

Rainer Wohlfarth • Erhard Olbrich

in the name of the

European Society for Animal-Assisted Therapy (ESAAT)

and the

International Society for Animal-Assisted Therapy (ISAAT)

**QUALITY DEVELOPMENT AND
QUALITY ASSURANCE IN PRACTICAL
ANIMAL-ASSISTED INTERVENTIONS**

Copyright 2014: Erhard Olbrich and Rainer Wohlfarth

It is permissible:

- to copy and distribute this document, or the content, and make it publicly available;
- to prepare modifications and edited versions of this work or the content.

You must, however:

- quote the names of the authors and the title of this work.

It is not permissible:

- to use this work for commercial purposes.

Contents

Contents.....	3
Introduction	4
The term “quality”	6
Special aspects of therapeutic, educational and social work with persons and animals	7
Planning quality (conceptual quality).....	9
Structural quality	11
<i>Personnel requirements</i>	11
<i>Animals</i>	12
<i>Behavioural observations by experts as the basis of using animals in animal-assisted work</i>	15
<i>The care and transport of animals</i>	17
<i>Insurance and legal matters</i>	18
Process quality.....	20
<i>Clients</i>	20
<i>Goals of the work</i>	20
<i>Screening</i>	22
<i>Initial documentation</i>	23
<i>Progress documentation</i>	23
<i>The animal in the process</i>	23
<i>Hygiene, risk evaluation and risk management</i>	24
<i>Further criteria for process quality</i>	25
Results evaluation.....	26
Who can assess fulfilment of the criteria?.....	28
Guidelines for “QUALITY ASSURANCE IN PRACTICAL ANIMAL-ASSISTED INTERVENTIONS”	29
Form for “QUALITY ASSURANCE FOR PROJECT PLANNING” in animal-assisted work	45

Introduction

Performing “good work” is a central element of the self-image of people working in animal-assisted therapy. In everyday language “good work” is mostly used in connection with high or good quality. If something is unsuccessful one speaks of “poor quality”. But what characterises good work? What does “high quality” mean?

We, Erhard Olbrich and Rainer Wohlfarth, will try to answer these questions in this document. We have both long been involved with questions of quality management in animal-assisted activities. Although we have different approaches and have differing fundamental orientations it will undoubtedly become clear that there was consensus regarding the most important quality criteria. We were not surprised that the process of working out and describing joint criteria took place very quickly, collaboratively and indeed harmonically. This makes it clear that the frequently reported differences between persons do not exist, and that the differences between the organisations in the field of animal-assisted interventions are fewer than is generally assumed.

The development and assurance of quality standards for animal-assisted interventions is not simply important for performing good work for clients but also, we believe, vital for the animals used in our work. Thus animal-related ethical considerations must always be included in discussions on quality and, if we are serious about protecting animals, they must even form the basis.

In recent years, animal-assisted interventions have received much attention and even recognition in social, educational, psychological and therapeutic work. Animal-assisted interventions have, however, also triggered sceptical responses.

Criticism is justified in the following cases:

- persons who have insufficient methodological, theoretical and specialist knowledge for working with clients and animals;
- projects and institutions that keep, train and use animals under questionable conditions;
- projects that do not comply with the prerequisites and conditions of animal-assisted work, whether structural prerequisites such as the premises and technical equipment, or administrative, organisational or legal conditions;
- persons for whom animal-related ethical considerations are not their top priority.

In the context of the rapid development of animal-assisted interventions in recent years we believe that the development of quality indicators and quality assurance will soon become particularly important in daily work.

The following details are intended to offer practitioners a framework of suggestions and criteria that can be used to assess the quality of one's own work. They can be used for peer intervention and thus also contribute towards improving animal-assisted interventions. In a further step, criteria for supervision by specialists are also provided. Finally, the criteria can also be used as a basis for the recognition of high-quality work through a neutral specialist organisation that is as internationally recognised as possible.

We would like to point out that the term "therapists/educationalists" is also used synonymously for other professional groups (e.g. carers, nurses), who can obtain ESAAT/ISAAT qualifications for their activities. The term "clients" also includes patients and schoolchildren.

We hope that this document will further deepen specialist and critical dialogue. We look forward to stimulating discussions as well as both supportive and critical comments.

The Appendix contains quality assurance guidelines for animal-assisted interventions as well as a form for quality assurance during the planning of projects in animal-assisted work.

We are particularly pleased that the European Society for Animal-Assisted Therapy (ESAAT) and the International Society for Animal-Assisted Therapy (ISAAT) both support these quality criteria.

Last but not least, we would like to thank Mars Petcare for their support in printing this publication.

Erhard Olbrich and Rainer Wohlfarth

February 2014

The term “quality”

The term “quality” is used in a variety of contexts and has been given many, also misleading, meanings. The quality of animal-assisted interventions is meant in a general sense – when desired effects are achieved and undesirable effects are prevented.

Specifically, we must ensure that:

- the results of animal-assisted interventions are unambiguously attributable to the intervention process (effectiveness);
- animal-assisted interventions focus on the client (client orientation);
- because animal-assisted interventions can have undesirable effects (e.g. accidents, side-effects, complications, over-therapy) they must be prevented (client safety);
- the wellbeing of the animals must be assured (animal welfare; animal ethics);
- changes that have been achieved using animal-assisted intervention are documented and assessed (evaluation);
- animal-assisted intervention is oriented upon the current state of knowledge and its quality should be developed further (quality development).

In the fields of health and education it is usual to differentiate between structural, process, results and planning qualities in order to further focus the comprehensive term “quality” and thus make it more measurable. We, too, approach this subject on the basis of this differentiation:

- **planning quality**¹ involves, among other things, whether the need for animal-assisted intervention was objectively established, whether the needs of the target group or target persons have been determined, whether previous experience from other projects has been taken into account and the scientific basis prepared, and whether the intervention has been developed in compliance with current theory;
- **structural quality** involves the personnel available, the financial situation and the technical equipment, as well as administrative, legal and organisational conditions;
- **process quality** involves the implementation of interventions, measures and projects as well as their co-ordination and client orientation;

¹ I have altered the order of this list to reflect the order in this document. It is also more logical to start here!

- **results quality** involves the **improvements²** in the health, quality of life, personal resources, personality development or satisfaction of the client attributable to the animal-assisted intervention.

Special aspects of therapeutic, educational and social work with persons and animals

Animal-assisted intervention is based on a bond between the members of different species, going beyond conventional therapeutic, educational and social human-human interactions and involving animals. This not only requires ethological knowledge about the other species, about their species-appropriate care, and about the successful forms of communication and interaction with other species, it ultimately also requires an ethic of veneration for life – that respects both one’s own life and the life of the other species, and is only found in the fulfilment of living together. In animal-assisted work we consider, above all, the meaning of the empathetic attentiveness of other creatures that transcends species barriers.

