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Telah melakukan penelitian pada bulan Oktober tahun 2017 dengan judul sebagai berikut:

***Enrichment of nutrition of *Brachionus* spp. in the tropical areas***

Adapun penelitian ini sudah mengacu pada prosedur pertimbangan etik dari:

1. *American Fisheries Society* (AFS, 2014) yang berjudul *Guideline for the Use of Fishes in Research* yang menyebutkan bahwa: penelitian dalam kondisi laboratorium baru mengatur tentang hewan percobaan berupa ikan hidup, untuk hewan percobaan berupa zooplankton tidak termasuk (hal 43 ; terlampir), dan
2. *Canadian Council on Animal Care* (CCAC, 2005) yang berjudul *Guideline on the Care and Use of Fish in Research, Teaching and Testing* yang menyebutkan bahwa: pedoman tersebut hanya digunakan untuk hewan uji berupa ikan (Kelas: Chondrichthyes, Agnatha, dan Osteichthyes) dan Avertebrata (Kelas: Cephalopoda) (hal 13,14 ; terlampir).

Sedangkan dalam penelitian tersebut menggunakan zooplankton (*Brachionus* spp.) sebagai hewan percobaan. Sehingga penelitian tersebut tidak perlu dilakukan ***Uji Ethical Clearence***.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagai persyaratan pengusulan Jabatan Fungsional Guru Besar atas nama Dr. Endang Dewi Masithah, Ir., MP.

Surabaya, 27 April 2023

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# **Guidelines for the Use of Fishes in Research**

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## Table of Contents

Use of Fishes in Research Committee, 2014 .....	vii
Preface.....	ix
Acknowledgments.....	xi
Statement of Purpose .....	xiii
1. Introduction.....	1
2. General Considerations.....	3
2.1 Approval of Research Plans by IACUCs .....	3
2.2 Project Quality Assurance Plans and Standard Operating Procedures .....	4
2.3 Statistical Design.....	5
2.4 Mortality as an Experimental Endpoint .....	6
2.5 Fish Health Management: Control of Pathogens and Parasites .....	6
3. Statutory Requirements and Regulatory Bodies.....	9
3.1 International Regulations and Guidelines .....	9
3.2 Biosecurity .....	11
3.3 Federal, State, and Local Regulations.....	12
3.4 Permits and Certificates .....	14
4. Animal Welfare Considerations.....	17
4.1 General Considerations .....	17
4.2 Stress .....	17
4.2.1 Stages of Stress.....	18
4.2.2 Measuring and Avoiding Stress.....	18
4.3 Nociception and Pain .....	20
5. Field Activities.....	23
5.1 Habitat and Population Considerations.....	23
5.2 Field Collections .....	23
5.2.1 Permits.....	23
5.2.2 Natural History Collections.....	24

5.2.3 Representative Samples .....	24
5.2.4 Collection of Imperiled Species .....	25
5.2.5 Museum Specimens and Other Preserved Specimens .....	26
5.3 Live Capture Techniques and Equipment .....	28
5.4 Field Restraint of Fishes: Sedatives .....	28
5.4.1 Drugs Approved for Use on Fish .....	29
5.4.2 Low Regulatory Priority (LRP) Drugs .....	29
5.4.3 Investigational New Animal Drugs (INAD) .....	30
5.5 Dangerous Species and Specimens .....	30
5.6 Handling and Transport .....	31
5.7 Facilities for Temporary Holding and Maintenance .....	32
5.8 Field Acclimation .....	33
5.9 Collection of Blood and Other Tissues .....	34
6. Marking and Tagging .....	37
6.1 General Principles .....	37
6.2 External Tags and Marks .....	37
6.3 Internal Tags and Marks, and Biotelemetry .....	38
6.4 Genetic Markers .....	40
6.5 Stable Isotopes .....	41
6.6 Fatty Acids .....	42
7. Laboratory Activities .....	43
7.1 General Principles .....	43
7.2 Confinement, Isolation, and Quarantine .....	43
7.3 Acclimation to Laboratory Conditions .....	45
7.4 Facilities for Long-Term Housing of Fishes .....	45
7.5 Density of Animals .....	47
7.6 Feeds and Feeding .....	47
7.7 Water Quality .....	49
7.8 Water Recirculation Units .....	50
7.9 Effluents and Permits .....	51

