PAWS
– Pet Away Worry & Stress –
Animal-Assisted Interactions with College Students

WEEKLY SESSIONS:

Mondays – RecWell, East Bank – 12:00pm to 2:00pm

Tuesdays – St. Paul Student Center – 1:00pm to 3:00pm

Wednesdays – Boynton Health, East Bank – 2:30pm to 4:30pm

Thursdays – West Bank (Law, Humphrey, Carlson, Wilson Library) – 11:30am to 1:30pm

Connect with our up-to-date calendar!
boynton.umn.edu/paws
+ Google Calendar

Welcome Animal-Assisted Interactions (AAI) Teams!

Orientation and training for Boynton Health

Pet Away Worry and Stress (PAWS) Program

AGENDA:

Welcome –

Overview –   Tanya Bailey, MSW, LICSW
                 Animal-Assisted Interactions Program Coordinator

      History

      Definitions

      Requirements & Expectations

      Code of Conduct

Schedule

Sign-up process

Application

Tour

Q&A

Contact: Tanya Bailey, PAWS Program Coordinator at

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~ Pet Away Worry and Stress ~

PAWS PROGRAM OVERVIEW

University of Minnesota, Twin Cities (UMTC)
- Founded in 1851.
- <u>As of Fall 2017</u>, UMTC is a large urban university whose community includes approximately 43,500 full-time students and over 17,000 staff.
- Most students are between the ages of 19 and 24 (55%) or 25 to 34 (23%), Caucasian (64%), and female (53%).
- Home location of students – 13% are international, 48% are from the TC metro. The largest international student population comes from China.
- UMTC has campuses approximately five miles apart in the cities of Minneapolis and St. Paul. The Minneapolis campus is further divided by the Mississippi River into an East Bank and West Bank campus.

Oversight for PAWS: Boynton Health
- Mission: ***Boynton advances the physical, emotional and social well-being of the University community through our expertise in college health***.
- Established in 1918. We are celebrating our 100th anniversary this year!!!
- Boynton Health is named in honor of Ruth Boynton, MD (1896-1977), the only female medical director of the student health clinic (1936-61).
- Boynton is a primary health care provider serving the UMTC community. Beyond students, staff, and faculty, most medical services are available to the public, and most health insurance plans are accepted.
- Boynton provides quality, comprehensive health care services, counseling, and education, beyond the scope of most primary health care clinics:
    - o Primary and urgent care;
    - o Mental health services;
    - o Dental and eye clinics;
    - o Pharmacy needs;
    - o Women's health;
    - o Physical and massage therapy; and
    - o Health promotions such as flu shots and nutrition services.
- Boynton is not a "teaching hospital" with student practitioners. All health care providers are accredited, credentialed professionals with years of experience in their respective fields.
- Boynton has two locations - the main facility is on the East Bank campus and a smaller clinic is on the St. Paul campus.

Boynton's Health Promotion Department

- Health Promotion: ***The process of enabling people to increase control over their health and its determinants, and thereby improve their health*** (World Health Organization - WHO).
- The Health Promotion Department supports Boynton's mission by:
    - Developing and implementing evidence-informed strategic plans to promote the well-being, support the success, and build the capacity of University of Minnesota students
    - Focusing on institutional, community, and policy-level health promotion initiatives to build a healthy campus community
    - Fostering holistic student development
    - Providing appropriate and comprehensive care and programming to all students
    - Participating and fully engaging in appropriate campus and community committees
    - Ensuring that health promotion activities align with the Standards of Practice for Health Promotion in Higher Education
- The Health Promotion Department encourages all students to develop a regular stress reduction practice as a proactive strategy to support their mental health using three strategies:
    1. Increase the number of students who engage in regular stress reduction activities through evidence-informed efforts;
    2. Facilitate opportunities for students to build skills related to stress reduction; and
    3. Advocate for environmental changes that facilitate regular student engagement in stress reduction activities.