More clearly than is necessary in established human-human therapeutic, educational and social forms of interaction, animal-assisted work forces us to observe the interplay between biological/evolutionary physiological processes and social and psychological processes formed through experience. This makes great demands of interdisciplinary explanations and the understanding of their effects – as well as on the methods of animal-assisted work.

Unlike the medical methods established in our society for the instrumental (e.g. surgical) and pharmacological combating of pathogenesis, animal-assisted work principally promotes salutogenesis, i.e. a process for recovery and the maintenance of health.

Salutogenesis requires both the active analysis of the person and the problems or issues as well as helpful active contributions from their social and ecological environment. Moreover, however, salutogenesis uses natural self-regulatory restitutive processes. In its promotion, salutogenesis does not, for example, operate on the idea that a helper can achieve their desired goals with any particular “considered” therapeutic or educational competences. Salutogenesis is much humbler, involving assistance in creating the best possible conditions for the client in order to permit all the processes of their naturally organised life systems.

The basis of animal-assisted therapy is the design of relations and processes within the relationship triangle of client/animal/reference person or specialist. An animal only has a posi-

² I have altered the original „changes“ to „improvements“. Please accept or reject this alteration.

tive effect when a lasting, intensive, positive and collaborative relationship – that can be experienced by the client – exists between the animal and the reference person.

Planning quality (conceptual quality)

A project is a delineated, well thought-out and inherently coherent plan for an animal-assisted intervention. A project as such can be recognised, for example, from its limited duration with fixed start and end times; independent goal setting, conception and planning; individual implementation contract; as well as structured personnel and organisational responsibilities. A project is limited to so-called routine tasks that are regularly carried out (e.g. weekly animal-assisted interventions for a child with disabilities).

The goals of an animal-assisted project should already be precisely determined during the planning phase, and the appropriate animals should be selected, prepared and given targeted training. Potential target groups, access paths for them, and intervention methods should be defined. Planning quality also includes a detailed timetable and work plan, a description of the conditions for implementation (i.e. the special features of the location), and a list of all the financial and personnel resources available. In other words, all the conditions that could influence the planned project should be described and analysed. This is intended to ensure that animal-assisted projects have a high probability of actually being implemented and that the intended goals can be achieved.

In the case of animal-assisted interventions, planning quality particularly concerns the use of the animals. Considerations regarding the selection, care and training of the animals are therefore important. The animals to be used for particular areas of work, the talents that they have to provide for this, and the intended positive experiences or effects for the clients and for the animals must be considered here. In addition, the duration and frequency of the animal-assisted activities are to be determined, and measures carefully introduced to prevent overexertion of the animals.

Further criteria involved in planning quality include:

- a clear alignment for a specific target group;
- a detailed justification of the needs situation;
- a definition of the concrete needs of the target group;
- a description of
 - the intervention methods,
 - the form of documentation,
 - the intended evaluation;

- a description of how sustainability and transfer is to be ensured.

We have included a form for the quality assurance of projects in animal-assisted work in Appendix 2. It can also be used to provide planning assistance for projects, as it is intended to provide practical and differentiated suggestions for project development. It shows the strengths of the project and also indicates where there are potentials for improvement. It can also be used as a basis for an independent external quality assessment.

Structural quality

Personnel requirements

Persons who carry out animal-assisted interventions should have completed recognised professional training as a basis for their educational or therapeutic work. This would be a completed university course, technical college course or vocational training in education, social work or therapy and/or therapeutic, educational, or social training at a recognised private educational institution.

In addition, the persons involved should work in an appropriate profession, for example in social education work, curative education or as a special teacher, in school education, as a pastoral worker, occupational therapist, physiotherapist, carer, nurse or geriatric nurse, doctor, vet, psychologist, psychotherapist, etc.

Persons who do not have qualifications attested to by certificates, but whose lifetime achievements have proved their capabilities and skills in assisting people, should work with a competent specialist with formal training in therapy or education.

Those offering animal-assisted intervention must also have completed in-service training in animal-assisted education or animal-assisted therapy at an institute recognised by the International Society of Animal-assisted Therapy (ISAAT) or the European Society of Animal-assisted Therapy (ESAAT) according to the training standards defined in 2011.

Such a certificate proves that they:

- master preventive and rehabilitative methods of **animal-assisted intervention**³;
- know the explanations of the somatic, social and mental effects of this work;
- make effective use of its salutogenetic effects;
- are capable of implementing evaluations of the processes and results of animal-assisted intervention;
- have basic knowledge on
 - ethology,
 - ethics,

³ In original = „animal-assisted intervention with animals“ = unnecessary repetition

- animal protection, species-appropriate care, and the training of animals for concrete assignments,
- maintain standards of hygiene and health for humans and animals in terms of prevention and risk management,
- have basic knowledge on the organisation of animal-assisted intervention, whether this involves material equipment, the concrete implementation of work with animals, or administration;
- are always ready to critically and reflectively analyse their own animal-assisted work and, in this connection, obtain new experience and theoretical knowledge and exploit this in the further development of the quality of their own work. Openness towards collaboration is a prerequisite for this.

Persons who carry out animal-assisted interventions should undertake specialist training regularly amounting to at least 16 hours every two years including intervention and/or supervision.

Personnel who do not (yet) have the above-mentioned qualifications should only work under specialist supervision by persons who have these qualifications. If necessary, detailed work instructions may need to be prepared. Such personnel should undergo professional further education in the long term.

Personnel hired in establishments that offer animal-assisted interventions – even if not directly integrated in animal-assisted interventions – should have no allergies, phobias or aversions against any particular animals. Comprehensive information on animal-assisted interventions should be provided for these personnel.

Depending on the type of animals used and the scope of the animal-assisted interventions carried out, sufficient personnel must be available for all the activities so that absences due to holidays or illness can be compensated for.

Animals

Many species can be employed to accompany animal-assisted interventions. Educationalists and/or therapists should select the suitable animals in awareness of the demands of the activities, the desired effects, and the potential risks. Preferably, animals should be used whose biographies permit one to expect that they have – or can develop – the necessary talents.

Specialists who carry out animal-assisted interventions – whose ethological knowledge is supplemented by their own experiences with the individual animals in a number of situations

– provide support in the selection of the appropriate animal: animals develop throughout their life; their behaviour varies in everyday life just like that of people.

In general, tame animals accustomed to people are selected and employed, and cared for species-specifically and in compliance with animal protection legislation. It is desirable to permit clients undergoing animal-assisted interventions to choose the particular animal with which they have had positive experiences and animals that react positively to the clients. Animals that have experienced physical or mental trauma – and are thus rather shy of humans and contact – often exhibit behaviour patterns that are unsuitable for animal-assisted interventions.