7.10 Dangerous Species and Specimens in Captivity .....	51
7.11 Restraint of Fishes: Sedatives and Related Chemicals.....	52
7.12 Surgical Procedures.....	53
7.13 Administration of Drugs, Biologics, and Other Chemicals .....	55
7.13.1 Drugs .....	55
7.13.2 Biologics and Other Chemicals .....	56
7.13.3 Chemical Facility Anti-Terrorism Standards (CFATS) .....	56
8. Final Disposition of Experimental Animals .....	59
8.1 Euthanasia .....	59
8.2 Storage or Return to Aquatic Habitat.....	60
9. Future Revisions .....	61
10. Literature Cited .....	63
Appendix.....	85
Brief Checklist for IACUC Readiness .....	85
List of Low Regulatory Priority Drugs and Consideration for Their Use .....	86
Appendix Table 1. Low regulatory priority aquaculture drugs, indications, and doses. ....	87
Appendix Table 2. OIE-notifiable causative disease agents for fish and amphibians. ....	88
Index of Terms and Acronyms.....	89
Note on Additional Readings .....	90

## **7. Laboratory Activities**

### **7.1 General Principles**

Working with live fishes under laboratory conditions requires attention to many details concerning the requirements for, and limits of tolerance of, the particular species under study. Acceptable physical facilities and an adequate supply of water with good quality must be provided, even if the fishes are to be held for only short periods of time. Although fish may tolerate marginal facilities and conditions for a few hours or even several days, holding them under less than optimal conditions will affect the results of the research. Standards for humane treatment of animals must also be maintained, regardless of the length of time that the fishes are held.

The reader should note that some content of section 7 is not restricted to laboratory activities, but may be applicable to field situations, as well.

### **7.2 Confinement, Isolation, and Quarantine**

Prior to bringing fishes into a laboratory, facilities and plans should be in place to ensure that the fish cannot escape, especially species not native to the watershed, and that the introduced fishes can be isolated physically from fishes already present. Each holding unit should have its own set of nets and other equipment. Facilities and equipment used for previous studies should be disinfected prior to use in new studies, typically with a chlorinated disinfectant or another disinfectant such as Virkon<sup>®</sup> Aquatic ([www.wchemical.com/](http://www.wchemical.com/)). If the introduced fishes may carry disease agents, especially pathogens or parasites that are not endemic to the area, quarantine-level facilities should be used. The level of quarantine required will vary with the seriousness of the known or suspected disease agent (see section [2.5 Fish Health Management: Control of Pathogens and Parasites](#)).

Individual fish with suspected ill health should be quarantined from the others so as to negate the potential for spread of potential disease agents. Such fish should be evaluated by an individual with expertise in fish diseases (fish pathologist or veterinarian), and the proper therapeutant should be applied as directed. Providing guidance for the treatment of specific diseases is beyond the scope of this document. The investigator is strongly urged to establish a working relationship with individuals with expertise in fish health with whom they may consult.

Experimentation with nonindigenous fishes, transgenic fishes, or other genetically modified fishes is a special situation that requires additional precautions to preclude their escape. Permitting with site visits by state wildlife agencies may be required for holding nonindigenous species (see section [3.4 Permits and Certificates](#)). The specific barriers may be similar to those used to prevent the escape of disease agents but must be developed to fit the physical characteristics of the laboratory or experimental facility. The USDA has developed

Canadian Council on Animal Care



***guidelines on:***

***the care and use of  
fish in research,  
teaching and  
testing***



This document, the CCAC *guidelines on: the care and use of fish in research, teaching and testing*, has been developed by the *ad hoc* subcommittee on fish of the Canadian Council on Animal Care (CCAC) Guidelines Committee.