The State of Mental Health on College Campuses

- In 2014, over 11.7 million people – more than 42 percent of US individuals of traditional college age (18 to 24 years) – were enrolled at least part-time in 4,724 college programs.
- Nationwide, mental health is the number one public health concern for today's institutions of higher learning.
- After accidents, suicide is the second leading cause of student death on college campuses.
- Approximately half of all Americans will experience mental illness in their lifetime, and 75 percent of these disorders will occur by age 24.
- Unfortunately, compared to other adults, those between the ages of 18 and 24 are the least likely group to seek help when they experience mental health concerns primarily because they remain afraid of the stigma associated with mental illness.
- Students report significant social isolation resulting from the stigma associated with their mental health struggles.
- Poor mental health, especially depression and anxiety, is significantly linked to lower grade point averages (GPA) and higher dropout rates, as well as a risk of violence and crime, substance abuse and addiction, chronic disease, and poverty.

The diversity at colleges continues to increase and is reflective of similar population changes in the US. Nationwide, females now make up 56 percent of all students, and White students have decreased from 84 percent in 1976 to 58 percent as enrollment proportions have grown for those who are American Indian/Alaska Native (1%), Asian/Pacific Islander (7%), Hispanic (17%), and Black (15%).

Compared to the national average of 18 percent for all adults, an estimated 20 percent of individuals in the traditional college-aged bracket have a mental illness meeting DSM-IV criteria. Among this age cohort, rates are higher for females (24%) versus males (16%), and varies based on ethnicity: White (22%), American Indian/Alaska Native (22%), Asian (21%), Hispanic (18%), and Black (14%).

In addition to the traditional demographics reported by the National Center for Education Statistics (NCES), there continues to be a slow and steady increase of individuals enrolling in college who come from marginalized groups and culturally diverse backgrounds, have faced significant challenges prior to attending college, and for whom mental health resources are critical. In the 2016 Freshman Survey which examined a representative sample of first-year students in the US, one half of one percent identify as transgender; over eight percent are gay, lesbian, bisexual, queer, or other; and consistently over the past 10 years, close to 20 percent identify as first-generation students. Partially because of the Education of All Handicapped Children Act of 1975 which mandated free secondary schooling regardless of disability, more individuals consider college a viable educational and vocational next step. There are also more students attending college who have dependent children, live below the poverty line, or work at least a part-time job. Furthermore, the National Center for Veterans Analysis and Statistics (2016) reported that over 62 percent of military veterans who were 18 to 24 years old were enrolled in college, and student veterans are more likely to experience depression than fellow active duty students.

College life is unlike any other life period because of the depth and breadth of change one can experience in such a vibrant, concentrated setting. For many students, going to college is a stressful period when the rigors of academia become heavily intertwined with their social and productive lives. In these distinct communities, students face the complexities of managing life-school balance while also navigating emerging adulthood, all in the same developmental space of separating from the grounding supports of family, friends, and home. College student mental health has only recently received attention as a research agenda. Aside from traditional approaches that include individual therapy and counseling, much remains unknown regarding the resources, interventions, and approaches to support the mental health of multitudes of students.

The State of Animal-Based Programs on College Campuses
Leaving home and entering college separates the student from his or her pet, a task many young people experience as more difficult than saying good-bye to other established forms of social support. The vast majority of colleges and universities maintain a "no pet policy" whereby animals are banned from any school-owned building or facility; however, the popularity of bringing animals to college campuses to support student mental health continues to grow. These programs are typically held as "stress-buster" sessions for students during limited and select times such as midterms and finals. The animals involved usually include only dogs and range from partnering with registered therapy animal teams to personal pets, humane society animals, and young animals under a year of age.

PAWS

- PAWS supports the mission of Boynton as part of the Health Promotion Department by *providing consistent and purposeful therapeutic interactions with animals and caring community members as a regular stress management practice to support college student mental health*.

In 2013, a day-long event called "Cirque De Stress" was held at Coffman Union as a resource support day to help students learn about mental health supports available on campus. A circus performed throughout the day and the metaphors of spinning, balance, and juggling were natural metaphors to help students think about ways of staying healthy while in school. Dr. Gary Christenson, MD, Chief Medical Officer at Boynton Health, contacted Tanya Bailey to inquire if animals could join the circus – and PAWS was born!