It should be noted that one's own high motivation to work using animal assistance sometimes hinders a professional view of the real animal-human relationship. This means that animals are used that are not suitable or talented enough for the animal-assisted activity.

Even more important than knowledge and cognitively mediated experiences is a basic attitude towards animals that can best be described as an ethic of natural sympathy towards our fellow creatures and a reverence for life. The mere fact that animals do not have any say in the design of animal-assisted interventions, that people often consider them as their property, does not justify exploiting them. Sensitive consideration of the behaviour and empathy “offered” by animals is (like the empathic response towards their “offered” behaviours) not merely appropriate from an ethical point of view, but also a fundamental prerequisite for animal-assisted interventions.

In concrete terms, those responsible for the animals should be able to assess whether their animals can be used for particular activities with particular clients in particular situations.

This necessitates:

- attention towards, and compliance with, the potentials “offered” by the animal during the course of its training and in subsequent use,
- familiarity in the communication between the animal and specialist in the provision of instructions for tasks,
- the reliable detection of stress signals or signs of overwork,
- the physical and mental health of the animal and its wellbeing, as well as the safety of clients and animals,
- striving to minimise risks regarding potential behavioural problems of the animals.

Moreover, a simple initial aim during your selection and the start of training is to make the human clientele bearable for the animals. This means, for example, being aware that animals sometimes meet endangered people who may be, for example, anxious or allergic, or exhibit unusual behaviours, etc. Animals also face situations with which they are not familiar (e.g. hospitals with special smells, movements and noises such as are typical for wheelchairs in nursing homes, or classrooms where there is nowhere for them to withdraw to, etc.). Many animals can learn to cope with particular people in particular situations, but this cannot be taken for granted. Human responsibility must be at the forefront of the selection, training and use of the animals during the particular interventions. In addition to experience in the dependability, predictability and controllability of the animal, this demands a reliable trusting relationship that ensures that humans understand the signals that their animals give them and respond adequately to them.

Owners should learn to assess suitability, i.e. the correlation between the demands made of the animal and its potentials to fulfil them, in training courses and repeated experiences. With specialist guidance, experience should be acquired during the formative phase of the animal and continuously supplemented during its socialisation and training. Ethological knowledge of the many forms of learning in the various learn-sensitive development phases must be gained. Animal owners should also seek continuous intervision from colleagues and supervision from specialists so that they can reliably detect and take into account the reactions of their animals – with ethological knowledge and with awareness of an animal's individual and situation-specific reactions (to particular people, to other animals, to the demands of particular situations, etc.).

A regular updating of knowledge on animal behaviour gained during in-service training and experiences in relevant situations is vital. This may take place within the framework of supervision by experts or during intervision by colleagues who have well-founded experience and ethological knowledge – which is most effective when the problematic behaviour of the animal in critical situations is involved. Intervision by colleagues, however, is only suitable for groups of at least three persons in which each of the trainees can prove that they have at least three years of professional animal-assisted experience following recognised specialist training and continuous further training by means of supervision and seminars. It is also advisable, if more expensive, to have the control that the owner has over the animal's behaviour in critical situations assessed by an experienced and certified specialist, particularly at the start of practical animal-assisted work, for example after completion of a certified course of training. Both possibilities permit a person to estimate their own competences and to improve them in response to feedback. Finally, participation in further training with the animal (particularly dogs and horses) or video-based intervision/supervision (depending on the type of animal) is recommended.

One's own competences and limitations should be reflected when using animals. There must be clear definitions for preventing overwork. Animals that react inadequately in important situations or whose behaviour cannot be correctly estimated should – just like nervous or aggressive animals – be removed from a programme.

Finally, responsibility for the animal is recognisable through the understanding of the animal-human communication. Above all, here it is necessary to pay attention to stress signals and other forms of information that animals often show before they react in an “uncontrolled” manner.

Ethological knowledge and an understanding of the individual and specific reactions of one's own animal should be enhanced through further training and/or supervision. The aim is to be able to reliably detect and take into account the reactions of one's own animal (e.g. to particular persons, to other animals, and to the demands of particular situations).

Thus animal- or species-specific further education must augment the in-service training in animal-assisted therapy/education. Such training should involve, in particular, both theoretical discussions of social behaviour with people, social behaviour with other animals, the ability to control and influence, and therapy-specific situations as well as practical exercises. Whereby it is also important to note human-animal interactions, particularly when critical situations are involved.

Behavioural observations by experts as the basis for using animals in animal-assisted work

Ethological knowledge, as provided during in-service training, is the basis for selecting suitable animals for animal-assisted work. This targeted selection, together with the experience gained during longer lasting relationships between the human specialists and their animals, forms the basis for high-quality work – also in critical situations. Whereby both the wellbeing and security of the animal, as well as of the clients, are used as quality criteria. Deployment-specific behaviour assessments within the framework of animal-assisted work must be considerably more individually aligned towards the particular area of activity and the clientele than generally accepted behaviour tests (e.g. for dogs) have hitherto guaranteed.

Currently available behaviour tests for dogs only partially meet the quality criteria for objectivity, reliability and validity, which is why the meaningfulness of their use is sometimes questioned. Nevertheless, as a result of the regrettably frequently observed lack of correspondence between theoretical knowledge and implementation in one's own work, it is nec-

essary to carry out practical evaluations or behavioural observations of animals regarding their current suitability and the level of stress involved in the work.

Practice shows that the experience gained in longer lasting relationships between people and their animals is often insufficient for reliably assessing the behaviour of animals in animal-assisted interventions. This may be due to a variety of factors:

1. many people have a deep need to carry out animal-assisted work with their own animal, which frequently leads to misjudgements regarding the suitability of their animal;
2. we can assume that the trust and security that a dog builds up during a longer lasting relationship with “its” human makes it react more dependably, more predictably, more controllably and better adapted even in new or critical situations. But experience shows that some people who want to carry out animal-assisted work have been unable to convey this trust and this security to their dogs in everyday life.

The potential consequences of using unsuitable animals include too much stress – which is worrying in animal ethical terms. For this reason specific training of the human-animal team should improve the capability of one’s self-assessment and a final practical test and practical supervision by experienced and certified experts should confirm this.

“Test results” and certification are now desired by insurance companies, courts or other institutions, particularly for dogs. Although desirable for every species – for the wellbeing of animal and client – it appears that the current implementation focusing on dogs (due to the risk of biting) and possibly horses/donkeys (as “people-carriers”) is realistic.