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## TABLE OF CONTENTS

<b>A. PREFACE</b> .....	<b>1</b>		
<b>SUMMARY OF THE GUIDELINES LISTED IN THIS DOCUMENT</b> .....	<b>3</b>		
<b>B. INTRODUCTION</b> .....	<b>13</b>		
1. Definition of Fish .....	13		
2. Rationale for Guidelines on the Care and Use of Fish .....	13		
3. Ethical Overview .....	14		
3.1 Principles of the Three Rs .....	14		
4. Responsibilities .....	15		
4.1 Responsibilities of investigators ..	15		
4.2 Responsibilities of the animal care committee .....	16		
4.3 Role of the veterinarian .....	17		
5. Government Regulations and Policies on the Use of Fish .....	17		
5.1 International .....	17		
5.2 Federal .....	18		
5.3 First Nations .....	20		
5.4 Provincial/territorial .....	20		
5.5 Municipal .....	20		
<b>C. AQUATIC FACILITIES</b> .....	<b>21</b>		
1. Water Supply .....	21		
2. Water Quality .....	21		
3. Engineering and Design .....	22		
3.1 Structural materials .....	23		
3.2 Room ventilation and airflow in aquatic areas .....	24		
3.3 Mechanical and electrical requirements .....	25		
3.4 Lighting .....	25		
3.5 Redundancy in aquatic life support systems .....	26		
4. Types of Systems .....	26		
4.1 Flow-through systems .....	27		
4.2 Recirculation systems .....	27		
4.3 Static systems .....	27		
4.4 Mesocosms .....	28		
5. Fish Housing .....	28		
5.1 Fish well-being .....	28		
5.2 Tank/enclosure design .....	28		
<b>D. FACILITY MANAGEMENT, OPERATION AND MAINTENANCE</b> .....	<b>31</b>		
1. Security and Access .....	31		
2. General Maintenance of the Facility ..	31		
3. Environmental Monitoring and Control .....	32		
3.1 Management of water quality ...	33		
3.2 Temperature .....	33		
3.3 Oxygen .....	34		
3.4 Supersaturation .....	34		
3.5 pH .....	35		
3.6 Nitrogen compounds .....	35		
3.7 Carbon dioxide .....	36		
3.8 Salinity .....	36		
3.9 Toxic agents .....	37		
<b>E. CAPTURE, ACQUISITION, TRANSPORTATION AND QUARANTINE</b> .....	<b>38</b>		
1. Capture of Wild Stock .....	38		
2. Killed Specimens .....	38		
3. Piscicidal Compounds .....	38		