PAWS operates four days a week when school is in session:
- Mondays - 12:00-2:00 at RecWell, East Bank
- Tuesdays - 1:00-3:00 at St. Paul Student Center, St. Paul
- Wednesdays - 2:30-4:30 at Boynton Health, East Bank
- Thursdays - 11:30-1:30 at 4 alternating locations on West Bank
- *Starting in 2018, we are piloting an evening PAWS on the 4th Monday of the month from 6:00-8:00 at Coffman Memorial Union*

The 2018-19 academic year is the sixth (6th) year for the PAWS program:
- YEAR ONE:
  - PAWS services began at Boynton-East Bank on November 13, 2013 and occurred every Wednesday from 3-5 until May 21, 2014.
  - PAWS counted a total of 3370 visits – 403 on the first day! – over the course of 22 sessions.
  - Overall, PAWS averaged 143 visits per week for the whole program.
  - 41 PAWS teams provided these weekly sessions.
  - The PAWS program received many additional requests for PAWS visits. Almost twice as many visits – 7335 – were served through this secondary PAWS program and included special events like parents' weekend, mental health awareness day, class presentations (ROTC), and the mini-medical school.
- YEAR TWO:
  - PAWS expanded to serve the STP campus twice a month, and continued weekly sessions at Boynton, East Bank.
- YEAR THREE:
  - PAWS expanded to the West Bank (a rotation shared between the Law School, Carlson School of Management – Hanson Hall, and the Humphrey School of Public Affairs) every Thursday. Weekly sessions remained at Boynton, East Bank and STP the 2nd and 4th Tuesday of the month. A monthly program at UM-Rochester was piloted to determine long-term feasibility.

- YEAR FOUR
    - All three sites continued and a fourth location was piloted In February 2017 on Mondays at RecWell, East Bank in an effort to accommodate continued requests for more programming, more days and times. This location and time was successful and continued for the remaining academic year.
- YEAR FIVE
    - Mondays - RecWell from noon to 2.
    - Tuesdays - St. Paul student center from 1 to 3.
    - Wednesdays - Boynton Health, East Bank, from 2:30-4:30
    - Thursdays - West Bank from 11:30 to 1:30. Rotation now includes Wilson Library along with Law, Humphrey, and Carlson (in their main atrium this year).

Table 1: *Comparison of PAWS Teams for Years 1 (2013-14) to 5 (2017-18)*

	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
TOTAL PAWS TEAMS Note:Some animals are double registered with more than one person and are counted as 1 team with each person.	41 · 37 dogs · 2 cats · 1 rabbit · 1 chicken	90 · 71 dogs · 2 cats · 14 rabbits · 1 chicken · 2 mini horses	103 Starting with this year, teams were removed from the total roster if they were inactive for over one year. · 65 dogs · 2 cats · 19 rabbits · 4 chickens · 3 mini horses · 2 guinea pigs · 8 fancy rats	111 · 78 dogs · 2 cats · 18 rabbits · 3 chickens · 5 mini horses · 2 guinea pigs · 3 fancy rats	111 · 79 dogs · 4 cats · 15 rabbits · 3 chickens · 6 mini horses · 3 guinea pigs
NUMBER OF TEAMS WHO PROVIDED AT LEAST ONE, ONE-HOUR PAWS SESSION (dates are fiscal year)	35	72	93	98	95
PERCENTAGE OF TEAMS WHO WERE ACTIVE DURING THE YEAR	85	80	90	88	86
Total hours provided by PAWS teams		955	1276	1350	1614
Volunteer time costs		$23,713	$32,155	$35,640	$44,514

Table 2: *Comparison of PAWS Program Attendance for Years 1 (2013-14) to 4 (2016-17)*

TOTALS ALL SITES					
*NOTE: Finals weeks are not counted in overall attendance	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Sessions (2 hrs each)	20	45	72	82	112
Regular visits	2952	5643	9871	8142	11,135
Visits/sessions	148	125	137	103	99
Female/male #	Didn't tally	4020:1463	6353:3518	5716:2426	7834:3301
Female/male %	Didn't tally	73:27	64:36	70:30	70:30
Special events	7753	6900	3891	7141	11,694

DEFINITIONS

Animal-Assisted Interactions (AAI) Key Concepts in the PAWS Program

AAI programs and services at UMTC are grounded in the following important concepts:
- Animal-Assisted Interactions (versus AAT – animal-assisted therapy) has been selected to describe the PAWS program because the term specifically highlight the *interaction* taking place between AAI teams and students, and because *therapy* is not the goal of this program.
- Commonly cited in research as "animal-assisted therapy", AAI is the purposeful delivery of measurable therapeutic and educational interactions with animals for human wellbeing.
- AAI includes any aspect of direct service - inpatient, outpatient, and social settings - where an active partnership between skilled humans and trained animals promotes human health, learning, and wellbeing.
- AAI services are provided by volunteer handlers who are specially trained and evaluated, along with their domestic animal partner.

