ISAAT Basic Training Framework
Human-Dog-Team Training Qualification for Animal Assisted Interventions

Necessity and scope of common guidelines

This framework curriculum provides a framework for the implementation of education, training or continuing education that meets the quality standards of ISAAT. The alignment of the further training with the framework curriculum is a basic requirement for an accreditation of the training by ISAAT.

The framework curriculum thus specifies the mandatory content areas of the training; the concrete organizational or didactic implementation are defined in the **Basic Training Checklist** (current version).

Animal image - ethical and legal requirements

Animal-assisted work is based on the definitions of ISAAT, as well as following the definitions of the International Association of Human-Animal Interaction Organizations (IAHAIO).

Animal-friendly husbandry and care is guaranteed for the dogs used in the measure.

In case of stress or shown discomfort of the dogs during the animal-assisted work, immediate measures are taken for the well-being of the dog, overstraining by for example excessive use is not allowed.

The encounter of dogs and humans takes place with respect; the orientation of the animal-assisted work takes place on the ethical and technical defaults of the ISAAT, equivalent federal/state-specific legal bases for the well-being of humans and dogs are to be kept, like e.g. the recommendations of the International Association of Human-Animal Interaction Organizations (IAHAIO), in Germany the Tierschutz-Hundeverordnung TSchHuV as well as the "Empfehlungen der Tierärztlichen Vereinigung für Tierschutz e.V. (TVT-Merkblätter)", as long as they correspond at least to the ISAAT guidelines.

Understanding of education

Structural framework

The qualification measure is to be classified at level 3 of the European Qualifications Framework for Lifelong Learning (EQF). [1]
Following learning outcomes are intended for a qualification at this level:

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- Framework curriculum basic training Isaat -
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1. The learner has knowledge of facts, principles, procedures, and general terms in the particular field of work and application of the human-dog team for animal-assisted interventions.
2. Possesses relevant cognitive and practical skills necessary to complete tasks and independently solve problems in this work area, selecting and applying basic methods, tools, materials, and information.
3. He/she assumes responsibility for the consequences resulting from these tasks and problem solving, carries out the activities relevant to the work context independently or with the involvement of the relevant specialist personnel and is able to adapt to short-term changes.

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1 *Council of the European Union (2017). Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. Official Journal of the European Union. C189, 15-28.* https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=uriserv:OJ.C_.2017.189.01.0015.01.DEU.

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Competence development and knowledge acquisition go hand in hand. People do not learn, think, experience and learn about the world in individual courses or through materials. They develop their competencies in dealing with concrete situations, significant topics and in social exchange. The qualification concept must take this fact into account.

The goal of the framework curriculum is to define the learning outcomes for qualifying a human-dog team for animal-assisted interventions.

The qualification measure comprises a scope of at least 5 ECTS (evaluation according to the European Credit Transfer System), thus 125 teaching units; one ECTS corresponds to a workload of approx. 25 teaching units of 45 minutes each.

It recognizably includes the teaching of theoretical and subject-specific knowledge, as well as practical skills, and supervised (supervised) and evaluated practical training assignments.

Objective & Qualification Profile

The aim of the corresponding qualification measure is the qualification as a certified human-dog team for animal-assisted interventions for the professional use of dogs, especially in the care, accompaniment, support, promotion and training of people of all age groups, with the aim of promoting health, raising the quality of life and well-being, and / or achieving medical-therapeutic, educational, social goals - depending on the field of work or application.

The qualification measure enables the planning, implementation and evaluation of animal-assisted interventions (TGI) in individual or group settings, in institutions, in mobile use or in one's own practice. It takes into account the teaching of technical skills as well as methodological skills and social skills.

Summary

The qualification measure covers the following topics:

Mandatory basic qualification

1. Foundations and history of animal assisted intervention, animal/ethics, animal welfare; law, regulations, animal welfare, liability.
2. Hygiene/risk management, dog health care and first aid, cynology, ethology, learning behavior and training basics.
3. Fields of application, functional forms, methods and impact panorama
4. Motivation, communication and mental hygiene

The content fields can be supplemented by, in particular, additional modules, elective areas, teaching offers in the subject areas possible for the training company, such as business administration, law, physiotherapy, scientific work, use in the school sector or similar.

The promotion of the ability to work responsibly and independently in the desired occupational field, as required by the EQF, is to be taken into account through job-related practical training assignments and their didactically accompanied reflection.

