

# Best Friends Animal Society Cat Lifesaving Fundamentals (CLF)

(Details subject to change)

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## General Information

### Rationale

The animal services field is evolving rapidly, and lifesaving is increasing, however the field itself does not have an accreditation process in place and there is still ambiguity around the purpose of animal shelters and animal control. The community expects that their animal shelter and control organizations save pets lives, keep pets with their families and ensure lost pets are returned to their homes.

This Cat Lifesaving Fundamentals course (CLF) will offer animal service professionals, community members, advocates, and volunteers an opportunity to learn how to save more lives. This course will give the tools, programs, and procedures needed to save more lives.

### Program Vision/Mission

Vision: The Best Friends Cat Lifesaving Fundamentals course (CLF) is a prestigious and comprehensive course that increases lifesaving for cats in communities across the nation.

Mission: The Cat Lifesaving Fundamentals course facilitates the lifesaving knowledge and skills of practitioners, community members, advocates, and volunteers.

### Program Components/Benefits

- The CLC focuses foundationally on understanding why cats are losing their lives in animal shelters and how lifesaving can be increased
- Activities and discussions in every module are designed to facilitate increased lifesaving
- The CLC creates a cohort community of animal services advocates and professionals for support
- Students are empowered to lead their communities in lifesaving strategies and programs
- Advocates and professionals are better prepared for supporting or leading programs
- The CLC develops a network of cat lifesaving advocates and professionals
- Each successful graduate will earn one articulatable credit and a Cat Lifesaving Fundamentals course digital badge from Southern Utah University (SUU).

### Course Prerequisites

None required. Introduction to Animal Services and Finding Success in Animal Services are suggested, especially for those new to the field.

### Participant expectations

During the 7-week program, participants will:

- Complete all 7 comprehensive modules
- Actively participate in all online discussions
- Complete all assignments
- Understand why data is crucial to lifesaving decision making
- Complete a plan for updating or launching a cat lifesaving program

### Student Learning Outcomes:

- Identify barriers to cat lifesaving in shelters
- Create understanding of how to increase cat lifesaving in a community
- Acquire the skills and knowledge to implement what is learned in the course as relevant to the profession
- Understand the value of and participate in networking, building coalitions/partnerships and working together to save lives.

### Program Success Measurement

- Pre-course survey: assessment of current knowledge
- Modules, assignments and discussions completion
- Successful completion of pilot program action plan
- Post-course survey: assessment of knowledge gained
- Track participant data post course to measure lifesaving efforts

### Course Materials

#### Required Materials

[Humane Animal Control: Effective Enforcement, Shelter Management, Local Government Support and Community Engagement](#) Best Friends Network Partner Resources (Vol. 1), Best Friends Animal Society, Retrieved 2022

#### Optional Materials

- [Think Again: The Power of Knowing What You Don't Know](#) by Adam Grant
- [Animal Behavior for Shelter Veterinarians and Staff](#) 2nd Edition by [Victoria A. Cussen](#) (Editor), [Pamela J. Reid](#) (Editor), [Kristen A. Collins](#) (Editor), [Brian A. DiGangi](#) (Editor)
- [Reimagining Animal Sheltering: Support Services and Community-Driven Sheltering Methods](#) by [Julie Levy](#) (Editor), [Kevin Horecka](#) (Editor), [Peter Wolf](#) (Editor), [E Susan Amirian](#) (Editor)

### Program Outline

#### Program Introduction

This Cat Lifesaving Fundamentals course will offer practitioners, community members, advocates, and volunteers an opportunity to learn about the proven policies, programs and procedures necessary to meet the community's expectations. The course will offer clarity on what success looks like and will also be an opportunity for students to deepen their learning and understanding of positive results. Additionally, Best Friends Animal Society (Best Friends) has a goal of assisting organizations in being reflective of their communities culturally and ethnically so that all feel comfortable and welcomed.

### **Introduction to Cat Lifesaving - Week 1**

- This module gives students an overview of cat lifesaving in animal services, introducing the learner to the current challenges in the field along with the necessary foundational programs and components for lifesaving to address these challenges.
- Upon completion of this module, students will have an understanding of the importance of pilot programming and engaging the community in cat lifesaving efforts.

### **Community Cat Programming - Week 2**

- This module gives an overview of the components of a comprehensive community cat program (CCP), including strategic trap-neuter-vaccinate-return (TNVR). These programs are proven lifesaving strategies that shelters can utilize to increase the lifesaving of cats in their care.
- Upon completion of this module, students will be able to distinguish between different components of CCPs, identify CCP-eligible cats, and have the tools necessary to start a CCP program or enhance a current program.

### **Strategic Intake - Week 3**

- This module is an overview of the importance of engaging the community as well as animal services staff and volunteers to achieve lifesaving results through strategic intake.
- Upon completion of this module, participants will understand how strategic intake can improve the flow of cats through the shelter and how to create and/or strengthen pathways for intake diversion.