Animal-Assisted Interactions Handler
An Animal-Assisted Interactions Handler (Handler) is a trained provider who delivers and/or directs Animal-Assisted Interactions (AAI). For the PAWS Program, the Handler has expertise in incorporating animals in an "interaction" and is knowledgeable about the animal with whom he/she works. The Handler may also be licensed and/or recognized by a separate education or human service professional discipline. This individual complies with the legal and ethical requirements of his or her profession as well as local, state, and federal laws relating to this work.

Animal Partner
The animals involved in PAWS are specifically selected, trained, and in excellent health in order to participate effectively and safely. They meet the aptitude, size, age, and skill level required for their participation to be beneficial.

<u>**Animal-Assisted Interactions Team (Handler + Animal Partner)**</u>
This "team" maintains evaluation and registration through a nationally-recognized, professional organization involved in AAI. Accepted organizations for the PAWS Program are Pet Partners (PP), Therapy Dogs International (TDI), Alliance of Therapy Dogs (ATD), and Intermountain Therapy Animals (ITA).

REQUIREMENTS & EXPECTATIONS

Specific Qualifications for AAI Handlers:
1. Maintain registration through a professional or volunteer organization involved in AAI. Accepted organizations are PP, TDI, ATD, and ITA.
    - Please submit proof of your current registration showing the expiration date.
2. Maintain screening and training for their animal partner with whom they work.
3. Abilities in working with an animal partner should include:
    - Read your animal's particular stress signals.
    - Anticipate your animal's responses, behavior and positions.
    - Advocate for the safety and wellbeing of your **animal at all times.**
    - Redirect your animal's behavior in a positive way, which does not include yanking on the leash, striking or raising your voice.
    - Make light conversation with the people you visit.
4. Demonstrate knowledge and use of humane animal training techniques. All animal equipment shall be humane, appropriate for the task, and fit properly. **See following equipment section**.
5. Demonstrate humane animal handling skills.
6. Demonstrate knowledge of animal housing and management techniques.
7. Determine contraindications for AAI – when is the setting/participant not the "right fit" for AAI.
8. Have knowledge of and use risk-management procedures.
9. Interface as a team.
10. Maintain student confidentiality.
11. Maintain an animal partner that has excellent health and not work with an animal that is ill, in discomfort, or shows reluctance to work.
12. Demonstrate knowledge of animal stress, i.e., "calming signals", and evaluate the effects of interactions with people on the animal's level of stress and well-being.
13. Act as the animal's advocate in all situations.
14. Demonstrate skill in sharing their animal partner with the students and staff at UMTC.
15. Complete appropriate incident reports for animal or animal-human activity.
16. Clearly attach the recommended form of identification, i.e., badge, bandana, etc., to the animal involved in PAWS (if appropriate).
17. Comply with all laws and regulations which apply to the conduct of AAI services and the presence of animals at Boynton and UMTC.
    - Human immunization records – Proof of the following vaccinations MMR (measles, mumps, and rubella), Td (tetanus), and testing such as the Tuberculin Skin Test (conducted to see if you have ever had tuberculosis) are required for working in the BoyntonS setting.

Options:

1. If you were born before January 1, 1957?
   - You are considered exempt and presumed immune to Measles, Mumps, Rubella and Chickenpox.
2. If you were born in 1957 or later?
   - You likely received one dose of MMR and you should have 2 doses. You can see your provider and they will be able to provide you with a vaccination.
   - You can get a blood test that will tell you if you have immunity to measles, mumps, and rubella.

18. Practice AAI only within the scope of one's professional training and licensure. In the case of the PAWS program, this is ONLY for goals and objectives related to stress reduction, relaxation, engagement, and fun.

Specific Qualifications for Animal Partners:

1. At least one year of age (unless a smaller animal like a rabbit, rat, or guinea pig).
2. Has been living with, or close association with the Handler for at least 6 months.
3. Receives annual vaccinations, rabies, and other appropriate screening tests (i.e., fecal screen), as recommended by your veterinarian. Rabies titers are permissible.
4. Receives management by the Handler/owner to maintain appropriate weight for age, species, and exercise level.
5. Is licensed according to the Handler's local jurisdiction.
6. Actively solicits interactions with people.
7. Likes being petted and touched.
8. Is accepting and forgiving of differences in people's reactions and behavior.
9. Is more "people-oriented" versus "animal-oriented".
10. Remains calm in a variety of distracting situations.
11. Can walk on a variety of surfaces, i.e., carpet, vinyl, wood, stairs, elevators, etc.
12. Has received testing/evaluation from an impartial evaluator who is familiar with the work setting and registration is current (with PP and ITA, it is a 2-year period).