Competence- and action-oriented examination formats ensure the transferability of the imparted knowledge content. Further details can be found in the current version of the basic training checklist.

Learning Outcomes
I. Fundamentals and history of animal assisted intervention

Contents

- Human-Dog or Dog-Human Communication
- Cultural and religious philosophical, sociological as well as cultural-historical aspects of the human-dog relationship, animal- / ethical aspects of animal-assisted intervention.
- Legal basis and animal welfare

- Explanatory models, mechanisms of action, functional forms
- Quality assurance, documentation and evaluation

Competencies

The learners can

- The ethological, anthropological, and social and religious factors and influences on the human-dog relationship that are essential to animal-assisted interventions,
- Prerequisites for successful human-dog or dog-human communication,
- explain and critically reflect on current discussions on animal welfare and the ethics of the human-dog relationship.

II. Health prevention, dog keeping and dog training

Contents

- Dog keeping and use criteria, taking into account the necessary legal regulations and principles of animal- and species-appropriate dog keeping
- Concepts of dog specific needs
- Learning behavior of dogs
- Training methods for animal assisted use
- Models and expressions of communication and interaction in humans and dogs
- Dog health, allergies and zoonoses, dog anatomy
- First aid on the dog

Competencies

Learners will be able to name areas of use of dogs for TGI and justify their use in terms of their specific abilities and dispositions as well as their place in our society.

The learners are able to record breed-specific as well as individual needs and abilities of dogs in their approach and use these situationally to achieve goals in animal-assisted interventions. They recognize health restrictions in dogs and apply the necessary measures for health promotion and disease prevention according to the situation.

The learners know the mechanisms of action of basic learning theories and are able to use these in a target-oriented way for the behavior modification of the dogs used or to integrate their behavior in a target-oriented way into the respective intervention.

III. Areas of application and impact panorama of the TGI

Contents

- Forms, methods and fields of application
- Impact dimensions, in particular medical-therapeutic, psychological, pedagogical and social
- Methods of anamnesis and diagnostics
- Intervention measures
- Integration of TGI into other area-specific approaches
- Limits of the TGI
- Dealing with psychological, social-emotional, cognitive and physical impairments

Competencies

Learners know the different impact dimensions of animal-assisted interventions.

They can name the most relevant areas of application, especially in the fields of psychology, education, therapy and medicine, and explain possible positive effects of animal-assisted intervention.

Learners can describe basic methods of anamnesis, concretize them for their needs and use them in practice. They have an appropriate repertoire of possible intervention measures and can use these - adapted to the respective problem or field of action.

Learners critically reflect on the limitations of animal-assisted interventions and the need for collaboration with professionals from other disciplines.

They can explain different explanatory models of animal-assisted interventions and their implementation in practice using examples. They are able to conceptualize animal-assisted intervention on the basis of their basic profession or the support of the professional staff, taking into account legal requirements, and discuss their own concepts as well as those of other learners self-critically.

They know possibilities of external support and have basic knowledge of quality assurance of AAI.

IV. Motivation, communication and mental hygiene

Contents

- Motivation theories and their practical relevance
- Basics of communication and conflict management
- Stress management, resilience and mental hygiene
- Super/intervision and collegial support as measures of quality assurance and preventive health care

Competencies

Learners have knowledge of how to deal with people with disabilities and can plan and reflect on their own behavior and adapt it to the specific situation in such a way that the activity remains safe and harmless to the health of both the clients and the dogs used. In addition, they have an awareness of their own self-care (self-care management) and the need for individual compensation of people and dogs.

Practical exercises

All learners must demonstrate at least three supervised (supervised) and evaluated practical practice assignments.

Why is there a need for standardized human-dog team training for animal-assisted interventions?

For reasons of quality assurance and the protection of people and dogs, a well-founded and professional education and training according to standardized specifications appears to be indispensable. Only in this way can professional animal-assisted work be guaranteed.

ISAAT has been working on the topic since its foundation and has continuously introduced improvements. Since then, animal-assisted work has become established in a variety of ways. Numerous empirical findings prove the positive effect. However, the use of unqualified teams is also evident in many ways, which can lead to harm to people and dogs. Therefore, an international standard for quality assurance is desirable. Therefore, ISAAT sees the anchoring of animal-assisted interventions and high standards on an international level as a main goal for the benefit of people and dogs.