There are already relatively standardised behavioural observations for human-dog teams for various animal-assisted areas of activity (school dog, therapy-accompanying dog, visiting dog for a variety of clients) that approach the quality criteria of objectivity, reliability and validity. As already mentioned, these are not to be confused with the conventional character tests for dogs. Experience shows that the features to be observed in structured behavioural observations have good predictive value for the behaviour of the human-animal team in animal-assisted interventions. Whereby, in addition to the successful completion of particular tasks, it is also necessary for specialists to check the owner’s sensitive treatment of both the animal and the “clients” used in the observation setting – in order to realistically assess the relevant strengths and weaknesses of the human-animal team. Following a successfully completed behavioural observation, it is vital that there is a supervision of the animal-assisted activities after an initial test by experienced and certified experts.

Objective, reliable and valid behavioural test for horses, llamas, rabbits, cats and other species used in animal-assisted interventions are not currently available, though some are now in development (horses). There is, however, great experience that here, too, permits a good

assessment (“examination”). For this reason it would also be advisable here for independent specialists to assess whether the particular animal can be used in animal-assisted interventions (through observations in real settings or appropriate video recordings). Whereby it is particularly important to pay attention to aggressive behaviour, signs of stress, and the human-animal interaction.

The care and transport of animals

The provisions of national animal protection legislation must be strictly adhered to. Permission to keep animals is necessary according to country-specific animal protection laws (Certificate of Competence). The welfare conditions for animals used in animal-assisted interventions, however, considerably exceed the fundamental provisions of animal protection legislation.

Information can be obtained from the leaflets on caring for the various animal species compiled by Germany’s Veterinary Association for Animal Welfare (TVT at <http://www.tierschutz-tvt.de/merkblaetter.html>)⁴. The requirements applied in organic farming can be used as a guideline for livestock. In line with animal ethics considerations we urgently recommend that the above-mentioned guidelines for animals are observed and applied for animals used in animal-assisted interventions.

In practice the following aspects are the minimum that should be observed:

- species-appropriate accommodation,
- physiological and ethological requirements regarding nutrition,
- regular (coat) care and cleaning,
- possibility for animal-appropriate rest behaviour,
- sufficient opportunities to withdraw,
- sexual and reproductive behaviour,
- possibilities for species-appropriate movement, nutrition and comfort behaviours,
- social needs, contact with fellow species,
- sufficient and species-appropriate exercise,
- natural daylight in the stall, stall air must be outside air,

⁴ English website??

- minimum areas according to movement, warmth and security needs of the particular species,
- participation in environmental events,
- entertainment possibilities.

It is necessary to continuously pay attention to the wellbeing of the animal whilst working. This includes:

- adequate transport,
- presence of food and water,
- presence of sleep and quiet areas as well as withdrawal possibilities,
- recognition of stress signals in good time,
- protection of animal regarding following aspects in good time:
 - when it needs help,
 - when it needs encouragement,
 - when it needs restraining,
 - when an interaction must be ended.

Vetinary inspections of the animal and documentation of its health care should be documented in the animal registration book. These include:

- regular inspection of the general state of health and care,
- recognition of signs of illness,
- immediate treatment of illnesses,
- measures to prevent risks of illness, accidents and infections for animals,
- vaccinations according to veterinary recommendations,
- treatment against ecto- and endoparasites, etc.

Insurance and legal matters

Clients, personnel, visitors and animals must be covered by insurance according to liability law. Specialists working in animal-assisted fields must know the main features of liability law. Fundamentally, sufficient company liability insurance must be purchased. The particu-

lar responsibilities must be clearly defined, which means that the form and structure of the organisation of the particular institution must be defined. Whereby the integration of animal-assisted interventions in the particular institution must be explained.

Process quality

Specialists in animal-assisted work should be able to describe which concepts and which methods they use in their work on the basis of their professional educational, therapeutic or general training in social development. They should also be able to describe the conception and methodology of their animal-assisted work and provide theoretical reasons.

It also appears important that the indication for an animal-assisted intervention can be explained. It should be possible to describe why an animal-assisted intervention will provide the client with a clear added value so that the use of an animal can be justified.

Clients

Even if every person can start a relationship with animals, not everyone wants to do so. Negative experiences with some animals, health reasons or unsuccessful socialisation (up to animal cruelty), or even phobias, allergies or other grounds argue against the use of animals in some cases.

Clients should want animal-assisted intervention. They can, of course, make preparations; can be introduced to animal-assisted work with animals. It is just as desirable that they are permitted to select this or that animal with which they want to initiate interactions. This selection is often even mutual – determined through the animal's reactions to this person.

The state of development of the individual clients – their practical, social, emotional, psychomotoric, cognitive and sensitive skills (resources) – should be taken into account for the concrete planning of goals. Whereby the connection between the educational concept, the intended goals, methods applied and expected effects should be described.

It is essential to obtain the consent of the clients (if necessary the relatives or legal guardians) for indications recognised for animal-assisted interventions –and to respect a refusal.

The applicable data protection legislation must be known and complied with.

Goals of the work

The goals of the work are defined by the institutions in a general form – roughly in accordance with the ICD or ICF. Formulating them in concrete work with clients, however, is more often than not more stigmatising than motivating. The usual professional diagnostic terms only seldom correlate with what clients experience as the problem that they want to change.

In animal-assisted therapy a client can work out what their problem or pain is with a therapist, as well as what resources are available. During contact with animals, in particular, clients often experience that their concerns and goals are recognised in such a way that they themselves experience them. And when this recognition in a client orientation is achieved in this way it can be “worked on”. Not just the individually obtained verbal naming, but also the non-verbal experience may differ from the terminological classification of illnesses, from the names of functional deficits, or from the institution’s descriptions of educational problems. In order not to lose the recognition of financing and other institutions it is advisable to undertake a “translation” of the client’s expressed concerns and goals into the specialist language of the profession.

And another comment on the goals of animal-assisted interventions: it makes no sense to take up generally defined (higher-ranking) objectives as is so often offered (in extreme cases formulated something like: “I want to become a better person!”). Instead, it is advisable:

(1.) to work on more specific partial goals, e.g.: “I will try to listen a bit better.” (hierarchical system), and

(2.) it is sensible to work on one aim after another (sequencing).⁵

The formulation of goals can and should take the client’s strengths and weaknesses into account: strengths should be strengthened, weaknesses should be weakened.

During the formulation of goals, educationalists and therapists consider the capacities (mental, physical⁶ and social skills and abilities) that their animals contribute to interactions with clients.

On the basis of their undergraduate professional education and the in-service further training, specialists should in practice assist their clients in the formulation of their individual educational and/or therapeutic concerns and goals (participation). Whereby they should take care that these are determined from the needs of the clients just as much as from the situational possibilities and limitations of their life situation. Concerns and goals, however, should primarily be accessible to the clients (i.e. customers).