What <u>MUST</u> be noted for all PAWS Teams is the issue of animal bites. Should the registered animal EVER bite (severely peck) another person or animal, regardless of when or where, this animal will not be allowed to continue in the PAWS program and must be immediately retired.

The following animal behaviors <u>may be</u> grounds for immediate dismissal from the program:
- Biting
- Mouthing, even in play
- Barking, growling – to another animal or to another human
- Jumping on people, charging people, knocking them down
- Scratching
- Bathroom accidents/vomit

Specific Qualifications for PAWS Sessions:

1. PAWS sessions are not therapy sessions without the guidance or supervision of a credentialed therapist. To call general interactions with animals "therapy" is misleading. Further, animals operating in PAWS are NOT service animals and are NOT granted the same rights under the Americans with Disabilities Act (ADA).

2. PAWS animals are also not Emotional Support Animals (ESAs) for the students - however, your animal could also function as your ESA.

3. Animals are never "used" in PAWS sessions, but are treated as a partner in a mutually beneficial relationship. The Handler must be able to balance the needs of his/her animal partner with the needs of the students participating in PAWS.

4. PAWS sessions are NOT animal training sessions. Handlers must work with their animal in a way that promotes the perception of the team's reliability, controllability, predictability, suitability, and ability to inspire confidence.

5. Animals must be under the control of their respective Handlers at all times, both inside and outside UMTC buildings.

6. Please do not use your time at PAWS or arriving at PAWS to do a meet-and-greet with the other PAWS animals. If you'd like to meet the other animals, please schedule this time at another location not on campus.

7. Two registering organizations (TDI and ATD) allow handlers to work with two dogs at the same time so long as the handler has successfully tested with both dogs. This option is also permissible in the PAWS program **partnered with** the discretion of the PAWS Program Coordinator.

8. Animals must be on-leash or some sort of containment (basket, cage, etc.) at all times and are not permitted to wander free in the building, program wings, or outside grounds. Even when you are not "on duty" as a volunteer in the PAWS program, you still represent the program in your off-duty actions and behaviors. Unless you can secure your animal in a kennel/cage, your animal goes with you wherever you need to go (i.e., the bathroom). Please do not ask another person – staff, student, or PAWS member – to watch your animal.

9. Students are not allowed to walk any registered animals without the immediate supervision of that animal's respective Handler. Ideally, the Handler would have a second leash (tandem walking) on his or her animal to assure safety is maintained at all times and to assure the entire team stays together at all times.

10. Please keep any "play" activities to a **minimum** when at PAWS. Many other animals find the playful nature of another animal, or the sound of a play toy (squeaky ball) distracting as well as an invitation to play. Short and quiet tricks are okay, and please no invitations to "speak" or "bark". Please do not bring any toys to the program.

Specific Qualifications for AAI Equipment:

Handlers will provide their own animal equipment needed to do the PAWS program. Examples of such canine equipment may include leashes, collars, kennels or crates, treats, and water/food dishes. Similar items are applicable for other species and the handler should note the same appropriate and inappropriate pieces of equipment listed below.

Handlers must use the same equipment with their animal partner as was used during the evaluation. For example, if a canine tested wearing a harness, this canine must always wear a harness when working at the PAWS program. Furthermore, Handlers will be aware of updates and parameters regarding the following list of equipment:

APPROPRIATE EQUIPMENT:
- Collars that fit to the size of the dog (animal). Flat-buckle collar – nylon or leather.
- Harness.
- Gentle Leader™, Halti™, Snoot Loop
- Identifying item to show dog (animal) is "working", i.e., bandana, saddle bag, cape, etc.
- Leash – leather or nylon: Consider its hardware, texture, color, length. 6-ft is ideal.
- Crate, kennel, x-pen, pop-up tent.
- Bedding/pillow for dog (animal) to rest.
- Chillow™ for warm months.
- Grooming tools: Soft brushes, plastic. A baby hair brush is a good example.
- Collapsible dish for water/food.
- Poop bags.
- Old towels/rags to wipe feet or face.
- Treat bag & treats. **NOTE**: also suggest a small cup or large spoon to use when showing students how to give your animal a treat so there is never the chance of nails or teeth grazing skin. Treats are not mandatory and please do not share your treats with any other animal working in the PAWS program.
- Clicker/whistle.
- Baby gate for classroom doors.
- Wet-ones/Hand sanitizer