4.	Acquisition of Hatchery Fish	39	3.3	Anesthesia	53
5.	Transportation	39	3.4	Surgical equipment	54
6.	Quarantine and Acclimation	40	3.5	Incisions	54
6.1	Quarantine	40	3.6	Suture materials and techniques	54
6.2	Acclimation	41	3.7	Pathophysiology of surgery and wound healing in fishes	55
			3.8	Postoperative care	55
<b>F.</b>	<b>HUSBANDRY</b>	<b>42</b>	4.	Administration of Compounds and Devices by Various Routes	56
1.	Record-keeping and Documentation	42	4.1	Branchial diffusion ("inhalation")	56
1.1	Standard Operating Procedures	42	4.2	Oral	56
1.2	General checklists	42	4.3	Injection	57
1.3	Assessment of fish well-being	42	4.4	Implants, windows and bioreactors	57
2.	Density and Carrying Capacity	42	5.	Tagging and Marking	57
3.	Food, Feeding and Nutrition	43	5.1	Tissue marking	58
3.1	Nutrition	43	5.2	Tagging	58
3.2	Food and feeding	43	6.	Collection of Body Fluids	58
3.3	Feed quality and storage	43	7.	Use of Infectious Disease Agents, Tumorigenic or Mutagenic Agents, and Toxic and Noxious Compounds	59
3.4	Larval weaning	45	8.	Endpoints and Criteria for Early Euthanasia	59
3.5	Use of medicated feeds	45	8.1	Recognition of "pain", "distress" and "stress"	59
4.	Broodstock and Breeding	46	8.2	Choosing an appropriate endpoint	60
4.1	Induction of spawning	46	9.	Monitoring	62
<b>G.</b>	<b>HEALTH AND DISEASE CONTROL</b>	<b>47</b>	10.	Negative Reinforcement Modalities	62
1.	Fish Health Program	47	11.	Exercise to Exhaustion	62
1.1	Disease prevention	47	12.	Environmental Extremes	62
1.2	Disease diagnosis and identification of pathogens	47	13.	Genetically Modified Fish	62
1.3	Injuries and other disorders	48	<b>I.</b>	<b>EUTHANASIA</b>	<b>64</b>
<b>H.</b>	<b>EXPERIMENTAL PROCEDURES</b>	<b>50</b>	<b>J.</b>	<b>DISPOSITION OF FISH AFTER STUDY</b>	<b>65</b>
1.	Handling and Restraint	50			
1.1	Restraint of dangerous species	51			
2.	Restricted Environments	51			
3.	Surgery	51			
3.1	Surgical preparation and skin disinfection	52			
3.2	Water quality during surgery	53			

1. Consumption of Fish .....	.65
2. Release of Fish to Wild .....	.65
3. Fish as Pets .....	.65
4. Transfer of Fish Between Facilities .....	.65
5. Disposal of Dead Fish .....	.65
<b>K. REFERENCES .....</b>	<b>.66</b>
<b>L. GLOSSARY .....</b>	<b>.73</b>
<b>M. ABBREVIATIONS .....</b>	<b>.75</b>
<b>APPENDIX A RELEVANT GUIDELINES AND ORGANIZATIONS .....</b>	<b>.76</b>

<b>APPENDIX B ZOOBOTIC DISEASE- TRANSMISSION OF FISH DISEASES TO MAN .....</b>	<b>.77</b>
--	------------

<b>APPENDIX C GUIDELINES FOR CONTAINMENT FACILITIES (FOR PATHOGEN STUDIES) .....</b>	<b>.79</b>
--	------------

<b>APPENDIX D WATER QUALITY CRITERIA FOR OPTIMUM FISH HEALTH – FOR COLDWATER, WARMWATER AND MARINE SPECIES OF FISH .....</b>	<b>.84</b>
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# *the care and use of fish in research, teaching and testing*



## **A. PREFACE**

The Canadian Council on Animal Care (CCAC) is the national peer review agency responsible for setting and maintaining standards for the care and use of animals used in research, teaching and testing throughout Canada. In addition to the *Guide to the Care and Use of Experimental Animals*, vol. 1, 2<sup>nd</sup> ed., 1993 and vol. 2, 1984, which provide the general principles for the care and use of animals, the CCAC also publishes detailed guidelines on issues of current and emerging concerns. The CCAC *guidelines on: the care and use of fish in research, teaching and testing* is the seventh of this series. This document supersedes Chapter I - Fish, *Guide to the Care and Use of Experimental Animals*, vol. 2 (CCAC, 1984).

These guidelines aim to provide information for investigators, animal care committees, facility managers and animal care staff that will assist in improving both the care given to fishes and the manner in which experimental procedures are carried out.

The present document has drawn substantially from the work of organizations listed in Appendix A. Their contributions to the development of these guidelines are gratefully acknowledged.