A further clarification involves the bridges to animal-assisted intervention. Do I, for example, as an occupational therapist, primarily strive to achieve a motoric- or sensoric-stimulating intervention for my clients with the use of animals? Does my work with animals aim to achieve sensoric-motoric integration? Is a motivational contact with animals desired?

⁵ I have changed the format here for clarity’s sake. I hope this is OK.

⁶ The German text says „psychische“ but we already had „mental“ so presumably „physical“ is meant here?

Or is there a psychological aim – making it possible to experience unconditional acceptance by animals? Is my client looking for bonding experiences? Could animals – as “social catalysts” – help my client achieve more contacts in an educational field? Do I use animals to achieve an increase in the client’s self-belief in their effectiveness? Can I – analytically oriented – address deeper layers during the interaction with animals and make the client more aware of them?

Many questions are possible here. Asking them and seeking one’s own answers means understanding the special qualities of the many possible animal-assisted elements in one’s own work. This varies, of course, according to the client and according to the situation. It may change during the course of an intervention. Several emphases of the animal-assisted work can become recognisable simultaneously. It is important to keep asking these questions about the clients’ concerns in order to prevent a slide into mechanical routines or the following of conventionally familiar more-or-less “prestigious” procedures.

Given their awareness of common, relatively generally formulated fundamentals, therapists and educationalists should display sensitivity when working with individual clients on determining their specific concerns and goals. They should work together with the client on achieving these goals, whereby they can methodically introduce suitable animals in specific situations. In short: be flexible.

Therapists and educationalists thus combine a comprehensive general knowledge of the goals and methods of their work with the individual goals of their clients, formulated in specific life situations. A client’s orientation naturally takes into account influences from relatives, those paying for the therapy, and reference persons in the life of the client, but he or she still focuses on his or her own individual concerns. Thus when treating, for example, a boy with ADHS one would work towards the boy’s aim – enabling and maintaining a quiet close interaction with a horse – rather than what the social services or parents want.

Screening

A brief screening should be carried out at the start of a programme, measure or intervention to determine client preferences for certain animals as well as their phobias and rejections of other animals. The helpful effects of preferred animals are more unambiguous than the effects of animals to which no positive relationship exists. Such a screening can be repeated occasionally in order to recognise changes in the human-animal relationship. Whereby it is necessary not only to ask about the acceptance of animals or aversions to other animals, but also observe and ask an individual client or a group about the effects of animals during the

course of an educational or therapeutic measure, and about the clients' experiences upon which such feelings are based.

Initial documentation

Initial documentation is intended to note the basic information of relevance for the further course of the intervention (information on the client and their reference persons, the reason for animal-assisted intervention measures, anamnestic data, preliminary medical and psychological findings, any medicines and/or narcotics taken) so that they can be referred to at any time. From a salutogenetic point-of-view, not only should the illnesses and deficits be noted, but also the client's resources, in particular. The client's previous positive and negative experiences with animals should also be examined (see Screening).

Progress documentation

The course of the measures is documented, and the previously formulated objectives and corresponding measures are considered, because a high-quality educational or therapeutic process is characterised by continuous consideration of the intended goals, and adaptive customisation of these goals. This is recorded in the (progress) documentation. The (progress) documentation must also include an assessment of the animal's behaviour. The (progress) documentation for animal-assisted interventions can include subjective statements by the clients and relatives, educationalists and therapists as well as (quantifiable) behavioural observations. In addition, surveys conducted by means of questionnaires or the exact measurements of particular criteria (e.g. blood pressure, pulse rate, doses of medication, etc.) may be helpful. As in the initial documentation, the progress documentation must pay particular attention to the client's resources.

It is advisable to plan for interim results during the course of an intervention, i.e. undertake regular evaluations that would permit, if necessary, corrections in the animal-assisted work.

The animal in the process

The process quality of animal-assisted interventions is largely dependent on the human-animal relationship. The positive effect of an animal is only achieved when a constant, intensive, positive and collaborative relationship exists between the animal and its reference person. The simple presence of an animal has no predictive value regarding the course of an

intervention. Rather, animals change the atmosphere so that trust, security, needs for communication and company, as well as motivation and co-operation are positively influenced – one also speaks of a preparatory function. This means that how well an intervention goes is equally dependent on the specialist, the animal, and their relationship with one another as well as with the client.

In addition, there should be a plan of measures in case an animal is overstressed during the session and has to stop work.

It appears to be very important that rules of behaviour set up for dealing with the animal are discussed with the client before starting the intervention, and then complied with.

In all animal-assisted intervention measures it is necessary to plan in advance how the animal is to be integrated in the work. Great care should be taken in the selection of the animal in order to take into account the animal's nature and needs and not overwork it. The demands regarding the human-animal relationship are particularly high for this field of work in order to make optimum use of the potentials that contacts with animals can offer humans.

One can, for example, cuddle a dog differently than a guinea pig or horse. Conscious and, more frequently, probably unconscious needs are often involved in the client-animal interaction. And the communication and interaction originating from the animal can influence the concerns and goals of clients in just such a manner. This opens up a wide range of possible goal definitions that includes far more than, say, are named within the classification system of illnesses. This expansion far exceeds the simple substitution of human processes through the use of animals. An “adventure ride” with a horse can contribute, for example, towards the development of the identity of a pubescent girl in a very specific manner, while for another girl it may be the cleaning of, and cuddling with, the horse; looking after an ill animal can be just as meaningful for experiencing empathy as being comforted by a dog; the construction of an “underwater world” for fish helpful for the creative development of self-effectiveness just as much as the attempt to lead a dog through an obstacle course.

Hygiene, risk evaluation and risk management

Specialists in animal-assisted work must master and take into account knowledge on the contra-indications of animal-assisted interventions, or the temporary suspension of individual clients. In concrete terms, it is necessary to watch out for bacteria and their potential resultant infections of the intestines, respiratory tract, wounds and the cardiovascular system. The potential risks from protozoa, worms, fungi and viruses should be known. The increased risks of, for example, allergies, asthma, serious forms of neurodermatitis, immunosuppressive factors, dangerous acute illnesses (such as lung infections), diabetes that is difficult to

stabilise, and consumptive illnesses must be taken into account. Binding hygiene-related legislation must be known and complied with. There must be an approved hygiene plan.

Knowledge on the following must be proven:

- measures for ensuring hygiene,
- the creation of a hygiene plan,
- the assurance of protection for persons and animals.

The following risks must be known and precautions taken. If possible, there should be written instructions for dealing with contra-indications:

- the pathogens, their origin, transmission paths, infectious doses and environmental resistances,
- knowledge of the general state and human resistance that comes about with animals,
- possibilities for risk reduction and risk management, e.g. disinfection, isolation,
- possibilities for organising risk management.

