



# COMMUNICATING AG ISSUES

## A Case Study Approach to Teaching & Learning

### Antibiotics in Animal Agriculture and Antimicrobial Resistance

#### What is this case study about?

Antibiotic resistance and formation of “superbugs” is a rising global concern. Agriculture is taking a significant portion of the blame due to their use of antibiotics in conventional production practices. This case discusses the use of antibiotics in animal agriculture and how to communicate about this risk to the public.

**Keywords:** affect heuristic, risk-as-feelings hypothesis, risk communication, antimicrobial resistance

#### Who can benefit from using this curriculum?

This case study would be appropriate to use in science and agricultural communication courses, animal science and biology courses, agricultural or consumer policy courses, and broad agricultural or science issues courses to address the social and communication science aspects of this scientific and controversial issue.

#### What will students learn?

By the end of this case study, learners should be able to:

1. Describe the problem of antimicrobial resistance and its connection to antibiotic usage in animal agriculture
2. Describe why antibiotic usage in animal agriculture is controversial
3. Define sources of scientific controversy and analyze how those manifest in this particular issue
4. Describe relevant theories and concepts explaining how people think about this issue and how to better communicate
5. Apply those theories and concepts in crafting effective key messages about the topic

#### What materials are available?

- **Full PowerPoint** presentations with instructor comments that you can use either as a script or to adapt with our own wording, as you see fit.
- **Readings/resources** that you can elect to use as background for yourself, in order to become more knowledgeable about the topic, or to provide to students either as required or optional readings.
- A **series of video interviews**, conducted with scientists and industry professionals allows students to learn more about the concepts discussed in the case.
- **Questions** that can be asked, as a way to encourage students to *think critically* about the issue as they continue through the material, as well as at the end of the case study, after students learn about all aspects of the issue.
- **Prepared assignments** to demonstrate learning of topics covered in the case study.