The guidelines have been developed by the CCAC subcommittee on fish and were reviewed by a total of 69 experts. A preliminary first draft was agreed on by the subcommittee and circulated to experts in June 2002 (including representatives of the organizations listed in Appendix A), and a second draft was circulated for widespread comment in June 2003. A final review was carried out in August 2004 involving all individuals who had previously provided significant input to the development process. The development of these guidelines also involved consultation with the Canadian Association for Laboratory Animal Science (CALAS) and the Canadian Society of Zoologists (CSZ) through workshops held at annual meetings in Québec City (June 2003), Acadia University (May 2004), and Hamilton (June 2004). Consultations were also held at the Aquaculture Association of Canada and AquaNet annual meetings in Québec City (October 2004), and at the CCAC Workshop on the Fish Guidelines in Vancouver (April 2005).

The guidelines have been organized in a format that should facilitate easy access to relevant sections. Early sections provide an ethical overview relevant to the use of fishes in research, teaching and testing. This is followed

by a brief overview of regulations and responsibilities relevant to the care and use of fishes in science in Canada. The remainder of the document provides guidelines to assist in caring for fishes in laboratory facilities, followed by guidelines to help in the development and review of experimental protocols. An overview of the CCAC *guidelines on: the care and use of fish in research, teaching and testing* is provided through a summary of the guidelines listed in

this document prior to the beginning of the main text.

The refinement of animal care and use guidelines is a continuous process. These guidelines are intended to provide assistance in the implementation of best practices, and should not be viewed as regulations. Where regulatory requirements are involved or where it is absolutely imperative to adhere to a particular guideline, the term *must* has been used.

## B. INTRODUCTION

The greatest challenge in providing *guidelines on: the care and use of fish* is the wide variety of fishes used in Canada and the diversity of their habits, behavior, life history, and environmental and husbandry requirements. In addition, the scientific information required to define the preferred conditions for fish well-being is limited. While considerable research has been conducted on culture strategies and environmental and water quality requirements, such studies have generally been aimed at determining conditions that optimize production in aquaculture systems, rather than improving the welfare of fishes, and have not usually addressed the difference between *tolerance* and *preference* (Fisher, 2000).

An important consideration in these guidelines is the naturally high mortality rates of juveniles in species whose ecological strategies include the generation of large numbers of progeny to ensure adequate survival in the wild. In addition, many experimental populations of species with usually high survival contain individuals that will not thrive to adulthood even under the best environmental conditions. In some situations, a population-based (or a group of study fish) approach to well-being may be appropriate, but individuals that are not likely to thrive should be euthanized as soon as they are identified.

Another consideration for these guidelines is the general acceptance by the public of the current killing methods used in harvesting wild fishes or in recreational angling. In general, the public appears to be willing to accept these killing methods for food production but not when fishes are used for research. These guidelines accept that for research, teaching, and testing use of any animal, including fishes, more emphasis will be placed on individual well-being than is generally accepted for the commercial harvesting or production of animals for food. It is recognized, however, that in some instances investigators may obtain fishes from people involved in commercial or recreational harvesting and have little influence over the capture methods.

These guidelines apply to fishes held in facilities for research, teaching and testing, as well as to fishes that are studied in their natural habitats.

### 1. Definition of Fish

For the purpose of these guidelines, fishes are defined as all bony and cartilaginous fish genera (classes Chondrichthyes [cartilaginous fishes], Agnatha, and Osteichthyes [bony fishes]). Fish eggs, embryos or larvae that have not developed beyond exclusive reliance on their own yolk nutrients are not covered by these guidelines. Similarly, invertebrates (except cephalopods) are not covered under the CCAC system of surveillance, but institutions are encouraged to foster respect for these animals by ensuring that holding facilities and levels of husbandry meet standards equivalent to those used for fishes.