It is necessary to determine the spaces in which animals are not permitted (e.g. kitchens, rooms in which food is stored, vehicles used for transporting food, pharmacies, particular care stations, rooms to be kept sterile, etc.). Animals should be house-trained; any excrement must be removed for cleanliness. In addition, the risks humans pose for the animal must be known and precautions taken.

Further criteria for process quality

Good process quality, however, can also be achieved by means of very easy aspects that are frequently overlooked, e.g. short waiting times, clear starting and finishing times, rapid answering of enquiries. This also includes one's own preparation – as well as preparation of the animal – for the particular sessions.

Results evaluation

The course of the animal-assisted intervention is to be documented as described. The effects of the work, in particular, should be recorded with reference to the goals and methods.

The following criteria are of general value for assessing results quality:

- achievement of goals: has the intended objective been achieved?
- satisfaction: was the implementation of the measures satisfactory for the client and for the specialist in animal-assisted intervention?
- emotional relief: did the animal-assisted intervention result in emotional relief?
- expansion and flexibilisation of the range of activities: has there been an increase in the client's personal competences and has the client gained greater flexibility in this area?
- increase in awareness/responsibility: is there now more readiness to take on responsibilities? Is the client more aware about himself/herself?
- changes in attitude: has the client's fundamental attitude changed? Is he or she capable of finding solutions – thanks to their changed perspective (insofar that the problem cannot be easily solved)?

In methodology terms, effects can be documented using:

- subjective statements by clients and relatives, by educationalists and therapists;
- behavioural observations;
- standardised questionnaires;
- simple accounts of criteria such as reduced consumption of medicines, fewer visits to doctors, shorter hospitalisations, improved mastering of stress or traumatic experiences, more frequent verbal and non-verbal communication in homes for senior citizens, more laughing, improved understanding of the expression of emotions, more touching, more speech in the case of speaking difficulties, improved interactions by autistic children with animals and humans, less school apathy or aversion, greater empathy, etc.

If possible:

- measurements should be made with the help of standardised test processes;
- the connections between the educational or therapeutic concept underlying the work, the goal, the applied methods and the effects should be described in the documentation.

Who can assess fulfilment of the criteria?

We suggest using the Assessment Form (Appendix 1) for intervision by colleagues or in supervisions. The form will be improved after experience in its use has been gained.

Whereby the highly heterogeneous areas of use for animal-assisted intervention will have to be specified. Naturally, different success criteria for the work apply in occupational therapy than in the use of animals for a group in a children's home. The criteria regarding the use of camels by physiotherapists differ from those aspired to by child psychotherapists who work with dogs. Hygienic measures must be more strictly adhered to in a clinic than when pets are kept by a residential group, etc. It may be that special sections will have to be added to the form for specific uses of animals.

The challenge posed by the "never-ending criteria problem" will principally involve the observation and assessment of the fulfilment of individual and specific concerns and goals – both from the client's subjective point-of-view and from the subjective point-of-view of the therapist/educationalist. A simple initial objectivisation takes place when the two are compared with one another.

The Assessment Form can be used by practitioners for a comprehensive self-assessment. It provides early information on the possible outcome of an intervention, and reduces the time spent on intervisions and the costs of a subsequent supervision.

It is therefore initially the service providers themselves who decide whether, and to what extent, their work meets the quality criteria for animal-assisted intervention. In a further step, it serves as a basis for intervision and supervision. Whereby the results of the assessment and evaluation should be used to continuously improve one's own quality of animal-assisted work. In a later third step, it can be used to obtain certification after supervision by a yet-to-be-determined panel of experts.

Guidelines for “QUALITY ASSURANCE IN PRACTICAL ANIMAL-ASSISTED INTERVENTIONS”

1. Qualification

1.1 Professional initial qualification

University, technical college or specialist training as

Working since: as

Or: qualification through the following “lifetime achievements”

.....

.....

1.2 Further education in animal-assisted Interventions

In-service training as a specialist in animal-assisted interventions successfully completed at

.....

on

Participation in specialist further training and intervention/supervision during the last two years

at

.....

On the following topics:

.....

.....

.....

.....

1.3 Training of human-animal team

A) With (species and name of animal)

at

.....

Successfully completed with behavioural observation and supervision

on

B) With (species and name of animal)

at

.....

Successfully completed with behavioural observation and supervision

on

If necessary use another sheet of paper to provide details of further animals worked with.

2. Structural prerequisites of animal-assisted work

2.1 The following are available for animal-assisted work:

Premises / grounds for human-animal interactions	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Necessary materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Possibilities for the animal to withdraw	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Sufficient personnel prerequisites	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Sufficient funding available	<input type="checkbox"/> Yes	<input type="checkbox"/> No

2.2 Which prerequisites still require improvement?

.....

.....

.....

.....

3. Conception and methodology of animal-assisted work

3.1 Educational/therapeutic work largely carried out according to the following concept:

(Please quote the field, school, methodology, etc., and further training undertaken)

.....

.....

.....

.....

3.2 Target group(s): I mainly work with the following target group(s)

.....

.....

.....

.....

3.3 Information on animal-assisted interventions: How are potential clients informed about your range of animal-assisted work?

.....

.....

.....

3.4 Consent – previous experiences – aversions

Previous experiences with animals are determined and taken into account	<input type="checkbox"/> Yes	<input type="checkbox"/> No
The clients' aversions and anxieties are determined and taken into account	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Written consent is obtained	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3.5 Needs – goals		
The clients' needs / goals are determined	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>If yes, using what processes / methods?</p> <p>.....</p> <p>.....</p> <p>My clients mainly have the following needs / personal goals:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>As good methods for meeting my clients' needs / goals I mainly use the following interventions in my animal-assisted work:</p> <p>.....</p> <p>.....</p> <p>.....</p>		

3.5 Documentation

The course of the animal-assisted intervention is documented	<input type="checkbox"/> Yes	<input type="checkbox"/> No
--	------------------------------	-----------------------------

The achievement of goals is documented	<input type="checkbox"/> Yes	<input type="checkbox"/> No
--	------------------------------	-----------------------------

I use the following evaluation instruments for the documentation of physical, social, emotional and cognitive changes in my clients:

.....

.....

.....

.....

I use the following methods/indicators to monitor which of my client's goals have been achieved:

- objective indicators (e.g. lower consumption of medicines)
- questionnaires
- self-observations
- third-party observations
- others

Which processes are used?

.....

.....

.....

.....

4. Animals

4.1 Which animals are used?

.....

.....

.....

.....

4.2 Ethological knowledge

Is ethological knowledge, particularly knowledge of the normal natural living conditions and the behaviour of species, available?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

Where and how was this knowledge gained?

