle any of this guys, but it's good to be back!"

WHAT HE SHOWS

The trainee is very at ease with the animals, highly conscientious, and appears very comfortable.

ZEBRAFISH

34



Ethan Price

43 years

.....

BACKGROUND

Junior Researcher at Neurophysiology Lab.
PhD in Pharmacology, University of Toronto

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. He has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

RAT

35



Ethan Price

43 years

.....

BACKGROUND

Junior Researcher at Neurophysiology Lab.
PhD in Pharmacology, University of Toronto

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports having significant experience. He has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

.....

CURRENT SITUATION

The trainee appears to be at ease and performs procedures correctly (e.g., he picks the animals using tunnels and is very assertive in handling active animals without being aggressive)

THE TRAINEE SAYS

"I have a lot of experience. I'm taking this course because I'm collaborating on a project that requires me to have a license in order to sign off on it. But it's good to be here and learn."

WHAT HE SHOWS

The trainee shows patience in his role and uses the time to support inexperienced colleagues.

RAT

35





Matthew Brooks
36 years

BACKGROUND

Junior Researcher at Molecular Genetics Lab. PhD in Biotechnology, University of Porto

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports that he did his PhD with Zebrafish. After that he has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

MOUSE

36



Matthew Brooks
36 years

BACKGROUND

Junior Researcher at Molecular Genetics Lab. PhD in Biotechnology, University of Porto

PREVIOUS EXPERIENCE WITH ANIMALS

The trainee reports that he did his PhD with Zebrafish. After that he has followed several projects and supervised a number of students in projects involving procedures with rodents. In his team, the practical work is performed by the students and technicians.

CURRENT SITUATION

The trainee appears to be at ease when handling animals. He is hesitant when asked to do restrain the mouse.

THE TRAINEE SAYS

“Can you please explain again how to position my fingers... so that I can try again”

WHAT HE SHOWS

Although this is new to him he is willing to learn and seems aware of what he still need to practice.

MOUSE

36

Do you expect any challenges in your class?



YES



NO



PROFESSIONAL FACTORS



AFFECTIVE FACTORS



INCORRECT PERFORMANCE



UNPROFESSIONAL ATTITUDE



AVERSION



RELUCTANCE



OTHER



Trainees who have previous experience and demonstrate technical dexterity but perform the procedure incorrectly.



Trainees who show a lack of attention to tasks, question instructions, appear unmotivated, and underestimate their need for training.



Trainees who display strong fear, repulsion and/or disgust when touching or handling animals.



Trainees who experience strong emotional distress when required to perform procedures that cause harm to animals.