### 2. Rationale for Guidelines on the Care and Use of Fish

The use of fishes as experimental subjects has increased substantially over the past two decades. This increase in use is a result of the rapid development of the aquaculture industry, requirements for testing involving fishes as indicators of environmental change, and the use of fishes as a replacement for mammals in biomedical, pharmacological and genetic research (DeTolla *et al.*, 1995; Fabacher & Little, 2000). The trend toward the use of fishes as a replacement for studies that would previously have used mammals as experimental subjects is not discouraged. However, it must also be recognized that fishes have the capacity to perceive noxious stimuli. Noxious stimuli are those stimuli that are damaging or potentially damaging to normal tissue (e.g., mechanical pressure, extremes of temperature and corrosive chemicals). Whether or not fishes have the capacity to experience any of the adverse states usually associated with pain in mammals is subject to a great deal of debate in the scientific literature (FAWC, 1996; FSBI, 2002; Rose, 2002; Braithwaite & Huntingford, 2004). Nonetheless, fishes are capable of behavioral,

physiological and hormonal responses to stressors (including noxious stimuli) which can be detrimental to their well-being. These CCAC guidelines both support the leadership role that Canadians play in fish research, and ensure that the welfare of fishes is carefully considered during the use of fishes for research, teaching and testing, recognizing that better welfare will result in better science.

### 3. Ethical Overview

#### **Guideline 1:**

**Fishes used in research, teaching and testing must be treated with the respect accorded to other vertebrate species.**

The CCAC's surveillance system for animals used in research, teaching and testing is based on the principles of humane science, i.e. the Three Rs of Russell and Burch (Russell & Burch, 1959) - Reduction, Replacement and Refinement. For the CCAC, these principles are laid out in its *policy statement on: ethics of animal investigation* (CCAC, 1989). The *ethics of animal investigation* applies to all species covered by the CCAC system, i.e. all vertebrates and cephalopods.

In addition, the CCAC system takes a "moral stewardship" approach to the use of animals in science as explained in the CCAC Experimental Animal User Training Core Topics - Module 2, Ethics in Animal Experimentation ([http://www.ccac.ca/en/CCAC\\_Programs/ETCC/Module02/toc.html](http://www.ccac.ca/en/CCAC_Programs/ETCC/Module02/toc.html)).

The first guideline statement in the CCAC *guidelines on: institutional animal user training* (CCAC, 1999a) states, "Institutions must strive through their training programs to sustain an institutional culture of respect for animal life".

#### 3.1 Principles of the Three Rs

According to the CCAC *policy statement on: ethics of animal investigation* (CCAC, 1989), it is the responsibility of the local animal care committee (ACC) to ensure that fishes are used only if the investigator's best efforts to find a non-animal model have failed.

As for any other species covered by the CCAC system, investigators using fishes are required to use the most humane methods on the smallest

number of animals necessary to obtain valid information. This requires the use of a sound research strategy, including: identification of key experiments that determine whether a particular line of enquiry is worth pursuing; use of pilot studies; staging of *in vitro* to *in vivo* experiments where possible; and implementation of staged increase in test stimuli where possible (Balls *et al.*, 1995). The numbers and species of animals required depend on the questions to be explored. Field studies, aquaculture studies and laboratory studies require different statistical designs; field studies and aquaculture production typically require the use of larger numbers of animals. The life stage of the fishes used in each study will also affect the numbers of animals needed. Studies of early life stages typically require large numbers of individuals. In all cases, studies should be designed to use the fewest animals necessary. Heffner *et al.* (1996) and Festing *et al.* (2002) provide discussions on the appropriate treatment of samples and experimental units. Investigators are encouraged to consult with a statistician to develop study designs that have the appropriate statistical power to accomplish the research objectives (Nickum *et al.*, 2004).

The CCAC *policy statement on: ethics of animal investigation* (CCAC, 1989) also requires adherence to the following principles:

- animals must be maintained in a manner that provides for their optimal health and well-being, consistent with the demands imposed by the experimental protocol;
- animals must not be subjected to pain and/or distress that is avoidable and that is not required by the nature of the relevant protocol;
- expert opinion must attest to the potential value of studies with all animals, including fishes (e.g., scientific merit for research, see CCAC *policy statement on: the importance of independent scientific merit of animal based research projects* [CCAC, 2000a]; pedagogical value for teaching; and the appropriateness of the method to provide data for testing according to current regulatory requirements);
- if pain or distress is a justified component of