.....

.....

.....

.....

Has experience been gained with individual animals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

Since when? In which situations?

.....

.....

.....

What behavioural potentials that individual animals have “offered” during their training, and that can be determined in current practice, are particularly taken into account and appreciated?

.....

.....

.....

.....

4.3 Frequency of activities per week: how often are the animals used (please provide number of times and duration per week)

Number of times per week:

Duration of deployment:

4.4 Human-animal / animal-human communication

Is a record kept regarding communication and interactions between animals, clients, specialists, and perhaps the owner of the animal?

Yes

No

How is communication / interaction recognised and recorded?

.....

.....

.....

.....

How is empathic interaction, in particular, recognised?

.....

.....

.....

.....

Do colleagues also recognise empathic interaction?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
--	------------------------------	-----------------------------

Are the animal's (stress) signals recognised?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

Which (stress) signals does the animal exhibit?

.....

.....

.....

.....

What is the reaction to this? (Please quote signals, reactions, and effects)

.....

.....

.....

.....

4.5 Risks

Are potential risks involved in the interaction between humans and animals determined?

Yes

No

To what risks are clients exposed regarding the potential behavioural problems of animals?

.....

.....

.....

.....

How is client safety ensured?

.....

.....

.....

.....

To what risks are animals exposed regarding the potential behavioural problems of clients?

.....

.....

.....

How is animal safety ensured?

.....

.....

.....

.....

4.6 Animal protection

Is there a permit in compliance with animal protection legislation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	------------------------------	-----------------------------

To what extent is current knowledge (e.g. guidelines published by Germany’s Veterinary Association for Animal Welfare, TVT (<http://www.tierschutz-tvt.de/merkblaetter.html>⁷)) exploited for the animals used in animal-assisted interventions? (Species-appropriate accommodation; ethological and physiological needs regarding nutrition; care and cleaning of fur, etc.; sufficient exercise with a minimum area appropriate for meeting the movement, safety and warmth needs of the species; species-appropriate movement, nutrition and comfort; potentials for occupation/entertainment; social behaviour, contact with its fellow species, participation in events taking place in immediate environment; rest behaviour and opportunities for withdrawal; sexual and reproductive behaviour, etc.).

A rating of between 1 (not fulfilled) and 5 (ideally fulfilled) should be inserted for every species used in animal-assisted interventions. Recommendations for improvements will be taken into account.

Animal	Rating 1 to 5	Recommended improvements
Goats		
Pigs		
Mini-pigs		
Guinea pigs		
Geese		

⁷ English website?

Hens		
Rabbits		
Donkeys		
Horses		
Lamas		
Alpacas		
Dogs		
Cats		
Other species?		

4.7 Veterinary inspections

Necessary vaccinations are carried out	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Inspections for ecto- and endoparasites are undertaken regularly	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Preventive measures are observed and implemented	<input type="checkbox"/> Yes	<input type="checkbox"/> No
State of health and care is regularly examined	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Signs of illness are recognised	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Documentation of veterinary care is maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Animal registration book is kept up-to-date	<input type="checkbox"/> Yes	<input type="checkbox"/> No

5. Hygiene, risk evaluation and risk management		
Potential risks are systematically determined	<input type="checkbox"/> Yes	<input type="checkbox"/> No
A safety concept exists	<input type="checkbox"/> Yes	<input type="checkbox"/> No
An approved hygiene plan exists	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5.1. Please state which risks are present in your animal-assisted work and how you handle them		
	Which client?	Risk management
Allergies (which?) ⁸		
Phobias		
Asthma		
Serious forms of neuro-dermatitis		
Fungal illnesses		
Immune-suppressing illnesses		
Acute illnesses (e.g. lung infections)		
Cytostatic therapy		
Malignant or other illnesses		
Multi-morbidity		
Infection with multiresistant pathogens		
Open wounds, catheter, tracheostoma		
Unpredictable behaviour of clients		
Known animal cruelty in the past		
Increased pathological processes due to animal contact?		

⁸ This is in the wrong row in German original, Should have its own row!

6. Law and insurance		
Compliance with data protection legislation	<input type="checkbox"/> Yes	<input type="checkbox"/> No
A business plan exists; form of organisation is defined	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Clients, employees and animals are covered by liability insurance	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Clients, employees and animals are covered by accident insurance	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Documentation / information (not only for service providers and research)		
Aims, methods and effects of animal-assisted interventions are recorded and documented in terms used by customer	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Explanations provided for special effects of animals	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Employees, interested parties, those referring, etc. are regularly informed about animal-assisted interventions	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Supplementary information		
<p>.....</p>		

Form for “QUALITY ASSURANCE FOR PROJECT PLANNING” in animal-assisted work

(The form is oriented upon the Quality Information System for Prevention and Health Promotion (QIP) of the Hamburg-Eppendorf University Clinic and the Federal Centre for Health Education (BZgA), 2008)

1. General information on project
Date:
1.1 Project title
.....
1.2 Responsible institution / responsible person(s)
Name of the institution:
Contact:
Address:

1.3 Timing

A person-day is 8 working hours for one person. Please calculate a single total time requirement for all the necessary tasks (including planning, administration, follow-up, etc.)

The project should start on ____ and end on ____.

Requirements:

over the total runtime once annually per implementation

About person-days for the implementing institution (including planning, implementation).

About person days for co-operating institutions (e.g. school, clinic, kindergarten).

About person-days for participants.

1.4 Total financial requirement

over the total runtime once annually per implementation

Personnel costs:

Travelling costs:

Administrative costs:

Advertising costs:

Material costs:

Costs for animals:

Other costs:

Approximate total costs:

Payer:

Amount promised€ by

Amount sought € from

Amount charged to each participant €

2 Main priorities of content, and initial situation

2.1 Overview of your project

Please briefly outline fundamental idea, goals, procedure, structure, content, coherent approach

.....
.....
.....
.....

2.2 What are the project's main goals? Please include all the important goals

1.
2.
3.
4.

2.3 Brief description of initial situation and the characteristic problems before start of project

Please describe why the project is important. What existing deficits / problems is the project intended to influence?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

How were the initial situation and the need for the project determined?

.....

.....

.....

3 Target group(s)

3.1 Which target group(s) is the project intended for?

.....

.....

Selection of the target group(s) takes place on the basis of:

- theoretical considerations findings regarding problems
 demand for co-operations access to target group(s) other

3.2 Features of the target group(s):

What are the expectations of the target group(s) regarding the project?	How does the project approach the expectations of the target group(s)? Which of these needs can it satisfy?
Does the project involve special aspects of the target group(s) (social, cultural, lingual, health, etc.)	How does the project approach these special aspects of the target group(s)?
What resources do the target group(s) have?	How does the project exploit and expand such resources?

