Animal Control

Facilitator’s Guide

Subject Matter Experts

- Donna Moultrup, RN, BSN, CHO, Town of Belmont, Director of Health (retired)

Contributor

- Courtney Perdios, Boston University School of Public Health, Editor

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Guide Overview

This is an online learning tool that can be accessed anytime for independent learning at http://sites.bu.edu/masslocalinsitute/. However, in order to meet the training needs of a variety of audiences across Massachusetts, this Facilitator’s Guide (Guide) has been designed to assist with a group-based delivery in flexible time segments. Please note that the Guide provides suggestions and guidelines for how to conduct the training. Each facilitator can adapt the guidelines and/or incorporate his or her own training methods to best meet the needs of any given group who will partake in this training.

Two options for a facilitator-led training are available.

1. Access via high-speed internet: http://sites.bu.edu/masslocalinsitute/

2. Access via CD. A CD is available if you do not have high speed internet access to the online training. To request a copy of this training on CD, please contact the Local Public Health Institute of MA at lphi@bu.edu.

For either option, move through the training by following the Table of Contents. Use the scroll bar on the right-hand side to move up and down the page. Click on ‘next page’ or a page number to move between pages.

The course contains multiple webpages with subject content, links to other websites, activities and exercises, and video clips. You should discuss all of the content, play the videos, and conduct the activities and exercises. You should also illustrate some of the links and resources, as time allows. Be sure participants understand that this training is the equivalent of an online Resource Manual so they should be encouraged to access it frequently.

The Guide also provides teaching tips, estimated times for completion, facilitator notes, and supplemental activities or discussion topics. Please note that the online training serves as a valuable resource to all classroom facilitators because it has dozens of links to:

- statutes and regulations that explicitly outline roles, responsibilities, and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

We hope that you find the content and suggestions provided in this Guide useful. We invite you to submit your comments – your opinions and suggestions help to improve our Guides.

February 2018        Kathleen MacVarish
                     Seth Eckhouse
Before You Begin

✓ Plan approximately 1 hour to complete this online training. For a classroom setting, plan an additional 30 minutes to an hour to allow time for group discussion and activities.
✓ Complete the online training on your own.
✓ Read this Facilitator’s Guide to become familiar with the content and flow. We suggest you print this Guide before you start the online training, so you can take notes as you complete the training.
✓ As you complete the training and review the Facilitator’s Guide, look for segments to include examples specific to your audience and your own experience.
✓ Decide if you want to print out any of the webpages, links, or resources for activities or discussion. You can find all answers to the discussion questions in their related webpages.
✓ Determine what equipment you want to incorporate into delivering the training.
✓ Think about other tools you might wish to supplement the training with, such as flipcharts, diagrams, icebreakers, or activities.
✓ If your participants are seeking contact hours, tell them to complete the pre-test online before attending your training and remind them to complete the post-test and evaluation online at the end of the training.

Participants must register to establish a learner profile and complete the pre-test, post-test, and the evaluation for a certificate of completion with contact hours.

Teaching Tips – Alternatives to “Are there any questions?”

Often asking “Are there any questions?” only elicits response from the same few people who are willing to speak up.

The alternatives suggested below are designed to involve learners more actively.

<table>
<thead>
<tr>
<th>Identify expectations</th>
<th>Make diagrams</th>
<th>Identify unanswered questions</th>
<th>Create potential exam questions</th>
</tr>
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<tbody>
<tr>
<td>Participants can write down 1-2 questions they believe the session will answer.</td>
<td>Ask individuals or small groups to draw a diagram that illustrates the material.</td>
<td>Ask individuals/groups to write down 1-2 questions they still have.</td>
<td>Ask participants to generate potential exam questions and answer them.</td>
</tr>
</tbody>
</table>
Working with Small Groups

Having learners work in small groups is a good way to increase involvement. When making small group assignments:

- Groups should be no larger than seven people.
- Assign a group leader or reporter.
- Give specific and simple directions.
- Ask for specific and concrete products - list, diagram, summary, illustration, etc.
- Set a time limit.
- Let the learners do the work. Facilitate discussions rather than lead them.
Introduction (Page 2)

**Introduce** yourself and provide some background information on your public health experience. Have participants introduce themselves and describe where they work, what they do, and what their backgrounds are. Participants should also state what they hope to learn from the course. This might be a great time to introduce an icebreaker activity to encourage open discussion. Take 5-10 minutes to ask a few questions and have the group report responses. Sample icebreaker questions can be found: [http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf](http://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf)

**Explain** that besides providing training, this module will also serve as a valuable resource to all LBOH members and staff of health departments because it has links to:

- statutes and regulations that explicitly outline roles, responsibilities and authority
- carefully selected online resources that provide information on animal control

**Discuss the purpose of the course.** The purpose of this course is to provide information to LBOH responsible for the prevention of disease transmission from animals to humans, and for the control of public health nuisances or threats related to animals. The LBOH is the authority in charge of preventing the spread of rabies, controlling beaver and muskrat populations that pose a threat to human health and safety, and enacting local regulations that govern the keeping of certain animals.