INAPPROPRIATE EQUIPMENT:
- Chains of ANY kind (leash or collar).
- Choke, pinch, slip, shock, spraying collars.
- Flexi-leads.
- Muzzle – if your dog needs a muzzle, your dog needs to stay at home!
- Toys, i.e., balls, stuffed toys, squeaky toys. They are too distracting for other animals and the space is too small for the students to engage in play activities with your animal.
- Costumes – bandanas and collar covers are fine, a hair clip or small bow to pull hair out of an animal's eyes, and fun harnesses, leads, baskets, etc. Costumes, although cute, suggest the program is providing entertainment, can restrict an animal's movement, inhibit a person's access to petting and engaging with your animal, and pose a safety risk for all involved.

CODE OF CONDUCT

PAWS Handler Expectations & Standards of Conduct:
All Handlers are urged to become familiar with their registering organization's "standards of conduct" (PP, TDI, ATA, ITA). These are your guiding principles while providing the PAWS program at UMTC as you are representing each of these organizations in an official volunteer capacity, and all aspects are to be followed to maintain your liability coverage.

Furthermore, some additional standards of conduct are required for the PAWS program. Although these requirements may be permissible within some registering organizations, they are parameters selected to maintain consistency and integrity for the PAWS program at UMTC and include the following:

1. Participation time: Engage in PAWS programming for a maximum of two (2) hours before taking no less than a 30-minute break where your animal is removed from visiting human interaction. This may also be adjusted on a case-by-case basis as some smaller animals may require more consistent and frequent breaks.
2. Attendance and punctuality: The PAWS program expects PAWS Teams to be ready to work on the days when the Handler has elected to bring his or her animal to UMTC.
3. Safety: The safety and health of students, employees, and animals is a priority. UMTC makes every effort to comply with all federal and state workplace safety requirements, as well as requirements for humane treatment of animals.
   a. Each PAWS Team is expected to obey safety rules and exercise caution and common sense in all work activities.
   b. Safety considerations may involve environmental aspects (carpet versus tiled floor), student needs, equipment, animal health, non-routine school activities (fire or tornado drills), and disaster situations.
   c. Hand washing and hand sanitizer stations/dispensers must be diligently supported for the PAWS program. Hand washing has been shown in current research to be one of the most effective ways to prevent disease and sickness. Hand washing is especially important upon picking up dog feces or accidents, and students should not be allowed to assist in this activity.
4. Need for medical attention: PAWS teams should report all PAWS-related injuries or accidents involving self, one's animal, students, staff, or others immediately to the PAWS Program Coordinator and if such incident involves an animal, to complete an incident report.
5. Confidential and anonymous information: By volunteering in the PAWS Program at UMTC, Handlers agree they will not disclose or use any UMTC confidential information, and **will keep interactions with students and staff anonymous – what happens at Boynton stays at Boynton!**
6. Cultural sensitivity: All PAWS Teams will demonstrate cultural sensitivity while participating in the PAWS program. Permission to engage with students should always be extended first and students/staff/visitors get to set the pace of how to participate with you and your animal.
7. Dress code: PAWS Teams are expected to present a clean and professional appearance while participating in the PAWS program, whether in or outside of the school building.

    a. Dressing in a fashion that is clearly unprofessional, that is deemed unsafe, or that negatively affects UMTC's reputation or image is not acceptable.

    b. Of particular note, women may want to consider wearing proper undergarments, pants that are not low-rise, and a modest neckline shirt on the days they bring their animal partners to school.

    c. All Handlers should avoid open-toed or open-heeled shoes for safety.

    d. Animals involved in the PAWS program may not be dressed up in costumes. Permitted animal attire includes bandanas, capes/vests, and backpacks and should be properly displayed and used on all AAI animals (see "equipment qualifications" above).