Do you determine the motivation(s) of the target group(s) / participants in this project

- No Yes, as follows:

.....

.....

.....

.....

If appropriate, how is the motivation to participate encouraged?

.....

.....

3.3 Are there features / special aspects of the field of work, the project environment, influential persons, that are important for the success of the project?
 (E.g. expectations of the Board of Trustees of a day nursery, expectations of the management, the culture of a school, expectations of colleagues, special aspects of the field of work, etc.)

Feature	How does the project approach this feature?

4 The project's mechanism of action

4.1 What is the project intended to achieve?

- Imparting and practicing new behaviour patterns (e.g. a different handling of conflicts)
- Imparting general life competences (e.g. social competences)
- Enhancing important personal resources (e.g. self-confidence)
- Improving treatment of animals (e.g. dog handler licence)
- Enhancing knowledge of animals (e.g. knowledge of farmyard animals)

-
-
-
-
-

4.2 The project's most important goals with indicators for achievement of goals

Goal	Measurable or visible from...
1	
2	
3	
4	
5	

4.3 Mechanism of action

Please describe how and why the project should have the intended effects.

.....

.....

.....

.....

4.4 Elements: please briefly describe the most important elements in your project (e.g. presentation to the parents' council, information for colleagues, kick-off event, introduction of the participants, etc.)

Element	Explanation
1	
2	
3	
4	
5	

Please add further elements on a separate sheet of paper.

5 Planning and preparation

5.1 What activities already take place at your institution and in your working environment? How is your approach co-ordinated with these?

Co-ordination not necessary because

Co-ordination not carried out because

Co-ordination carried out

Result:

.....

.....

5.2. Have all necessary discussions taken place? (E.g. about money, rooms, division of labour, personnel, etc.)

Not necessary because

<input type="checkbox"/> Yes, with	Concrete agreements on
<input type="checkbox"/> No, still to be done	Content

5.3. Have you examined the implementation conditions for the project? (E.g. room-related conditions; time-related conditions; personnel support; collection / transport of participants; with-

drawal possibility for the animal(s), etc.)

.....

.....

.....

.....

5.4 Do you determine the motivation of the target group(s) / participants for this project

No Yes, as follows:

.....

.....

.....

.....

If appropriate, how is the motivation to participate encouraged?

.....

.....

6. Persons involved		
6.1 Personnel available for the project		
Profession	Necessary person-days for the project (per month or year)	Degree, further education and training, other qualifications
6.2 What experience and previous knowledge do the project management and specialists have regarding the demands of the project?		
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
6.3 What knowledge must still be obtained in order to implement the project?		
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

6.4 Supervision / regular exchanges: in what form are opportunities for regular exchanges and professional supervision available for the participating specialist staff?

.....

6.5 Co-operations: With which other institutions does the project have a fixed agreement to co-operate? What tasks and roles do project partners have?

Co-operation partner	Tasks and concrete contribution(s)

6.6 Environment / networking: have all the important groups, institutions and departments been involved / informed? This involves others whose influence may make a considerable contribution to the success of the project (e.g. school management, parents' council, works council, safety experts, sponsoring institutions, managers, etc.)

Not necessary Yes, they have been involved:

Organisation	Informed	Participates in discussions	Makes concrete contribution
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.7 Participation: how are the target group(s) or those affected involved in the project planning?

7. Addressing the target group(s): how is the project publicised?

.....

.....

.....

8. Methods

8.1 What methods of animal-assisted intervention are fixed project components?

.....

.....

.....

.....

8.2 How do the methods employed contribute towards achieving the project's goals (see 4.2)?

Goal	Is most likely to be achieved through the following methods ...
1	
2	
3	
4	

9 What factors influence the successful progress of the project?

Success factor	The project approaches this factor by ...

10 What factors could hinder the progress of the project?

Factor	The project approaches this factor by ...

11. Animals

What animals are used in the project?

.....

.....

.....

Is ethological knowledge, particularly knowledge of the normal natural living conditions and the behaviour of species, available? Where and how was this knowledge obtained?

.....

.....

.....

What behavioural potentials that individual animals have “offered” during their training do you intend to use in the planned project, in particular?

.....

.....

.....

What measures will be taken in advance to restrict the stress for the animals to appropriate levels?

.....

.....

What risks do the animals pose for participants regarding potential behavioural problems? What preventive measures will be taken?

.....

.....

What risks do the participants pose for the animals regarding potential behavioural problems? What preventive measures will be taken?

.....

.....

.....

12. Keeping of animals

12.1 Guidelines for animals in animal-assisted interventions

Is current veterinary knowledge or the guidelines of Germany's Veterinary Association for Animal Welfare (TVT) (<http://www.tierschutz-tvt.de/merkblaetter.html>)⁹ complied with in the animal-assisted intervention? (Please provide information for each animal species used)

- Yes
- Partially
- No

	Recommended improvements
Species-appropriate accommodation	
Nutrition appropriate for ethological and physiological needs	
Care and cleaning of fur, etc.	
Sufficient exercise with a minimum area appropriate for the movement, safety and warmth needs of the species	
Species-appropriate movement, feeding and comfort behaviour	
Possibilities for entertainment / occupation	
Social behaviour: contact with fellow species, participation in environmental events	

⁹ English website?

Rest behaviour and withdrawal possibilities	
Sexual and reproductive behaviour	
Others	
12.2. Is there a permit in compliance with Paragraph 11 of the animal protection legislation (TierSchG)?	
<input type="checkbox"/> No <input type="checkbox"/> Yes	
12.3 Veterinary inspections	
Necessary vaccinations are carried out	<input type="checkbox"/> Yes <input type="checkbox"/> No
Inspections for ecto- and endoparasites are undertaken regularly	<input type="checkbox"/> Yes <input type="checkbox"/> No
Preventive measures are observed and implemented	<input type="checkbox"/> Yes <input type="checkbox"/> No
State of health and care is regularly examined	<input type="checkbox"/> Yes <input type="checkbox"/> No
Documentation of veterinary care is maintained	<input type="checkbox"/> Yes <input type="checkbox"/> No
Animal registration book is kept up-to-date	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Hygiene, risk evaluation and risk management	
What risks could occur?	What preventive measures are taken in advance?
A hygiene plan will be created	<input type="checkbox"/> Yes <input type="checkbox"/> No

14. Law and insurance

Providers of liability and accident insurance have been informed	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Clients, employees and animals are covered by liability insurance	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Clients, employees and animals are covered by accident insurance	<input type="checkbox"/> Yes	<input type="checkbox"/> No

15. Supplementary information

.....

.....

.....