

TRAUMA-INFORMED, CULTURALLY SAFE APPROACHES FOR THE ANIMAL SERVICES SECTOR



REFLECTION 1

One Welfare

Can you think of some examples from your own life or work where you see connections between people, animals, and the environment?



ACTIVITY 1

Creating a Systems Map



Take a moment to jot down a 'systems map' of some of the people, agencies, and services you connect with in your work. Then, you can add in some services/agencies/people that you know exist in your community but maybe you haven't connected with and would like to. Some questions to think about:

What other services exist in your community that might be even distantly connected with the people and animals you work with?

What potential is there for collaboration?

If you are new to the area/community, what is your knowledge of local resources, and who could you collaborate with to help identify resources?



 You can use this blank space to draw out your systems map



ACTIVITY 2

Practicing a Trauma-Informed Approach



Consider the following scenarios and how you might respond to them in a trauma-informed way.

Scenario 1

A person calls your organization looking for a place to stay for the night. They are panicked and upset. They have 2 dogs with them and are hoping that as an animal service organization, you might be able to help. What is the best way to respond, keeping trauma-informed principles in mind? **Choose all that apply.**

Commend the person for reaching out to your organization, and offer some supportive words.

Offer some supportive words to the person, but kindly let them know that your organization does not operate any type of shelter.

Offer to connect the person with another organization that may be able to place the person's dogs in temporary foster care.

Ask questions to learn more about the person's circumstances.

Provide the person with a list of local social services in their area, and offer to help contact them.

Scenario 2

You receive a call from someone that thinks their animal has been poisoned. They tell you that they have no funding available and no resources to bring their animal to the closest veterinary clinic, which is an hour away. What is the best way to respond, keeping trauma-informed principles in mind? **Choose all that apply.**

Provide the person with words of encouragement, and commend them for calling for assistance.

Stay calm and be curious by asking non-judgmental questions about the situation.

Reference your list of transport, social service, and community resources that you already created prior to the situation, then share relevant resources and offer to contact them for the person if they wish.

With the permission of the caller, reach out to the closest veterinarian in their area to identify any ideas for transport and best next steps.


Gather more information about the situation by asking questions such as “What did you give your animal?”



REFLECTION 2

The Importance of Cultural Safety

Why is cultural safety essential for the animal services sector?



**ACTIVITY 3****Connecting Back to Early Intervention & Prevention-Based Approaches**

Now that you've begun to learn about trauma-informed and culturally safe approaches, we invite you to reflect back on early intervention and prevention-based approaches, and think about how they relate to and overlap with implementing a trauma-informed, culturally safe approach. This activity invites you to reflect on this, and practice these approaches with hypothetical scenarios.

For each of the following questions, please choose which items/answers you would include in your approach (e.g., A and C). Then, please write down what order you would carry them out in. Finally, please think about what is missing from the options that you would also include in your approach.

Scenario 1

An animal protection worker receives notice that their organization logged a call from a neighbour that a dog “looks skinny” and is left outside overnight on the family’s deck in cold weather. Let’s explore the ideal initial response(s) in this situation.

Talk to the neighbour who made the call.

Make plans to visit the guardian and their dog. If the dog is skinny, ask the guardian how their dog is.

Visit the guardian and dog. If the dog is skinny, order the guardian to go to a vet.

Identify the area that the guardian and their dog live in.



Scenario 2

A person goes to a veterinary clinic with their dog, who appears to be limping and in pain. After being provided a quote for the cost of the initial examination for the dog, the person expresses that they cannot afford this cost but they are worried for their dog's well-being. They also explain that the dog is really important for their mental health. Let's explore the ideal initial response(s) in this situation.

Provide the person with a list of resources where they might be able to access payment assistance.

Talk with the person to better understand the circumstances.

Waive the examination fee.

Ask the person if they have any friends or relatives who could help pay for the fee.

Ask the person for payment upfront and let them know that if they leave with their animal in distress, the local animal protection agency will have to get involved.



ACTIVITY 4

Role-Playing Scenario to Practice Motivational Interviewing



For this scenario, please have one person take on the role of the 'offender' and one person act as the animal service worker. Work through a conversation as you imagine it might go, keeping in mind the principles of Motivational Interviewing during the conversation. Take turns within your group.

Scenario

It's been reported by a social service worker that an elderly woman has many cats in her small apartment. The worker is concerned about both the woman's and the cats' welfare. You are directed to visit the woman's home to assess the situation. When you arrive, you observe about 20 cats in a 300 sq ft space. The cats have discharge around their eyes, and appear to be shy. The woman seems to be having difficulty hearing. How would you approach the conversation, keeping Motivational Interviewing techniques in mind?

**ACTIVITY 5****Practice Using the Experience CUBE****Statement 1**

I see that your dog is out in the yard in the full sun. I don't see a water dish, and it looks like she is panting a lot. I wonder if you noticed that? I'm a little worried that she might be overheated. I'd like to check her out with you and see if she is okay.

Is this consistent with the CUBE method? Why or why not?

**Statement 2**

I'm responding to your call about the stray cat. I need more information.

Is this consistent with the CUBE method? Why or why not?

**ACTIVITY 6****Practicing the Experience CUBE (Continued)**

Use the following worksheet to think of two or three different conversations you might encounter in your work, and use the CUBE method to coach yourself through a response.



For this activity, please see Experience CUBE Worksheet on next page.

THE EXPERIENCE CUBE PRACTICE ACTIVITY



Think of two different conversations you might encounter in your work, and use the CUBE format to coach yourself through a response.

- 1 What is the issue, feedback or scenario you would like to practice with? Write it down here, and then fill out the box below.

<p>I am observing...</p> <p>I am paying attention to...</p> <p>OBSERVATIONS</p>	<p>I think...</p> <p>I am assuming...</p> <p>I wonder...</p> <p>THOUGHTS</p>
<p>FEELINGS</p> <p>I feel...</p>	<p>WANTS</p> <p>I want...</p> <p>I need...</p>

2 What is the issue, feedback or scenario you would like to practice with? Write it down here, and then fill out the box below.

[Empty rounded rectangular box for writing the issue, feedback or scenario]

I am observing...

I am paying attention to...

OBSERVATIONS

I think...

I am assuming...

I wonder...

THOUGHTS

FEELINGS

I feel...

WANTS

I want...

I need...

 REFLECTION 3

Summing Up

What are the most important things you learned in this section?



What is one thing you intend to carry back with you?



What is something you commit to doing differently?