**Review Learning Objectives.**

After completing this training, you will be able to:

- Recount the history and evolution of animal control programs
- List the responsibilities of an Animal Control Officer and an Animal Inspector
- Explain the roles and obligations of state and local agencies
- Describe the behaviors, signs, and symptoms of rabies in domestic and wild animals
- Detail protocols and quarantine procedures for humans and domestic animals that are known to have been, or are suspected of having been, exposed to rabies
- Summarize what constitutes a threat to human health and safety when beavers and muskrats cause flooding
- Discuss the regulations related to the keeping of animals
Overview and Background? (Page 3)

**Discussion Questions** How did animal control come to be? How does animal control impact public health? Who oversees animal control?

**Introduce** the module by mentioning that three important resources for animal control issues in Massachusetts are MDAR, MDPH, and MDFW.

**Emphasize** that animal control activities are important for public health, environmental protection, and nuisance prevention and abatement.

**Recount** the historical origins of animal control.

**List** the three municipal positions that share oversight of the keeping of domestic animals.

**Detail** the role and responsibilities of an Animal Control Officer (ACO), along with the requisite traits someone in that position must possess.

**Illustrate** the equipment an ACO typically carries with them using the photo album activity.

**Explain** the role and responsibilities of an Animal Inspector. Describe how this position is similar to and different from an ACO.

**Describe** the role and responsibilities of the LBOH in animal control issues.
Public Health Interventions (Page 4)

Discussion Questions. What is rabies? How is it transmitted? What animals are most likely to carry it? What do I do if I or my pet might have been exposed to rabies?

Introduce the rabies disease and describe how it is transmitted.

Highlight the incidence rate of rabies among animals and humans.

Detail the process that occurs once an animal bite is reported.

Use the roll over tab activity to present further rabies prevention tips and steps to take if a person or their pet have been exposed to rabies.

Describe the categorization of animal species in regards to rabies testing.

View the photo album activity for examples of other animals ACOs might encounter in Massachusetts.
Rabies Vaccination Protocols (Page 5)

Discussion Questions. How can an animal get protected against rabies? What is the difference between isolation and quarantine?

Discuss Massachusetts rabies vaccination protocols.

Review the tabbed activity for definitions for the terms isolation, strict confinement, exposed by proximity, and quarantine.

Introduce each biting scenario and walk through each answer.

View the samples of quarantine orders used by MDAR.
Beaver Muskrat Control (Page 6)

**Discussion Questions.** How do beavers impact humans? What are the options to dealing with a beaver problem?

**List** some negative impacts beavers can have on the human way of life.

**Explain** LBOH role in beaver control.

**Give** the three options a permit allows for in alleviating a public health or safety threat and name some benefits/drawbacks to each.

**Using** the slideshow activity, discuss the ways seven towns across Massachusetts dealt with their beaver control issues.

**Conduct** the quiz activity to review what constitutes a public safety threat posed by beavers or muskrats.
Other Animal Control Issues (Page 7)

**Discussion Questions.** What happens to a sick animal? How are deceased animals removed? What are the procedures for impounding an animal and for providing for its adoption? Should young wildlife ever be removed from the wild? How should property owners handle damage to their property caused by wildlife?

**Review** the search and rescue process.

**Discuss** the ways in which animal remains are disposed.

**Define** impoundment and explain how an animal becomes impounded.

**Give** some information about animal adoption procedures.

**Emphasize** the importance of leaving young wildlife in the wild.

**Provide** some options available to homeowners facing damage to private property by wildlife.
Local Regulations (Page 8)

**Discussion Questions.** Are there local regulations that govern animal control? How are these created? Who creates them?

Highlight that ACOs can suggest amendments to local regulations, but only the LBOH has the authority to create regulations.

Discuss the things LBOH should keep in mind when crafting regulations and the process by which regulations are promulgated.

Explain non-criminal citations and how they are used.
Summary (Page 9)

Review the summary provided on this webpage.

Discuss the additional responsibilities ACOs are being asked to take on in addition to their traditional duties.
Conclusion and Additional Resources (Page 10)

Encourage participants to use the Job Aid that summarizes key points from the training for future reference.

Review the Learning Objectives.

- Recount the history and evolution of animal control programs
- List the responsibilities of an Animal Control Officer and an Animal Inspector
- Explain the roles and obligations of state and local agencies
- Describe the behaviors, signs, and symptoms of rabies in domestic and wild animals
- Detail protocols and quarantine procedures for humans and domestic animals that are known to have been, or are suspected of having been, exposed to rabies
- Summarize what constitutes a threat to human health and safety when beavers and muskrats cause flooding
- Discuss the regulations related to the keeping of animals

Offer additional resources for further information.

Certificate of Completion

At the conclusion, remind participants that if they would like a certificate of completion with contact hours, they must log in to the Institute’s website and complete the pre-test, the post-test and the evaluation.