### **Kittens - Week 4**

- This module will review neonatal kitten lifesaving programming including intake diversion, conversations with the public, kitten care and foster programming.
- Upon completion of this module, participants will have the knowledge to build out processes and guidelines for incoming neonatal kittens as well as orphaned neonatal kittens in their communities, with a strong emphasis on intake diversion and foster programming.

### **Adoptions, Fosters and Volunteers - Week 5**

- This module examines the proven lifesaving practices for adoptions, foster and volunteer programs for the purpose of increasing lifesaving of cats. The module also covers strategies for working cat placement.
- After completion of this module, students will be able to create, advocate for and implement lifesaving adoption, foster and volunteer programs as well as placement for working cats.

### **Shelter Medicine - Week 6**

- This module reviews medical guidelines as they relate to cat lifesaving programs such as community cat, foster and adoption programs as well as neonatal kitten care.
- Upon completion of this module, participants will have the knowledge to triage common medical conditions and understand medical protocols and procedures to guide the cats in their care on the most appropriate path given their medical condition and resources available.

### **Cats in Shelters – Week 7**

- This module will review the best practices for caring for cats during their stay in the shelter, including tools for decreasing stress and preventing the spread of disease.
- Upon completion of this module, students will be able to appropriately provide enrichment and decompression for cats in the shelter as well as incorporate cleaning protocols to prevent the spread of disease.

## **Course Methodologies**

### **Modules**

The cornerstone of this course are self-study modules. Each one will take between 60 - 90 minutes. Full completion is required to earn full credit.

### **Discussions**

During this course, you will have weekly opportunities to discuss ideas gained from the modules online. This is a great forum in which to share strategies and learn from one another. Please make an initial post and respond to at least one classmate's post. Full completion is required to earn full credit.

### **Assignments**

For assignments, it is up to you to decide how to share your thoughts. You can submit a more traditional paper (1 - 2 paragraphs), a brief video or audio recording, etc. When a template or document is required, they should be completed per individual instructions. Full completion is required to earn full credit.

**Please note: All assignment submissions must be original and created by the submitter specifically for this course. Generative Artificial Intelligence (AI) tools, such as ChatGPT and BingAI, may be used on all assignments in this class. You are responsible for the final product submitted, so make sure your submission is accurate and your sources are reliable. If you decide to use AI, please include that information in your submission.**

### **Quizzes**

These are designed as knowledge checks. You are welcome to use your notes and/or the module itself while taking the quiz. Each quiz contains 5 questions worth 1 point each.

### **Office Hours**

The course facilitator will be available live each week for questions and support.

## Grade Scheme

The following grading standards will be used in this class. Assignment due dates are designed to help the student with time management. Late assignments will be eligible for full credit when completed prior to the end of course.

Complete 100 % to 80.0%

Incomplete < 80.0 % to 0.0%

## Program Tenets

The Cat Lifesaving Fundamentals course is the first of its kind in the nation that offers university recognition for completion. To ensure the integrity of the experience and program here are the program tenets:

- **Participatory** - Your voice and perspective are important, and your full participation will be important for your colleagues. The cohort class is comprised of different personalities and communication styles so it's important to be mindful of making space for all to contribute.
- **Confidentiality** – The CLC is a safe space for sharing and learning and confidentiality is assumed.
- **Transparency** – **Transparency** is a key to developing trust and accurately assessing areas for improvement and developing effective improvement plans.
- **Trust and respect** – We all come from different backgrounds and various environments which produce a different set of challenges and successes. Trusting that we're all in this together for the greater good and working for the same larger goal will be key. Ensuring we respect each other's voices even if at times we don't always see situations in the same light will make for an invigorating and intellectually stimulating environment.
- **Growth mindset** – Leading change is a theme woven throughout all the modules presented in the CLC, and in order to thrive in a program which encourages living a bit outside of your comfort zone, a growth mindset is required.
- **Intellectual curiosity** - Intellectually curious people challenge the status quo to help create new ways to increase lifesaving and meet the expectations of the community. Intellectually curious people are positive risk-takers. They are entrepreneurial, but not rash. They promote experimentation, often testing the boundaries of possibilities without fear of failure.
- **Well-being** – Well-being includes taking care of the whole self – mind, body and spirit. Embodying this concept and modeling balance with how you care for yourself as an animal advocate or professional is important.

### **ACADEMIC INTEGRITY:**

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood Policy 6.33 Academic Integrity and the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights.

### **ADA STATEMENT:**

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

### **EMERGENCY MANAGEMENT STATEMENT:**

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at: <https://www.suu.edu/ad/em/>.

### **HEOA COMPLIANCE STATEMENT:**

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at: <https://www.suu.edu/heoa/index.html>.

### **DISCLAIMER:**

Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.