8. <u>Animal interactions</u>: When two or more PAWS Teams are working on the same day, there should be considerable effort taken to keep each animal separate from each other, including opportunities to "play". People may misinterpret animal behavior and every opportunity should be taken to present the PAWS program with as little confusion in perception as possible. If Handlers want their respective dogs (animals) to meet, this should be arranged during non-program hours and off campus.

9. <u>Biological maintenance</u>: As much as we can try, sometimes there will be accidents.

    a. If urine, feces, or vomit happens inside the building:
       ● The Handler or designee will immediately clean up after the animal.
       ● After cleaning the area, the PAWS Program Coordinator will be notified.
       ● The PAWS Program Coordinator will notify the custodial staff of the location of the accident and request appropriate clean-up using industrial cleaning/sanitizing products and procedures.

    b. Feces clean-up outside the building:
       ● As much as possible, animal bathroom activities should occur away from sidewalks and other areas where the public may congregate.
       ● The Handler or designee will accompany the animal away from the building and assume responsibility for appropriate clean-up and disposal of animal feces.
       ● A plastic bag should be used to collect waste, tied off at the top, and then disposed of in a waste bin located outside the building.

10. <u>Retirement/death of animal</u>: The unfortunate aspect of having an animal in one's life is they do not live as long as humans. There will come a time for each PAWS Team to make the difficult decision to retire their animal partner from work. Each PAWS Team has full permission to remove one's animal from participating in PAWS if the animal exhibits health or behavioral issues that deem that animal no longer appropriate for the program or setting. There is also the possibly accidents or illness may require the humane closure to an animal partner's life during the PAWS Team's active participation in the program.

11. <u>Ethical standards</u>: While volunteering in the PAWS program, you represent best practices and ethics for an entire community of world-wide practitioners in AAI. You all come from a diverse background of professional, academic, and life experience that will be invaluable to the many students you will meet in the PAWS program. Furthermore, you are an extension of the UMTC team of thousands of staff and volunteers who dedicate each day to making campus life more rewarding and engaging for constantly changing student populations.

Program Discretion for Participation:
The Coordinator of the PAWS program, in consultation with Boynton staff, has the discretion to approve and suspend teams participating in PAWS. We actively partner with each PAWS Team to provide the PAWS program and as such, seek out constructive and ongoing feedback from each Team so we can improve and refine our services for UMTC students and staff.

SIGN-UP PROCESS

After attending the orientation for the PAWS program, please complete the following before attending your first PAWS session:

1. Complete the **PAWS Team Application - Part 1** through this link:
   https://goo.gl/forms/NuDlajyr8e2iVGS12

2. Complete the background screening check for volunteers. You will receive an email from BigTen@geninfo.com and the email will read as follows:

   Dear _____,
   You are receiving this message because you recently applied to volunteer with University of Minnesota. University of Minnesota has asked General Information Services, Inc. (GIS) to conduct a background check to determine your eligibility and suitability for volunteering. We now need you to give your consent and supply information for the background check. For additional information regarding GIS, please visit www.geninfo.com.
   The link in the How to Respond section below will guide you through a few screens where you will be asked to provide additional information and consent for the requested search. You will need to have the following information available before you click the link to begin:
   1.   Your social security number.
   2.   Your date of birth.
   3.   Your current and previous addresses, including zip codes.
   4.   Your driver's license information.
   Our objective is to complete the searches quickly, so please make every effort to ensure the information you provide is accurate and error-free.

   Additional Information
   *■   Respond immediately. If you do not respond **within 5 days** of the date of this message, University of Minnesota will assume you are no longer interested in this position and will not consider your application further.*

3. The **PAWS Team Application - Part 2** link will be sent in a couple of weeks and this part will gather your and your animal's vaccination records.

4. An email with a link for electronic sign-up through a program called "Sign Up Genius" will be sent to you. You may select as many or as few spots as you would like. There is a special section for two (2) "new teams" for every session and I would like you to use those as they are reserved for new teams only.. If they are both taken, you may also use the regular sign-up spots if any are open. We currently have six-eight (6-8) teams per week at MPLS-East Bank, six (6) teams per week at MPLS-West Bank, and four (4) teams each session at STP and RecWell. If you are unable to make your requested shift, please notify me ASAP at 651-307-0981. You may call or text me at this number, or also send me an email at tanya@umn.edu.

CAMPUS MAPS